

# Monitoring and Evaluation of Teacher Policy Reforms: Multidimensional Collegial Framework for Sustaining Momentum



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**4<sup>TH</sup> INTERNATIONAL POLICY DIALOUGE FORUM**

## Interplay between Teacher Policies and Practices

- Teacher Policies play a significant role in evolving a learning and professional community for a nation
- Two National Policies on Education (1968),(1986) ,more than 20 commissions and committees and National Curriculum Frameworks at school and teacher education level have pronounced the centrality of teachers in the education reform process in India
- The Policy imperatives acknowledge- teacher development as continuum and teacher management as precondition for teacher development
- Overarching policy dimensions addressed all possible issues

# Rearward Mapping of Teacher Policy Reform Process

- During last two decades 'Education for All' movement (DPEP,SSA) has witnessed series of Centrally Sponsored Schemes with substantive resource allocation for school improvement and Purposive change in Teacher Education and Teacher Management
- The schemes acknowledges the need for data for monitoring progress

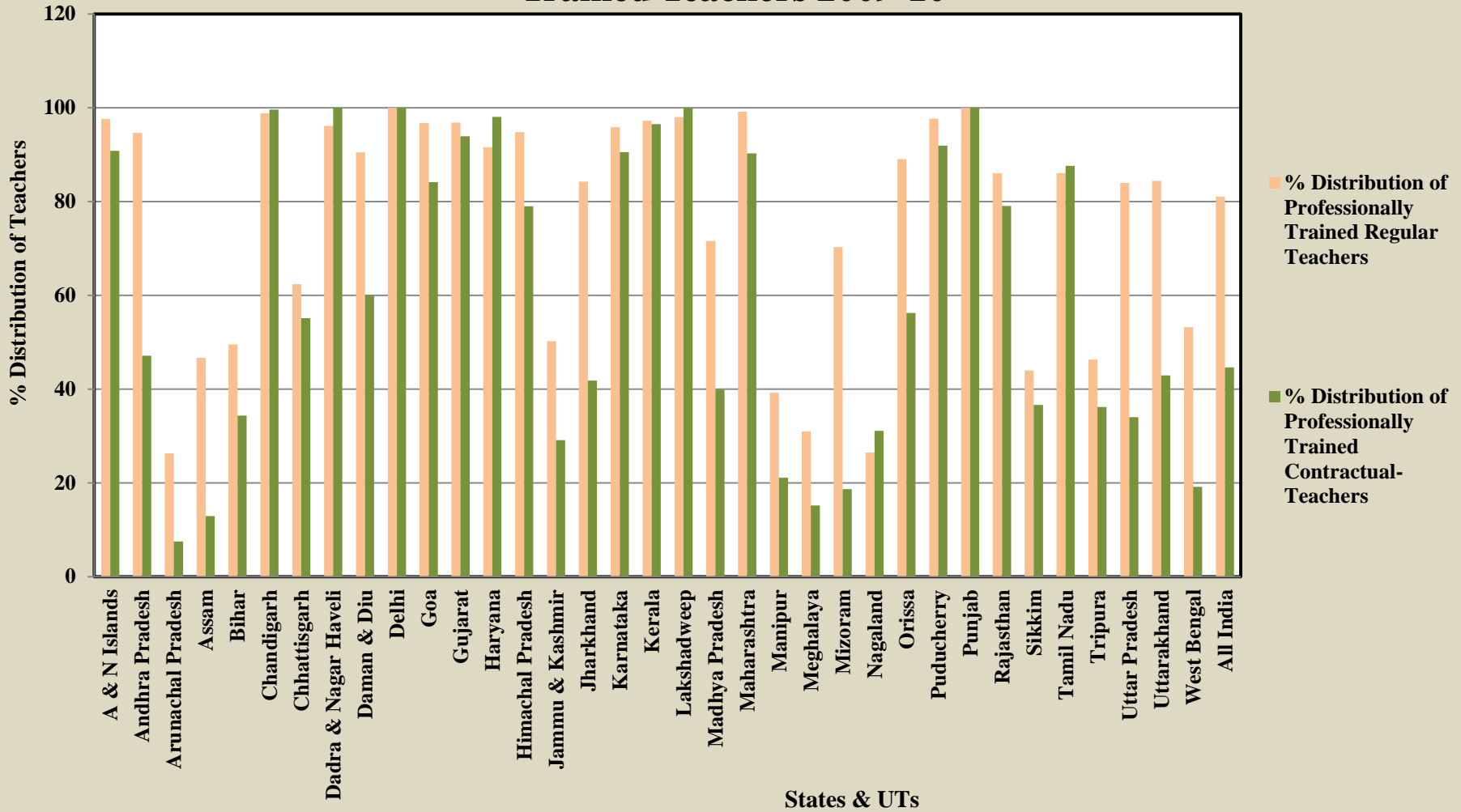
# Rearward Mapping of Teacher Policy Reform Process

