



International
Task Force on Teachers
for Education 2030

“Teaching: A Profession”

Forum Report

10th Policy Dialogue Forum - Lomé, Togo

The International Task Force on Teachers for Education 2030 is a global and independent alliance. Members are national governments, intergovernmental organizations, non-governmental organizations, international development agencies, civil society organizations, private sector organizations and UN agencies that work together to promote teacher-related issues.

The Teacher Task Force Secretariat consists of an operational team, hosted by UNESCO's Headquarter in Paris.

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Teaching: a profession

*10th Policy Dialogue Forum - Lomé, Togo
Forum report*

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Introduction

The *Incheon Declaration and Framework for Action for Education 2030* (May 2015) highlighted the commitment to improving learning outcomes for all by ensuring ‘that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems’ (p. iv).

Since the introduction of the Incheon Declaration and Framework for Action for Education 2030, the member states of the International Task Force on Teachers have chosen to examine the meaning and implications of building the capacity and capability of their teaching workforces at each of the subsequent annual dialogue fora. Having examined the themes of ‘teaching targets as a goal for sustainable development, in 2015 and ‘teacher motivation’ in 2016, the 10th Policy Dialogue Forum in 2017 chose to examine what it means to be a ‘professionally qualified’ teacher, with the aim of making recommendations for drafting a framework of guidelines for developing national professional standards for the teaching profession.

Teaching standards work in conjunction with formal professional qualifications to describe what teachers should know and be able to do. They define teaching competence with respect to the knowledge, skills and attitudes that are valued in the profession, and are used to describe desirable levels of performance at different stages of a teacher’s career. As such, teaching standards guide teachers’ professional learning and development. Teaching standards also provide a framework for ethical behaviour and professional accountability, and as such contribute to the continued professionalization of teaching as a profession.

To that end, the objectives of the Policy Dialogue Forum were to:

1. Take stock of progress, share good practices, and review the current state of the professionalization of teaching through presentations and analysis of country and region-specific case studies.
2. Discuss and agree on a set of key recommendations for drafting a framework of guidelines for national professional standards for the teaching profession.

In the plenary and breakout sessions, discussions were organized around four sub-themes and presenters and participants were encouraged to examine a series of questions in relation to each of them:

1. Knowledge and Competencies

What does the research literature say about what knowledge, skills and competencies are required for effective teaching? Do teacher education institutions revise their curricula to incorporate new research findings of effective teaching? What are the processes by which countries in different socioeconomic and cultural contexts apply and recognize teaching qualifications? How are qualifications linked to professional standards? How can the aspirational value of teaching

standards be captured? What ongoing professional learning is required of practising teachers to ensure they maintain currency and stay abreast of best practice?

2. Governance

Should countries implement governance mechanisms to ensure adherence to professional teaching standards? If so, how? What roles can various stakeholders play at each level of the governance system? What should be the specific role of teacher organizations in developing and monitoring teaching standards? What are the cyclical requirements for review and approval of teacher education programmes to ensure they maintain currency and are informed by best practice?

3. Values and Accountability

What fundamental values should govern the profession? How should professional teaching standards address the accountability of the actors? How can the public interest in the teaching profession be accounted for in the process of developing values? What are the professional dispositions required for teaching, for example, a sense of empathy and an ability to work collegially?

4. Addressing Diversity

How should professional standards be developed, implemented and monitored to ensure inclusion and equity with respect to the diversity of teachers, learners and teaching-learning processes? How can standards be developed so that they remain focused on the whole learner as well as the diversity of learners?

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Chapter 1: Plenary sessions

Plenary Session One

The purpose of the first plenary session was to set each of the sub-themes in context. These would be later explored in a series of workshop sessions. Under the moderation of the Commissioner of Human Resources, Science and Technology, Economic Community of West Africa, Mr Boly Hamidou, four panelists introduced each of the sub-themes.

1. Knowledge and Competencies

Professor Zhang Minxuan of the Research Institute for International Comparative Education, Shanghai Normal University, addressed *Professional Learning for Professional Competence in Shanghai*. Professor Zhang framed his address within the context of Shanghai's rapid rise in achievement in the OECD's Programme for International Student Assessment (PISA), in which 15-year-old students from Shanghai scored the highest in mathematics, reading and science compared to other OECD countries in 2012 and continued to achieve highly in subsequent international assessments. He also drew on feedback from the OECD's Teaching and Learning International Survey (TALIS, 2013), the international, large-scale survey of the teaching workforce, the conditions of teaching, and the learning environments of schools in participating countries.

The success in student learning which Shanghai has achieved has been established on a policy system to promote career-long professional learning of all their teachers. Built on four-year pre-service professional undergraduate degree courses, the 'triangle' system is composed of three interrelated sub-parts:

- A professional career ladder
- A performance appraisal and rewards system
- In-service training focused on professional learning to build competence

The triangle system is supported by:

- Financial resources targeted on professional development for teachers
- Adequate time to release teachers to undertake professional development
- Inclusion of a plan for teacher professional development within a medium/long-term plan for education reform and development.

In the latest five-year plan, Shanghai has promoted six crucial professional competences for teachers:

- Moral education competence: to encourage teachers not only to teach knowledge but also to cultivate human beings, and to learn and share the skills and successful case studies of guiding students in a modern and changing society.
- Subject knowledge and skills: to promote lifelong learning and do research in teaching subjects for (a) bettering instruction effectiveness (b) promoting professional development, (c) preventing knowledge degradation and job burnout.
- ICT competence: (a) to learn to apply the latest ICT concepts, skills and instruments in daily teaching activities (b) to encourage students to accomplish learning tasks and to solve problems with ICT tools and approaches (c) to learn to manage students' progress records with ICT tools so as to give students in-time feedback, and individualized and suitable guidance.

