Guiding Framework of Performance Standards for Arab Teachers

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Towards an Integrated Model to Advance Arab Teachers Professionalization for Empowerment

From a Bureaucratic Framework

- Teachers as civil Servants
- Based on Discipline
- External bureaucratic authority
- Inspection
- Temporal Seniority
- Discipline

To a Professional Framework

- Teachers as professionals
- Based on Standards
- Internal authority
- Self-evaluation
- Performance and efficiency
- Qualification and professional development
Major Pillars of the Integrated Model for Arab Teachers

1- Take for granted that teachers have to be involved in the process of their professional development
2- Make available the material, organizational, knowledge-based and social conditions needed to render teaching an appealing professional activity
3- Establish Institutions for evaluation of teachers’ tasks
4- Develop the institutional context to practice and develop teaching
5- Adopt a comprehensive concept of educational management
6- Considering the possibility of expanding promotion of teachers to higher teaching levels
7- Performance standards are linked to specific professional development programmes
8- Encourage the Arab Governments and NGOs to establish organizations that care for the teaching profession throughout the three states of professional development
Training during the Stages of Teachers’ Professional Development