- Mismatch between Expansion of schools and Teacher provisioning --Regional disparities- rural, backward and hilly areas(Challenge for equity issues)- Educationally Backward Blocks witness single or two teachers school.
- Dilution in the deployment policy of teachers
- Responded to shortages of teachers by adopting short-term, finance-driven measures relying heavily on unqualified or poorly qualified teachers on a short-term contractual basis ignoring teacher policy dimensions
- The conceptual framework on continuum of Teacher Development is contradictory to the context and practices

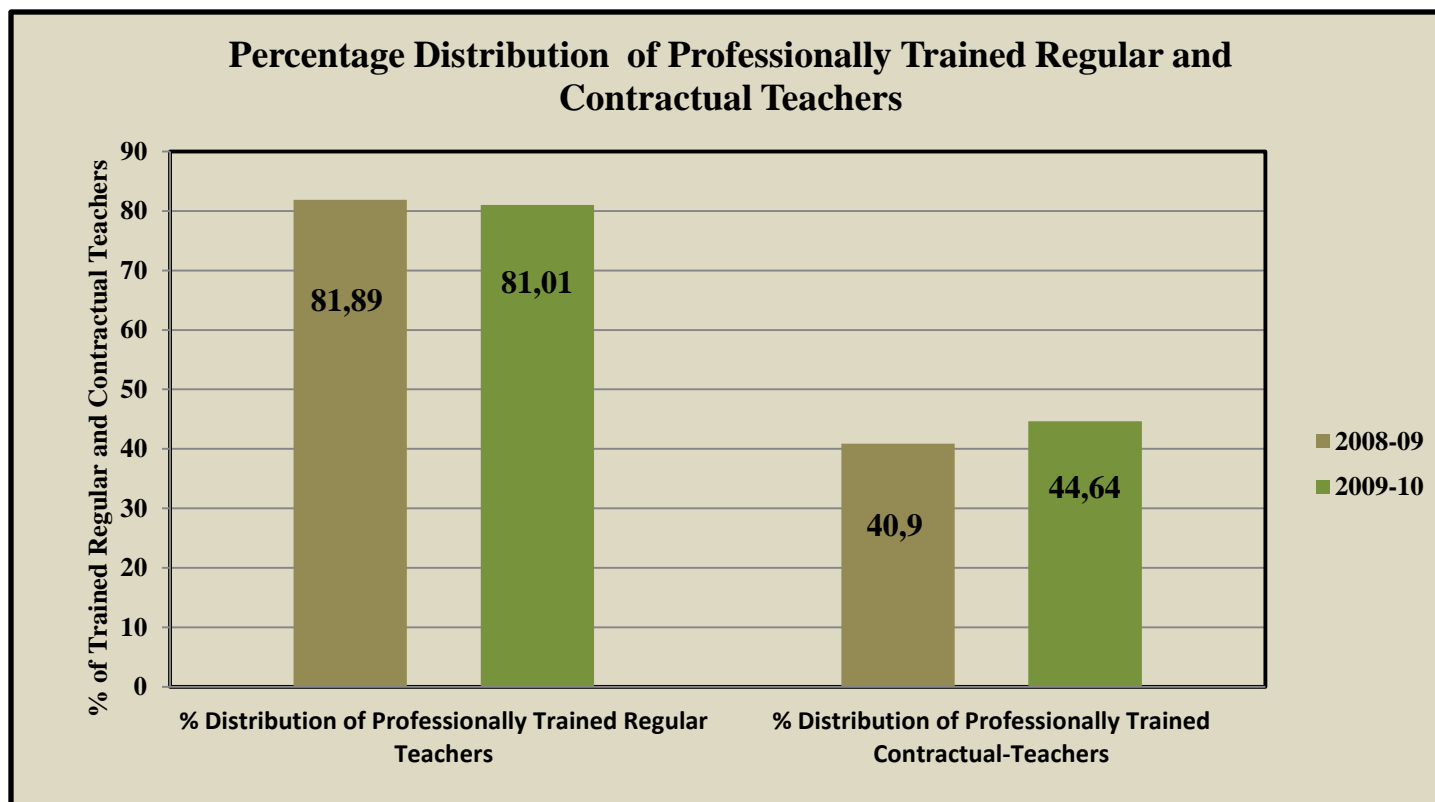
# Mapping the Teachers and Teacher Education Provisioning(DISE 2009-2010)