- Design competence for homework exercise items: (a) to learn to design individualized homework and test items for diagnosing and promoting students' development (b) to design projects and facilitate students to undertake project learning, problem-solving and innovation.
- Lab experiment and innovation competence: (a) to learn the knowledge and skills for doing experiments with modern, safe and creative standards in healthy laboratories, environments and situations (b) to learn to facilitate students to do virtual and real experiments, cross-subject experiments and student self-controlled innovative experiments.
- Counselling competence: to learn knowledge and skills in (a) psychological guidance (emotional); (b) career guidance (c) learning sciences (deep learning, self-control learning and collaborative learning).

2. Governance

Yolanda Edith Leyva Barajas, Director General, Evaluation of Teachers and Principals, Instituto Nacional para la Evaluación de la Educación, presented a case study of the current governance arrangement for teachers and principals in Mexico.

In February 2013, the Mexican Congress approved the establishment of the Professional Teaching Service, granting it the power to regulate the teaching profession in compulsory education – pre-school, elementary, lower and upper secondary – through performance evaluation.

The purpose of the Professional Teaching Service is to improve the quality of education through a process that ensures that the best teachers, principals and supervisors are appointed, and that performance evaluation guides their continuous professional improvement. To achieve this objective, the Professional Teaching Service has developed performance standards for teachers, a process for teacher evaluation and a career pathway for teacher promotion.

In doing so, it has raised a number of issues. The Professional Teaching Service has impacted on long-established interests and the lack of an evaluation culture has generated anxiety among some groups of teachers who fear and reject the introduction of evaluation nationwide, to the extent that performance evaluation cannot yet be applied in four states. Unfortunately, they are the poorest states in the country and have the lowest education indicators.

Besides the Professional Teaching Service and the requirement for evaluation, a Technical Assistance Service at the school level was also planned as part of this national education reform. To date, this has not been established; as a result, it limits the potential overall impact of the reform.

The benefits of the evaluation are not yet fully observed. Even those who get 'outstanding' results have not received the corresponding recognition. Nor have the training processes been linked to the results of the evaluations. This clearly illustrates the vital importance of the link between evaluation and training in order to achieve professionalization of the teaching workforce.

3. Values and Accountability

Katarzyna Kubacka, Research Officer for the Global Education Monitoring Report (the GEM Report) outlined the implications for accountability systems of monitoring the progress of SDG target 4c.

Global indicator 4.c.1 identifies the percentage of teachers in (i) pre-primary, (ii) primary, (iii) lower secondary and (iv) upper secondary who have received at least the minimum organized and recognized teacher (i.e. pedagogical) training pre-service and in-service required for teaching at the relevant level in a given country, by type of institution. This has helped identify regions and teaching contexts that have the greatest demand for assistance. For example, more than half of pre-primary and upper secondary school teachers in sub-Saharan Africa are not trained. In the Caribbean, only 71% of primary school teachers are trained. In North-eastern Africa and Western Asia, only 74% of lower secondary school teachers are trained.

It is difficult to establish an internationally comparable definition of a 'trained teacher'. Many countries do not distinguish be-

tween the minimum academic qualifications ('qualified teachers') and pedagogical training ('trained teachers'). There is no agreed global teacher education curriculum and there are significant cross-country differences between requirements within each education level. These factors need to be considered in developing graduate teacher standards and subsequent career pathways for teachers.

In considering teacher accountability, there are number of key issues that need to be considered.

- Teachers have a multitude of responsibilities that go well beyond time in the classroom.
- It is inappropriate to point the finger of blame solely at teachers when children do not learn. Their work depends on factors totally out of their control, including training and support from school leaders, policymakers, parents and students.
- Teachers are often held to account with classroom observations and test scores. There is limited evidence to show these improve learning and both of these factors can have negative consequences, such as teaching to the test. The design and use of classroom observations and test scores need to be designed with care if they are to contribute positively to the learning and teaching environment.
- Civil society should work with parents and community groups to build their capacity to understand teachers' work.
- Mutual trust, teacher professionalism and the autonomy of the profession are crucial for making teacher accountability work.

Some implications of accountability systems on teachers' work have significant consequences. For example, in a number of high income countries, there is a clear trend towards more autonomy and an explicit demand on schools to account for their subsequent performance. In this context, teachers and principals are asked to carry out ever more complex management and instruction tasks, often combined with more reporting requirements. This increased workload decreases their motivation. At the same time, the need of central government authorities to manage their relationship with schools forces them to focus increasingly on results that can be monitored through growing amounts of data.

To address these risks, policymakers need to pursue two parallel approaches. First and foremost, they need to minimize the burden on teachers and school principals by critically examining current practices. In the United Kingdom, an independent group reviewing teacher workload urged the government, school leaders and teachers to always consider first the purpose for which data is gathered, only collecting the minimum amount required, and adhering to the 'collect once, use many times' rule (United Kingdom Department for Education, 2016). Excessive accountability-related reporting requirements are to the detriment of the educational process.

Analysing data can help improve instruction techniques. But it will be necessary for teacher education and professional development programmes to embrace a wider range of evidence on student learning and equip teachers with the skills to analyse, interpret and act on them. Care needs to be taken not to emphasize processing the type of standardized data that are primarily linked to accountability demands.

4. Addressing Diversity

Rashid Mohammed Osman, Regional Education Director from the Ministry of Education, Eritrea, presented a case study from the Northern Red Sea region of Eritrea to illustrate an *Overview of Educational Strategies for Addressing Diversity in Eritrea*. Having only gained its independence in 1991 from Ethiopia, Eritrea is administratively divided into six regions and includes nine recognized ethnic groups, six of which reside in the Northern Red Sea region. This presentation analysed educational strategies to address diversity in education particularly for a multi-ethnic and nomadic society.

