



QUALITY EDUCATORS
FOR ALL

Quality Educators: An International Study of Teacher Competences and Standards

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Presentation outline

- Research questions and methodology
- Meaning of competence profile
- Main findings a) from the desk study b) from country case studies
- Key teacher competences
- Main conclusions and recommendations

Research questions and Methodology

- The 4 research questions:
 - What can we learn from literature?
 - What competences do teachers need to provide quality education?
 - How are CP developed & implemented?
 - Is an generic CP desirable for international adaptation?
- Methodology:
 - Desk research (3 country examples-RSA, NZ, Canada)
 - Case studies(8, 2 per region)

The concept

- Definition : Many definitions
- Two main approaches:
 - Behaviouristic (narrow, check list approach)
 - Holistic (complex combination of integrated/relational skills, collective effort, guideline for professional development & evaluation)
- Content: Skills, knowledge + something else (professional values, professional relationship, attributes, insight & character)

Main findings from the Desk study

- **South Africa:** Norms and Standards for Educators (NSE) are being developed, following the Teacher Development Summit held in 2009. The South African Democratic Teachers Union (SADTU) is currently establishing a teacher development institute.
- **New Zealand:** → Several standards were instituted by different government organs-Professional Standards (MOE), Satisfactory Teaching Dimensions (Teacher Registration Board) & Qualifications Standards for Education in Teaching (New Zealand Qualifications Authority). Now combined into Registered Teacher Criteria through a consultative process.
- **Alberta (Canada):** Teaching Quality Standards (TQS) developed in open, collegial environment → broad consensus on standards and evaluation



The case studies (1)

Latin America

- **Chile:** Standards developed by experts but not compulsory; the Framework for Good Teaching was developed with teachers in 2003, but there is no harmony between teacher education, classroom practice and evaluation (3 different islands)
- **Brazil:** Huge and diverse country. No national CP but Guidelines (LDB) based on consultation and mandatory nationwide. But many interpretations and no follow up. Majority in favour of national CP

Asia

- **India:** The National Council for Teacher Education (NCFTE) has non mandatory guidelines. Widely used; based on consensus. Flexible → differences in assessment. Assessment doesn't lead to better professional capacities.

The case studies (2)

Asia

- **Malaysia:** Highly centralized education system. 3 diff. CP: The Malaysian Teachers Standards (MTS) + PTK test (knowledge) + LNPT (performance appraisal). Criticism: not classroom relevant, lack feedback and support, no indicator quality.

Europe

- **Netherlands:** Competence framework developed by teachers and trial-tested. Implementation and evaluation should be improved.
- **Slovenia:** CP discussed in the context of the Bologna Process. 2008: Criteria for Accreditation of Teacher Training Programmes developed

The Quality-ED pilots: Mali & Uganda

- Both in Mali and Uganda there was an existing CP, but not based on a consensus, not known and not applied
- Project :
 - Revised CP on broad consensus
 - Alignment on Education policy and existing initiatives
 - Gender dimension
- Mali: focus on unqualified teachers (one status & standard)
- Uganda: focus on post conflict area in the North



Main teacher competences identified

- **Knowledge** – subject content, pedagogical & professional knowledge...
- **Skills** – pedagogical, management, communication and interpersonal skills (establishing rapport with learners, cooperation and collaboration with colleagues...)
- **Attitudes and values** – Commitment to the profession and students
- **A good teacher:** Possesses content and pedagogical/didactical knowledge, creates a safe and loving learning environment, responds to learners' group and individual needs, is creative, flexible and reflexive...

Conclusions: the concept (1)

- The CP is one way of looking at teaching quality
- Term competence is “sometimes seen as narrow, rigid and problematic but in many countries there is reference to competences or standards
- 2 main approaches: behaviourist and holistic. Today the holistic approach prevails
- The CP in holistic approach can work as a tool for training, professional development and assessment
- The CP can provide the basis for having a dialogue on teaching standards

Conclusions: the concept (2)

- Content: knowledge + skills + something else (positive attitude, professional values, professional relationships, vision, attributes etc)
- In all countries the check-list approach is rejected
- Teachers and stakeholders were generally in favour of establishing a global framework of teaching standards
- Such a framework should be flexible, broad and adaptable to local conditions

Conclusions: development and implementation of CPs

Who decides about contents and implementation

- Question of ownership: participative process and common vision necessary
Ownership!
- Alignment imperative: Training, Professional Development and Teacher Evaluation Profiles
- Ensure full implementation through integrated and collective approach
- Caution: Evaluation can revert to check list approach
- Evaluation should give feedback to teachers and promote professional development

Recommendations National CP

- Ensure inclusive and participative process throughout – development, implementation & evaluation
- CPs can be helpful and serve as guidelines for quality teaching, **if:**
 - Competence is defined holistically
 - CPs include both domain specific competences and life skills, socio cultural & socio emotional competence and values
 - Applied along the full spectrum of teacher education and lifelong learning
- They include a gender dimension

Conclusions: CPs in action!

- EI and ON currently developing Guidelines on the Development of Teacher Competence Profiles
- The global education community should institute an *indaba*, or begin an inclusive dialogue on teaching standards and professionalisation of the teaching profession
- Opportunities: Teacher Task Force, EFA mechanism (towards and beyond 2015), Global Network on Teaching Quality and Effectiveness etc

Publication available for
download at:

[http://www.ei-ie.org/
websections/content_detail/3269#intro3](http://www.ei-ie.org/websections/content_detail/3269#intro3)



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