- Percentage of single teacher schools-9.33 all schools out of 1303812- primary 12.26
- Average no. of teachers per school ranges from 3.1 to 28.0
- Pupil Teacher Ratio-33 at national level-Bihar-57
- Out of 5816673 teachers, professionally trained regular teachers in all schools-81.01 and contractual teachers 44.64(10.97 percentage to regular teachers)

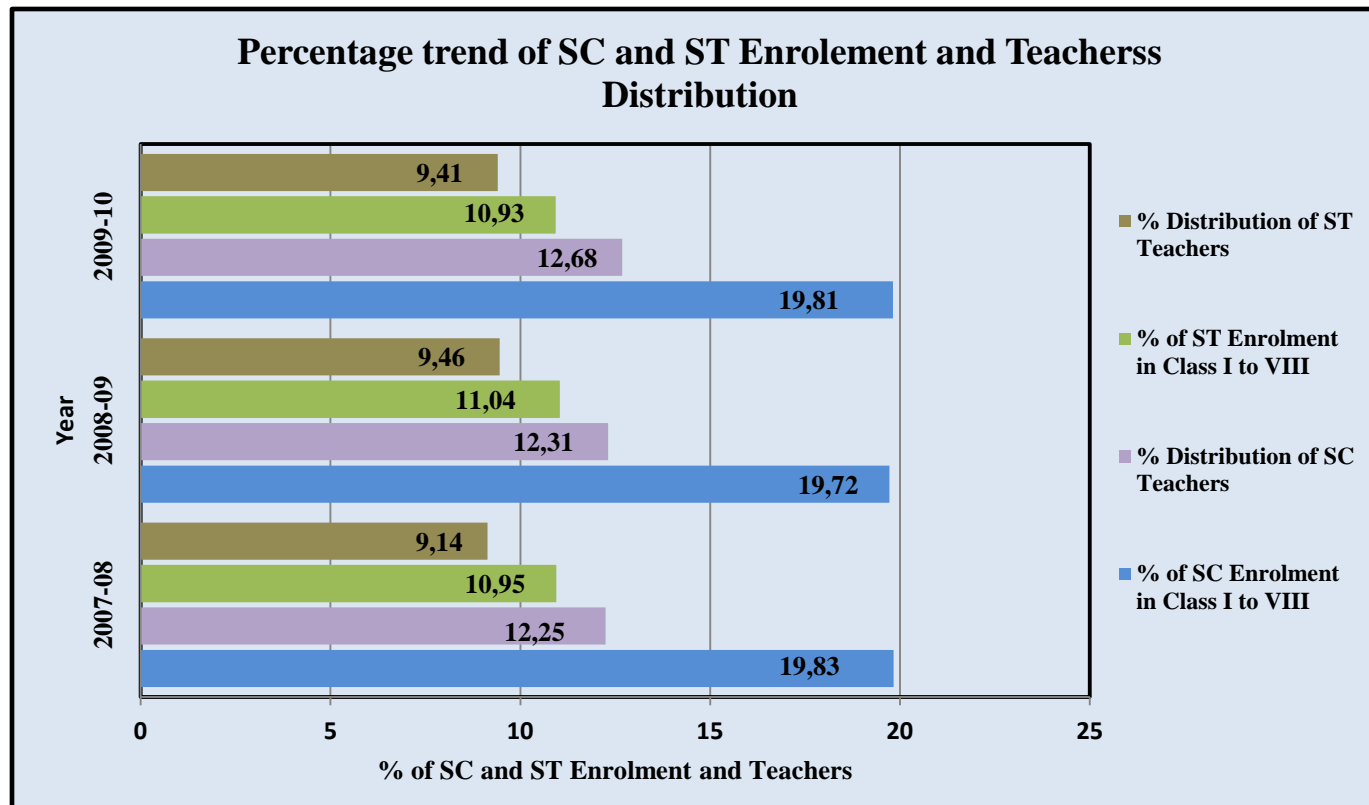
## States wise Percentage distribution of Professionally and Contractual Trained Teachers 2009-10