Firstly, there has been a focus on training to assist teachers to develop cross-cultural and intergenerational skills. Provision for continuous school-based professional development for teachers and school directors needed to be provided at the subregional and regional level with the support of the Ministry of Education, as well as pre-service teacher training. This included training of uncertified teachers recruited from local communities for their ability in their respective mother tongues and cultural understanding of the local community.

This requires the development of teaching and learning standards, their implementation, and monitoring to ensure inclusion and

equity, gender equality, respect for differences and diversity. To achieve this at the regional level required a major commitment to address disparities in human resources, school facilities and support systems. Moreover, measures of positive discrimination involving incentives, support and encouragement needed to be extended to citizens with various disadvantages, for example girls, children from nomadic communities, and children with special needs.

To achieve this strategy, the professional development of teachers needs to support key educational policy. For example, teachers need training to be able to integrate children with disabilities into mainstream schools to implement the inclusive education policy. Resources also need to be provided to achieve the policy. In this region for example, providing a donkey to transport children with mobility needs to school is a realistic and affordable option.

Another example is the implementation of the government policy that 'mother tongue shall be used as a medium of instruction in primary education'. The linguistic diversity in this region may require a primary school to provide for six ethnic groups to learn in their respective languages. A further complication is the uneven distribution of linguistic demand. For example, the majority of children in a school class may require learning in Tigre, a lesser number in other languages, and, in some cases, only one child needing to learn in, for example, Bedawit.

A further strategy emphasized access to basic education services for all children including those in remote areas. In the Northern Red Sea region, access has expanded considerably over the last two decades from only 5 pre-primary, 18 primary, 3 middle and 2 secondary schools to 42 pre-primary, 152 primary, 66 middle and 13 secondary levels, with 50,590 school-age children and 1,987 teaching staff at different levels. Overall, 91% of local administrative areas of this region now have access to primary education.

The main vehicle of equitable access of education in the Northern Red Sea region has been to open 'boarding and para-boarding school facilities' in areas of need with particular attention to enrolling girls, other disadvantaged groups and nomadic communities.

An interesting example is the subregion, Adobha. In the last four years, six para-boarding facilities for 757 nomadic children have been provided. This means the students come from different scattered villages and the para-boarding facilities are totally funded by the national government. Other varied practices are applied, such as flexible school calendars that cater to the migration patterns of the nomadic people (May to January). This type of school calendar has been introduced to five nomadic schools in different subregions. It is supported by a multigrade teaching approach to mitigate the shortage of classrooms and teachers.

The establishment of education committees composed of community elders, mothers and fathers has also contributed to the increased value of education in nomadic communities. Access to participation is again based on the available community resources, for example using camels to distribute school materials where there is no access by car. Engaging the community in providing and continuously renovating learning spaces with locally available materials is used to encourage local involvement in education. All of these strategies are tailored around the needs and lifestyle of the nomadic communities.

Provision of Complementary Elementary Education (CEE) is a further strategy to help give access to education, particularly for nomadic children. The aim of CEE is a non-formal three-year basic education equivalent to five years of primary school education and aims to provide out-of-school children (aged between 9 and 14 years old) with the necessary skills and knowledge that will allow them to mainstream into the formal middle school level upon completion. Currently, at the regional level, 1,485 children (49% girls) have enrolled in 22 learning centres in the NRS region.

Finally, the provision of an adult literacy programme has helped promote the national drive towards promoting educational values. Currently, 8,778 adults (91.2% female) have enrolled in 175 adult literacy centres at the regional level. This initiative has sought to motivate learning mothers and recruit them as local teachers. Pathways have been created to help them gain certification as pre-primary and primary school teachers.

The Role of Teacher Standards

The purpose of this session was to present a rationale for the development of guidelines for teacher standards with four case studies to illustrate this rationale. Under the moderation of the Head of the Secretariat of the International Task Force on Teachers for Education 2030, Dr Edem Adubra, the rationale was presented by **Dr Peter Lind** of the International Forum of Teacher Regulators (IFTRA).

Teacher standards can serve three key purposes:

1. As a shield to ensure compliance for the profession:
 - To illustrate the required professional knowledge, practices and relationships of registered teachers
 - To identify the standards against which teachers are endorsed as competent
 - To provide a Code of Ethics that guides professional practice
2. As a map to guide professional growth:
 - As standards to guide the professional learning and the assessment of teachers
 - As a framework to guide career-long professional learning
3. As a beacon to promote aspirational goals for the profession:
 - To promote the status of the teaching profession through raising awareness of the complex nature of teachers' work
 - To strengthen public confidence in the profession.

Teacher standards therefore help provide the framework for policy development as they:

- Develop a shared understanding, common goals and language regarding quality teaching among teachers, other professional education professionals and the public
- Provide a framework to guide teachers' professional learning and development
- Provide a clear framework for professional accountability
- Contribute to professionalization and raising teaching professional status.

Case Study 1: Professional Autonomy

The first case study focused on the pathway to achieving autonomy as a professional body for teachers. The General Teaching Council of Scotland (GTCS) was established in 1965 in Edinburgh and has now become the first independent, self-regulating national body for teaching. **Kenneth Muir**, the Chief Executive and Registrar of GTCS, provided an overview of its development and impact on the teaching profession.

The GTCS's statutory functions include:

- Maintaining a register of teachers in Scotland
- Accrediting programmes leading to the award of GTCS teacher standards, including the accreditation of programmes

at Scottish universities

- Providing public protection and assuring the high quality of the teaching profession by investigating and adjudicating on the 'fitness to teach' of registrants through robust and fair regulation
- Advising the Scottish Government on matters relating to Scotland's teachers and teacher professionalism
- Setting the professional standards expected of all teachers.