<b>Year</b>	<b>% Distribution of Professionally Trained Regular Teachers</b>	<b>% Distribution of Professionally Trained Contractual-Teachers</b>
2008-09	81.89	40.9
2009-10	81.01	44.64



# Teaching Force does not reflect the increasing diversity of our class room





# Deficit model of Teacher Preparation

- Total no. of Teacher Education Institutions both at elementary and secondary level are 13,850 out of which 80 percent are in the private sector.
- Erosion of state accountability to increase access to teacher education institutions .Large variations across the states
- 571 DIETs – Evaluative studies have revealed that Chronic infrastructural, learning resources and human resource deficit.(NCERT,2010;Arora and Panda,2000)
- Expected to offer high quality pre-service to meet the supply side and in service education to elementary teachers for continuous professional development

# Monitoring and Evaluation -Conventional Approach of Teacher Evaluation

- School Inspection and Academic Supervision by District Education Officer, Block Education Officer-Over loaded with administrative tasks, large coverage of schools, routines tasks.
- Conventional supervision model is very far away from academic supervision –slowly and gradually fading its existence
- Teacher Evaluation –Appraisal-Self Reporting form is also not of any value to the teachers for growing academically
- Absence of formal supervision and monitoring process

# **How are the Dimensions of Teacher Policies are monitored and Evaluated-Indicators Specific**

- **DISE data base which has 20 teacher related indicators besides having 30 school indicators,15 facilities indicators,23 enrolment based indicators(Flash statistics, DISE 2009-10)**
- **Data capture format suitably modified in monitoring RTE Act.**
- **One million plus school report cards**
- **The national reports brought out by NUEPA also lack of any understanding of State-specific factors. The specific issues with NUEPA's annual exercise are pertaining to: (a) definition and estimation of education indicators; as well as disaggregation (not) available in the analysis and reports; (b) co-relational analysis not available and (c) dissemination of data for further use.(Fifteenth Joint Review Mission,2012)**

# District Information System for Education (DISE)-1.3 million schools covering 635 districts-There are 20 Teacher Related indicators