There are three sets of professional standards designed to support teacher professionalism at all levels and to promote and support quality teaching and learning. They include:

- The standards for Registration
- The standard for career-long Professional Learning
- The standards for Leadership and Management

The GTCS has had a strong impact on Scottish education by:

- Acting as the 'gatekeeper' for the teaching profession – ensuring that appropriate standards of competence and conduct are met and maintained
- Guaranteeing protection to the public by requiring teachers to meet professional standards of conduct and practice
- Enhancing the reputation of the teaching profession by maintaining high standards of professional conduct and practice
- Supporting the importance and need for teachers' professional learning
- Providing quality assurance of teachers' professional learning and university teacher education programmes

Case Study 2: Linking Standards to Professional Growth

The second case study illustrated how it was possible to link standards to professional growth. Chile has developed an agreement about using teacher standards as the framework for teacher evaluation and advancement in a teacher's career. **Professor Lorena Meckes**, a councillor on Chile's National Council of Education, outlined this development for Chilean teachers.

Since 2016, it has been a requirement for teachers in Chile to undertake a professional evaluation of their competence and knowledge. This evaluation is based on explicit criteria and common understanding to provide feedback to each teacher on good performance. To achieve this, Chile has embarked on a long and sustained process since teacher evaluation was first established in 2003. Building shared understandings through discussion and consultation with teachers, teacher unions, education officials and leaders and piloting its application in a full range of teaching contexts has been critical. Establishing standards, or a common understanding of desired performance, takes time as does an understanding of how to assess it which mirrors the complexity of teaching.

A national agreement was signed between the government, teachers' union and administrators of public education (municipalities) in 2003 prior to it becoming law in 2016. So, the governance model involved key transitions from voluntary to mandatory and universal as part of a carefully planned implementation. It required the development of key policies and carefully managed communication to ensure teachers and the public were made aware of the changes and future requirements.

Resistance from teachers initially centred on the tensions between the rights of students to have access to quality teaching and the rights of teachers to 'preserve their jobs'. However, refusals to be assessed dropped in Chile from 10% in 2006 to 1.7% in 2013. Over 72% of teachers think that the teacher evaluation resembles their day-to-day work.

The key factors in making this process possible were:

- Balancing summative and formative purposes

- Coupling increased requirements with better conditions such as salaries, recognition of improved performance and an allowance of time for fair evaluation and feedback
- Allowing a sustained period of time for gathering and evaluating valid evidence of professional practice.

The gradual implementation from voluntary to a mandatory and universal requirement was a deliberate strategy. By enlisting enthusiastic participants and successfully trialing the measures, it helped build the confidence of the teaching workforce; this reduced anxiety and resistance among the majority of teachers.

The framework of professional standards and the type of evaluation linked to it can be used for enhancing teachers' reflection, professional development and advancement in their teacher career. Finally, there is a deliberate strategy to shift external assessment to increase measures encouraging self-accountability that are the hallmarks of professionalization and ownership by teachers.

Developing a professional network in Latin America to build a broader community of practice has enriched each member country's growth in this work. It includes Chile, Colombia, Ecuador, Mexico and Peru in the OREALC/UNESCO Regional Strategy on Teachers.

Case Study 3: Sharing and supporting development of standards in Africa

To further illustrate international communities of practice, the third case study provided an example of a federation of countries building a network of teacher standards. **Professor Steve Nwokeocha**, the Chief Executive of the African Federation of Teaching Regulatory Authorities (AFTRA), provided an overview of this network made up of English-speaking sub-Saharan countries.

A key role of AFTRA is to build key alliances. These include the membership of the International Forum of Teaching Regulatory Authorities (IFTRA) and the International Task Force on Teachers. AFTRA also works closely with pan-African bodies such as the Continental Education Strategy for Africa (African Union) and UNESCO's International Institute for Capacity Building in Africa (IICBA), and in alliance with Education International, Africa Regional Office.

Sub-Saharan African nations face particular challenges that include:

- **Poverty** – *'The world's extremely poor people are distributed very unevenly across regions and countries. The overwhelming majority of people living on less than \$1.25 a day reside in two regions – Southern Asia and sub-Saharan Africa –and they account for about 80 per cent of the global total of extremely poor people.'* (p. 15, Millennium Development Group Report, 2015)
- **Violent conflicts** – *'Violent conflicts and insecurity affected many countries, resulting in large-scale violations and characterized by lack of accountability for atrocities'* (p. 19, Amnesty International, 2016).
- **Participation in universal primary schooling** – *'The number of out-of-school children of primary school age world-wide has fallen by almost half, to an estimated 57 million in 2015, down from 100 million in 2000. Although 29.8 million out-of-school are in sub-Saharan Africa, this region has had the best record of improvement in primary education of any region since the Millennium Development Goals were established. The region achieved a 20% increase in the net enrolment rate from 2000 to 2015, compared to a gain of 8% between 1990 and 2000'* (p. 4, Millennium Development Group Report, 2015)
- **Shortage of qualified teachers** – *this shortage is compounded by poor remuneration and working conditions that result in low motivation and professional status.*

These issues make developing teacher standards in this region of the world a significant challenge.

To deliver high-quality universal education, the African Union has identified as a key strategic objective the need to 'revitalize the teaching profession to ensure quality and relevance at all levels of education' (African Union, 2015).

AFTRA has been working on achieving this objective since 2010. This followed the establishment of the Teachers Registration Council of Nigeria (TRCN) and the South African Council for Educators (SACE) in 2000. Respective legislation in these countries empowered these Councils to register and license teachers and to set professional standards for teachers. Since its inception, AFTRA

has campaigned for legislation in various African countries to professionalize teaching and to establish professional standards.

Research undertaken as part of the African Union's Continental Education Strategy has validated the importance of member countries legalizing teaching as a profession and creating professional standards for teachers. This recommendation has informed policy decisions by the African Union Heads of State and Government.

The AFTRA standards create a career path for teachers which have stages from graduate to proficient to highly accomplished and distinguished teachers. Domains have covered professional knowledge, professional practice and professional engagement.

Since 2012, AFTRA has worked with UNESCO Dakar, Senegal to conduct research, generate policies and create Teacher Professional Standards/Competency Profiles for West and Central Africa. The template captures teacher performances in four critical areas:

1. Planning for learning programmes
2. Delivery of learning programmes
3. Assessment of learning programmes
4. Extracurricular activities.

The key challenges for AFTRA in moving towards an effective teaching profession remain:

- Legislation to professionalize teaching and raise the professional status of teaching is absent.
- Differences in national languages pose strong challenges to bringing together African countries to adopt common professional standards.
- Poor motivation and low morale among teachers often makes them unenthusiastic about raising standards for the profession.
- Overcentralization of decision-making in the education systems reduces critical thinking and professional autonomy.
- A lack of advancement in salary grade levels or the inability of teachers to see any direct connection between their professional development efforts and career advancement kill their interest in professional standards.
- There is a lack of merit in the appointment of teachers and school leaders.

Case Study 4: Addressing Diversity

In the final case study, **Professor Padma Sarangapani** of the Tata Institute of Social Sciences, India, focused on building teacher standards within a diversity of contexts and a vast population. India is a multiparty democracy within a federal structure.

Building a national system of education resulted in three massive programmes for universalizing elementary education and secondary education. It required the development of a common structure across all states and was built on a right to universal education introduced in 2009. This meant establishing norms and standards of infrastructure, common curriculum and for the first time, notification of teacher eligibility and the introduction of a teacher eligibility test with institutions for continuing professional development (CPD). With a steady increase in school enrolment, the demand for qualified teachers has grown and is highlighted by the large variation in teacher/pupil ratio. Recent National Assessment Surveys assessing the quality of teaching indicate variance.

The diversity of the contexts in which teachers are working in India poses significant challenges to introducing national benchmarks for professional standards. These include:

- The variation between states on the requirement of professional qualifications
- The recruitment of unqualified teachers in states on grounds of 'Right to Education' requirements

- A lack of regulation of qualifications in curriculum areas such as art, physical education and computer education
- The challenges of supply and demand, and resourcing, which result in an uneven provision
- A hierarchy of teachers because primary teachers are diploma holders, secondary teachers are expected to have a university qualification and pre-school teachers are not regulated.

There is a challenge in establishing standards for quality teacher preparation. One of the National Council of Teacher Education's current primary focuses is on rooting out 'fake and bogus' teacher preparation courses, particularly as about 90% of teacher education institutions (TEI) are in the private sector. There is a need to stimulate curriculum renewal to move it from primarily a 'skills focus' to being more holistic, focusing also on the professional attributes required for teaching. The challenge is managing the supply and demand of teachers, particularly the need to recruit applicants from marginalized communities. To improve professional standards, the primary requirement remains the need to ensure high-quality provision of teacher preparation programmes.

Besides teacher preparation, there is a need to regulate the employment of candidates for teaching positions. There is a wide variation in the teacher employment process as few states follow a merit-based system. Since 2012, a Teacher Eligibility Test has been introduced by most states to help address this issue.

There is also a need to evaluate teacher performance, from monitoring teacher absenteeism to linking teacher performance to student outcomes and encouraging professional growth by targeted CPD, school-based support and access to appropriate resources.

Summary

In summary, the best approach to drive high-quality teacher professionalism is by establishing effective, autonomous teaching councils with the legislative power to regulate the teaching profession. In short, effective teaching councils:

1. Command the respect of the public and the profession
2. Act as the pivotal agency for governments on teaching quality
3. Enhance teacher professionalism by raising standards of practice, and improving initial and continuing teacher education
4. Maintain and make public an accurate register of teachers' qualification status and fitness to practise.

Plenary Session Three

The purpose of this session was to present a complementary session to illustrate the diversification of the education workforce and to build further evidence for the need for professional standards for teachers. This session was moderated by the Director of the Division for Education 2030 Support and Coordination, Dr Jordan Naidoo.

1. *The Learning Generation: The Education Initiative*

Amy Bellinger of the Education Commission, formally titled the International Commission on Financing Global Education Opportunity, presented on the *Learning Generation Report* of the Education Commission, which is a major global initiative engaging world leaders, policymakers and researchers to develop a renewed and compelling investment case and financing pathway for achieving equal educational opportunity for children and young people.

The report found that from 2015 to 2030, the demand for teachers in low and lower-middle income countries is projected to rise by 25%, and in low income countries the demand for teachers will nearly double. Increasing the supply of qualified teachers will not be enough – the role of the teacher needs to be redefined because the context in which education is taking place and the skills young people need are changing rapidly. Teachers are often too burdened with non-teaching functions to spend the requisite time on task – it needs to be considered how a wider set of education support professionals can support learning. The quality of teaching is too variable – and rather than being highly valued and empowered to innovate, teachers are too often perceived as an obstacle to change when they should be at the heart of any reform.

The report cites the example of the diversification of the health workforce as a potential model for a future education workforce. To achieve this change, the Commission is launching the *Education Workforce Initiative (EWI)*. Its goals are to:

1. Catalyse new thinking in order to stimulate innovative approaches to expanding, strengthening and diversifying the education workforce
2. Generate new insights into how reform in the education workforce has been implemented through the production of the Education Workforce Report
3. Establish cross-sector and cross-geography learning and collaboration
4. Support the development of country-specific options for education workforce reform.