Availability of Teachers	Diversity in Teaching Force	Professionally Trained Teachers
Number of Teachers(1)	Percentage distribution of Female Teachers(1)	Percentage distribution of professionally trained regular Teachers
Number of Teachers available in Govt Schools(1)	Percentage distribution of SC Teachers(1) to total teachers	Percentage distribution of professionally trained contractual Teachers
Percentage of Teachers in Govt.,Aided and Unaided Schools(3)	Percentage distribution of ST Teachers(1) to total teachers	Percentage distribution of teachers received Inservice Training
Average No.of Teachers per School(1)	Percentage distribution of OBC Teachers(1) to total teachers	Percentage distribution of contractual teachers to total teachers

# SSA-Monitoring and Evaluating Teacher Indicators

## SSA for Quality Improvement- Teacher Indicators

- Support for Teacher Recruitment
- Support for Teacher Training
- Establishment of Academic Resource Centers

## Well laid out Monitoring Mechanism

- Effective academic support need strengthening
- BRCs and CRCs functionalities-activities are administrative
- capacities should be built to enable them to provide more effective and intensive support to teachers on issues related to children's learning.

## Training of Untrained Teachers

- Appropriate Monitoring and feedback mechanism of Distance education programme for untrained teachers.

# Feeble Monitoring Mechanism of ETTIs and DIETs(NCERT Evaluative study,2010)

- Absence of a systematic and institutional mechanism to measure the effectiveness and out comes
- Non existence of data base on identified indicators
- The periodic meeting with state governments and annual meeting of the TEAB have not yielded adequate results to monitor the performances of the institute
- External evaluation by national bodies and available researches are based on expected role perceived in the guidelines and subsequent plan periods
- Absence of performance indicators of these institutions fails to capture the Teacher change process-Developing skills and competencies based on renewed conceptualization

# Overarching Goals for Teacher Policy- convergence of RTE Act and SSA

- **Teacher Quality is regaining its space in the surface of policy making- Opportune time for institutionalizing strong Teacher Policy**

## Section -23

- Availability of Professionally Trained Teachers
- Relax the Training for a period of five years

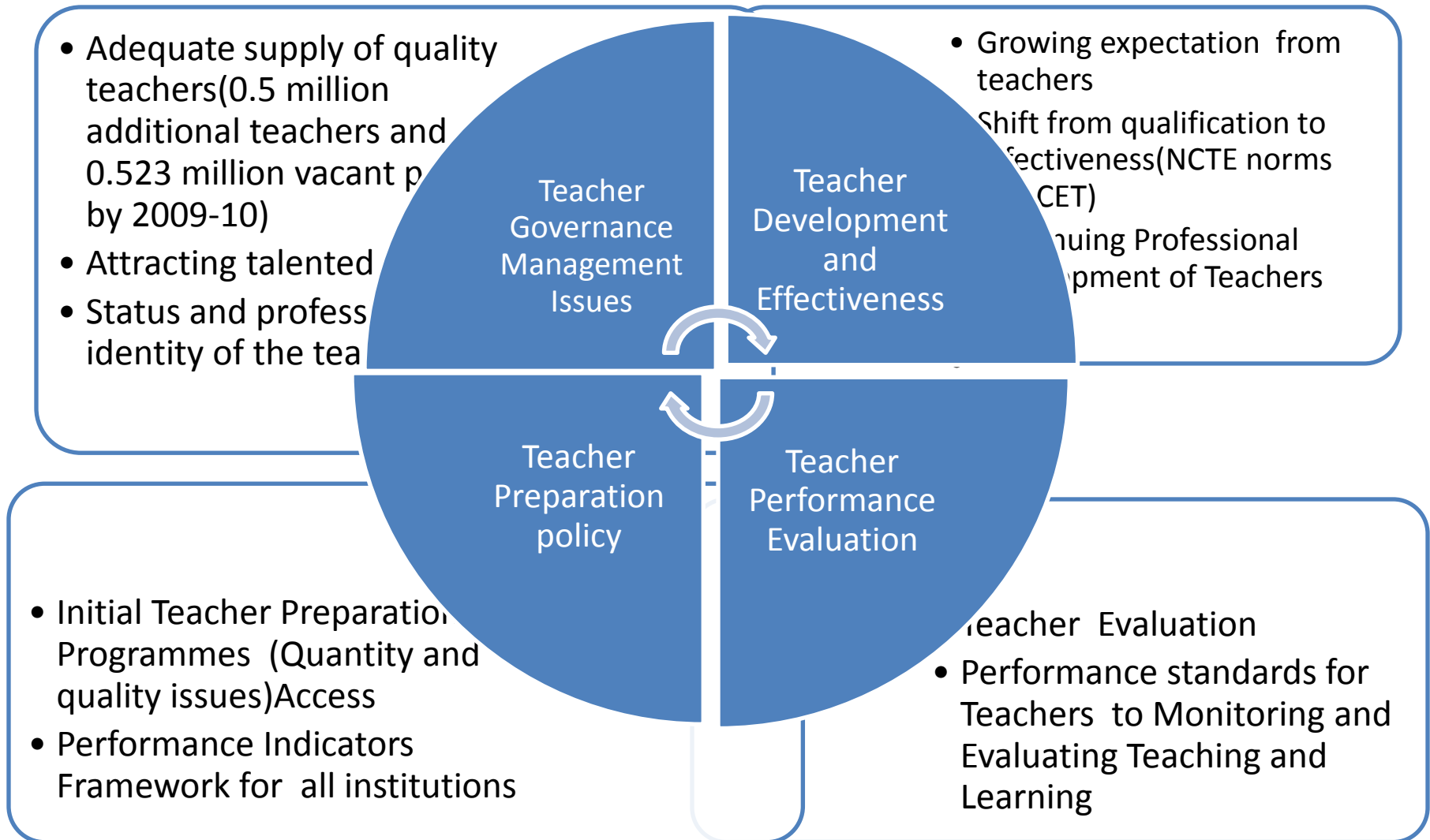
## Section 24

- Academic Duties of the Teachers-Managing Classroom diversity, Curriculum ,parents and community participation