EWI will produce two deliverables:

1. The Education Workforce Report for policymakers that first highlights evidence and learnings from in-depth case studies and promising innovations of how education workforce reform has been implemented and second includes a revised vision for the role of the teacher and other education professionals and the implications of this vision on workforce design.
2. Country-specific proposals for policymakers that examine options to be co-developed by the working group and policymakers in the countries on the working group to address specific country needs.

EWI plans to integrate its work with that of the Teacher Task Force (TTF) by:

- Presenting research and outputs at the next two policy forums
- Sharing the Education Workforce Report and related materials on the TTF knowledge platform once launched
- Liaising with TTF focal points at country level to ensure an aligned approach with other initiatives. They are currently in discussion with Ethiopia, Ghana, Sierra Leone and Uganda, and alignment with Myanmar has been confirmed

- Drawing on the Teacher Policy Guide to make suggestions for updates based on their work
- Encouraging the use of the social dialogue approach at a national level to discuss options that are developed
- Having TTF representation on the advisory group
- Connecting with country-level contact points for the ‘Strengthening Multi-Partner Cooperation to Support Teacher Policy and Improve Learning’ project to avoid duplication.

2. *Towards International Guidelines on Professional Teaching Standards*

Dr Dennis Sinyolo, Senior Coordinator, Education and Employment, Education International (EI) presented the work this organization has begun in developing professional standards for teachers. Five reflective questions were used to focus the initial discussion:

1. What is a good teacher?
2. What is quality teaching?
3. What should be the teachers’ minimum academic and professional qualifications?
4. Does the teaching profession need standards?
5. Who should develop the standards and how?

Drawing on the work of McBeath (2012), Dr Sinyolo highlighted the characteristics of a profession and emphasized a number of key elements. These included that members of professions need extensive theoretical knowledge and deriving from that, skills that are exercised in practice. Professions exclude members who fail to meet the agreed requirements of the professional body. This means that professions usually have professional bodies organized by their members, intended to enhance their status together with carefully controlled entrance requirements and membership. Professionals retain control over their work and also have control over their own theoretical knowledge and, hence they become self-regulating and independent of governments.

What is meant by teaching standards? Dr Sinyolo defined these as the key dimensions that define quality teaching and are a complex combination of integrated skills, knowledge, attitudes and values that define a good teacher. In short:

‘A teacher professional competence profile [framework of minimum professional teaching standards] is a document that describes the ethics, the key knowledge and skills, the tasks and the level of competence of the teacher in performing the roles that are expected of the teacher’ (EI, 2011).

EI has identified a number of key principles for developing professional teaching standards. These include:

1. **Preparation** – build broad support, learn from other countries, and draw on research evidence
2. **Development** – put teachers at the centre (ensuring genuine consultation and involvement of teachers and their organizations) and involve key education stakeholders, take a holistic view and pay attention to context
3. **Implementation** – establish an effective mechanism for implementation such as a legislative framework or professional council
4. **Evaluation and follow-up** – use quantitative and qualitative indicators, engage with quality assurance institutions, and follow up with feedback, support and professional development

In charting the way forward, Dr Sinyolo encouraged Education International, the Teacher Task Force, UNESCO and other key partners to work together to develop a single and credible framework that can be used to inform the development and review of national professional teaching standards.

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Chapter 2: Breakout sessions

Sub-theme 1: Knowledge and Competencies

1. Rethinking and Repositioning Curriculum in the 21st Century: A Global Paradigm Shift – Implications for Teacher Competencies

Speakers: Carmel Gallagher, Senior Consultant, UNESCO International Bureau of Education and Mmantsetsa Marope, Director, UNESCO International Bureau of Education

The purpose of this sub-theme was to examine the knowledge, skills and competencies required for effective teaching. This includes a critical review of curricula to incorporate new research findings of effective teaching.

This presentation contributed to the sub-theme by providing an insight into the current work of UNESCO's International Bureau of Education (IBE):

1. Transforming curricula to meet the competency needs of learners in the 21st century
2. Transforming teacher training curricula in line with that of learners
3. Unpacking the concept of 'professionally qualified'
4. Reaching a common understanding of the minimum competencies (e.g. knowledge and skills) required from individuals to gain entry into the profession.

IBE is focused on building competency as the foundation for transforming the global education system. In brief, it defines competency as the developmental capacity to mobilize and ethically apply knowledge, skills, values and attitudes to engage and act effectively across diverse 21st century contexts for individual, collective and global benefit.

In this context, learner competencies are linked to:

- **Lifelong learning:** opportunities throughout life to foster continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment
- **Multiliteracy:** modes and expressions of learning through many formats
- **Transdisciplinary:** integrating knowledge and methods from different disciplines to create wider perspectives
- **Self-agency:** abilities and processes to understand our own thinking and context
- **Interacting with others:** abilities and processes we use to interact effectively with others and to create new or improved circumstances processes, products and relationships
- **Interacting with the world:** abilities and processes to explore, understand, interact with and exchange information, experiences and ideas about the world around us.

These need to be built up by a trained and qualified professional workforce featuring teacher competencies characterized by:

1. Constructing a professional vision for learners and professional relationships, values and behaviours
2. Building the capacity of teachers to plan strategically, facilitate quality teaching and learn through effective assessment and feedback
3. Promoting continuous improvement by monitoring and evaluating the progress of learners and critical reflection on their own practice.

This requires a significant paradigm shift in curriculum design. The curriculum should thus be seen as:

- The primary tool for achieving local and global development policies
- The core of lifelong learning policies
- A force for social stability and transformation
- A determinant of the quality of education
- A determinant of teacher competencies.

IBE will shortly disseminate guidance on:

- Competency-based curriculum design
- Teaching, learning, assessment and ongoing professional learning
- Curriculum implementation to ensure policymakers and teachers stay abreast of best practice.