## Section-26

- Prescribed Pupil Teacher Ratio

# New option for Policy Strategies to achieve Policy goals through Holistic Approach

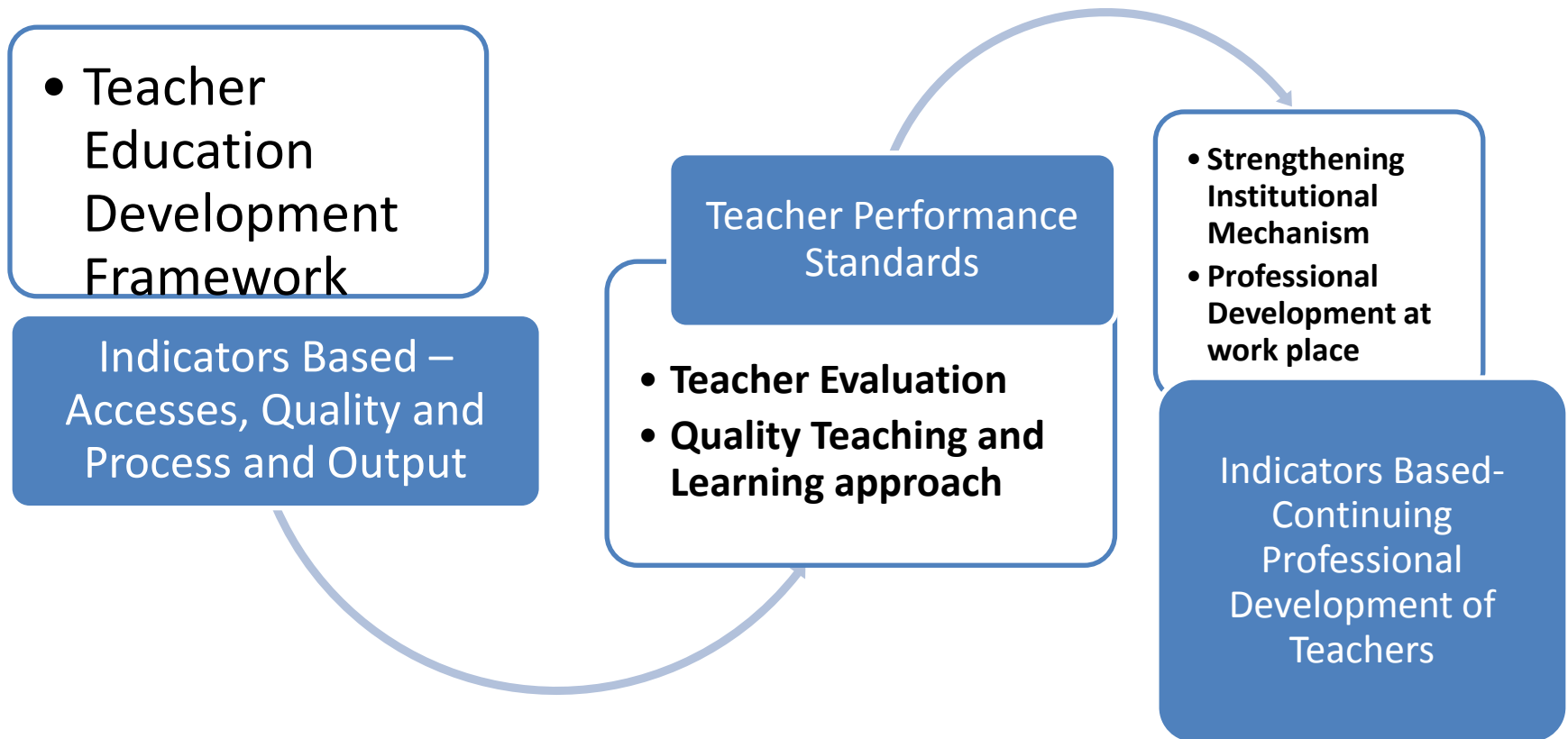




# Need for Multidimensional Framework

- The multidimensional framework will address the overarching micro and macro indicators by defining ,monitoring and evaluation -  
Performance indicators of Initial preparation
- Teacher evaluation-Assessing Performance and Effectiveness
- Expected performance standards through CPD
- Flexible Framework to accommodate local specific quantitative and qualitative data for informed decision making

# Multidimensional Monitoring and Evaluation Framework



# International Practices

## Quality Assurance for Initial Teacher Training (ITT), England

- The evaluation of accredited ITT providers is carried out by Her Majesty's Inspectors supported by a specialist inspector in accordance with *the Framework for the Inspection of Initial Teacher Education (2008-11)*.
- All providers inspected by Ofsted on a three year rolling cycle
- To assist ITT providers to respond to inspection and improve their provision, **the Teacher Development Agency (TDA) provides quality assurance ('QA', thereafter) and monitoring services.**
- The TDA's QA and monitoring services are tailored to individual providers, and their approaches .

# High Quality Teachers-Finland

- High quality teacher cadre –Highly competitive
- The highly recognised social status of teachers has been partly achieved through the project - ‘Finland Needs Teachers’, which was launched by the Trade Union of Education in 2002 and aimed at conveying a more realistic and positive image of teaching to the general public, thereby raising awareness of teachers’ work and its significant contribution to society (OECD, 2005: 83).
- There is no formal system of teacher evaluation in Finland
- According to Sahlberg (2011), quality and retention are due to the profession being ‘autonomous, trusted and respected’

# SINGAPORE -Enhanced Performance Management System

- The Enhanced Performance Management System (EPMS) – Teaching Track , *is a competency-based system that aims to help teachers improve themselves and better their performance.*
- EPMS encourages teachers to:
- -- self reflect on their capabilities and achievements;
- -- chart their own professional development; and
- -- encourage and reinforce behaviours and outcomes