2. Promoting ICT-empowered Innovative Pedagogy to Achieve Education 2030

Speaker: Natalia Amelina, Chief, Section of Teacher Professional Development and Networking, UNESCO Institute for Information Technologies in Education

Building on the sub-theme of competencies required for 21st century teachers, the UNESCO Institute for Information Technologies in Education (IITE) presentation focused on the link between the digital era and the competencies required for 21st century learners. IITE has identified four priorities for education development:

1. National ICT competency standards for teachers developed from the IITE Guidelines on UNESCO ICT-CFT adaptation
2. Training materials and guideline development on ICT for innovative pedagogy
3. Advanced teacher ICT competency models development, oriented towards different education levels (primary, secondary), subject areas, and special conditions (inclusive education, hard-to-reach areas)
4. Development of training materials for master trainers from teacher training institutions (e.g. labs for practical skills).

ICT contributes to promoting, including and facilitating access to education for all among policymakers, governments, academia, schools, technologists, industry and business. The education system requires leaders who are open, transparent, inclusive, accountable, responsive and can see the 'big picture'.

3. Teacher preparation (training) and SDG indicators 4.c: trends, challenges and the need for a typology/taxonomy

Speaker: Pascale Ratonvondrahona, UNESCO Institute of Statistics

This sub-theme sought to identify the processes by which countries in different socioeconomic and cultural contexts apply and recognize teaching qualifications. The UNESCO Institute of Statistics (UIS) presentation informs this research through its collection of annual data on teachers from early childhood to tertiary education in all types of institutions (public and private) providing general, technical and vocational education.

A trained teacher is a teacher who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education according to the relevant national policy or law. These requirements usually include pedagogical and professional knowledge. Some programmes may also cover content knowledge (knowledge of the curriculum and subject matter, and use of relevant materials).

A qualified teacher is a teacher who has the minimum academic qualifications necessary to teach at a specific level of education in a given country. This is usually related to the subject(s) that they teach.

Nevertheless, it should be noted that the definition of a trained teacher varies greatly from one country to the next. For example, in Bangladesh a *trained teacher is a teacher who holds a bachelor in education, diploma in education, master in education, bachelor of physical education, or bachelor of agricultural education* and in Swaziland *trained teachers are teachers with a qualification officially recognized as a professional teaching qualification*.

The proportion of trained teachers also varies significantly across countries. For example, in 13 countries out of 141, less than half of the teachers are trained.

The extent of teacher preparation also varies greatly depending on the country, especially in terms of the duration of teacher-training programmes (from a few weeks or months in some countries to years for others), the education prerequisite to enter the teacher training programme (from secondary to tertiary education), and the required practice teaching time (from weeks to months or even years). These factors raise issues of comparability and bias.

For qualified teachers, the minimum standard qualifications to teach at a specific level also vary greatly according to national standards. In some regions, lower secondary school diplomas are sufficient to teach in primary education, while other countries in the same region require a tertiary level. Similarly, to teach at secondary level may require a bachelor's or master's degree in high income countries, whereas short-cycle tertiary qualifications are common and sufficient in many low and lower-middle income regions.

The percentage of qualified teachers varies from 7% to 100% and 9 out of 104 countries have less than 50% of their teachers qualified.

In the light of these factors – raising issues of bias, inconsistent data and a lack of harmonization – one way to support, monitor, harmonize and manage teacher training is to establish a typology or taxonomy of trained and qualified teachers.

This presentation proposed cross-classification criteria of teacher training programmes based on:

- Education prerequisites for entering the programme (ISCED level necessary to gain entrance to the program, number of years of prior education, diploma)
- Duration (number of full-time months/years)
- Training location (place where the programme is mainly provided – specialized teacher training institution, tertiary programme within a university)
- Practice teaching (minimum requisite weeks or months)
- Programme content (estimated percentage of programme content: pedagogical, professional and technical content)
- Programme award (diploma, certificate, degree awarded if successful completion)
- Authorized teaching level (education level(s) at which graduate is authorized to teach)
- Probation/induction support (duration of required probationary periods prior to successful qualification as a teacher and duration of stipulated induction support provided for newly qualified teachers)
- Education prerequisites for entering the programme (required education level necessary to gain entrance to the programme, number of months/years of prior teaching experience)
- Rights and obligations (whether training is guaranteed by law, optional or mandatory)
- Qualification title and benefits (qualification, title – diploma, certificate, degree, if applicable).

In conclusion, a number of challenges are involved in conducting this type of research. The first of these is securing sufficient

human and financial resources to develop a quality framework. The second is collecting data, and the third is developing the research methodology.

4. Standards for teachers in primary school

Speaker: Koffi Obouanalé Lucien Lantomey, Director of Pre-primary and Primary Education, Togo

The Agenda for Sustainable Development Goal on education (SDG 4 – Education 2030) ‘commits to providing inclusive and equitable quality education at all levels.’

In this context, the goal of the experience in Togo, with the collaboration of a group of countries in the sub-regions, was to develop professional, country-specific standards, and to promote integration of the standards established by the Economic Community of West African States (ECOWAS): Benin, Burkina Faso, Côte d’Ivoire, the Gambia, Guinea, Niger, Nigeria, Senegal and Togo. This featured significant involvement by key stakeholders at the national and subnational levels, including UNESCO, the International Task Force on Teachers for Education 2030, CONFEMEN, OIF/AUF/IFADEM, Education International and AFTRA.

This required a process to analyse and define professional standards and certification systems for teaching. Togo and the ECOWAS subregion developed through a series of national and regional workshops:

1. A reference document listing the basic education activities of teachers
2. A reference document listing teacher competencies
3. A reference document setting out the certification necessary to potentially validate the experience acquired
4. Criteria to establish authority for authentic certification.

This process is accompanied by political action at the national and global levels to develop a policy to identify future teachers and implement a new curriculum for all teachers and pedagogical innovations in training schools, including distance learning.

Simultaneously, the application of these standards acknowledges the specific requirements of practical application, including evaluation of the curriculum, examinations, investigations and audits. Likewise, it requires that teachers undertake training to meet the demands of their professional life, specifically including themes related to ethical professional practice, self-evaluation and critical reflection.

To conclude, the process has raised both hope and numerous challenges. The first challenge is to build membership of ECOWAS by 2020, and mobilize managers of education systems in this area, supported by traditional partnerships with education sectors. Further challenges involve defining the experience required for upgrading, and considering traditional differences between English-speaking and French-speaking countries when granting teachers certification.

5. Discussions

Following deliberation, the main point was identified that teaching should be a research-informed, research-based profession.

Professional teaching standards include teacher knowledge, competencies, and ethics and values. Teaching standards need to ensure that teachers have a sound understanding of pedagogical and academic knowledge and that they are able to apply these effectively in practice. In the contemporary digital era, learners have greater access to information. Professional teaching standards should therefore focus not only on what teachers do, but also on creating a positive impact on student learning in various contexts rather than simply transmitting knowledge.

Professional teaching standards should help drive change and guide teacher performance and professional development. Competencies to learn include self-regulation (self-assessment, self-development and lifelong learning). Continuous professional

development should be linked to rewards such as renewal of teaching licenses. Competencies to teach include the use of digital resources.

Professional teaching standards should embrace the professional attributes and values expected of a teacher and, therefore, should include professional ethics and codes of conduct and practice.

Professional teaching standards should include the competencies that teachers need at different levels of performance and describe teachers' career paths.

A range of issues emerges when implementing teaching standards, including the varied definitions of a trained teacher from one country to the next. This definition also varies within countries; one challenge involves the difference between teachers in urban and rural areas. For example, unqualified teachers are often posted to rural areas because it is difficult to recruit trained teachers, raising the issue of how to deal with unqualified teachers.

Furthermore, poor teacher training and working conditions may lead to teachers' resistance to the implementation of teaching standards.

6. Recommendations

This working group made a number of key recommendations:

1. Adopt a clinical, practice-based approach that puts the learner at the centre of all practice. Professional teaching standards should not be highly prescriptive.
2. Develop and accredit teacher education programmes based on professional teaching standards.
3. Include monitoring and evaluation tools in professional teaching standards to make sure they are implemented. Teaching standards should also be reviewed after a set period of time.
4. Establish professional teaching standards and regulatory bodies to regulate the teaching profession. Set up a national benchmark for the teaching profession in each country.
5. Combine relevant education qualifications with practical teacher training.
6. Motivate teachers to aspire to higher professional teaching standards.
7. Strengthen school-based practice and the implementation of teaching standards through continuous professional development.
8. Establish professional standards for school leadership.

Sub-theme 2: Governance

1. **Enhancing Professionalism: Lessons from Teacher Training, Working and Living Conditions Study in African Union Member States**

Speaker: Marguerite Khakasa Miheso-O'Connor, Kenyatta University, Kenya

This sub-theme focused on ways countries implement governance mechanisms to ensure adherence to professional teaching standards. This presentation examined a research study which maps out teacher training living and working conditions in all 54 African Union member states.

First, the presentation focused on training, with an analysis of the requirements for entering and remaining in the teaching profession and for initial teacher preparation (types of training, content type, training design and types of certification). Second, an analysis of working and living conditions was made on the basis of six variables: recruitment and employment, teachers' workload and autonomy, professional development, compensation and benefits, monitoring and evaluation of teacher quality, and teacher representation and voice.

From this statistical study, two global outcomes were identified:

1. Countries that have developed standards or guiding principles for teacher management have a more motivated teacher force.
2. Teachers are employed either by the civil service or a designated national education authority (e.g. TSC). The modes of employment tend to determine the conditions under which teachers serve.

Training, working and living conditions are a reflection of the education budget allocation. This budgetary allocation is, however, not necessarily pegged to the size of the respective country's GDP. In fact, the use of untrained teachers, which is practised in all member countries except Nigeria, negatively affects teacher status. Entry requirements into the teaching profession determine the type of training model adapted by different countries. All countries have contextualized structures (pre-service or INSET) and policies that address the issue of teacher training.

The data analysis of working conditions shows that:

- Formal professional development programmes are not well articulated in teacher policies across the continent.
- Ad hoc provisions of professional development programmes do not sufficiently support teacher career growth and are not well structured.
- The type of compensation package (salary and non-salary benefits) offered to teachers is an important determinant of the attractiveness of the teaching profession; more than any other factor, compensation and benefits affect teacher motivation and performance.
- The monitoring and evaluation of teachers is badly designed and hence not widely practised.
- Collective bargaining agreements by teachers' unions have an impact on the day-to-day life of schools and represent a critical factor in the design and implementation of teacher reforms taking place in many African countries.

Moreover, teachers' living conditions are generally lower than those of their counterparts in other professions with similar qualifications. For example, the provision of medical allowance does not sufficiently and reliably cover the medical needs of teachers, and accommodation conditions, commuter allowances and access to credit facilities are not clearly stipulated in teachers' terms of employment.

In conclusion, the presentation made two types of recommendation: general and operational. The general recommendations focus on governments – which should take responsibility for teachers in all learning centres including private schools – and on the

African Union, which should manage a teacher mobility protocol with a view to setting up a ‘teachers without borders’ force. The operational recommendations focused on training and working conditions, for example, (a) establishing continental professional standards for teachers, which can be adapted by countries as guiding principles for teacher management to foster teacher motivation and professionalism and (b) developing a teacher regulatory body in all states to oversee and manage teacher affairs.

2. Governance Mechanisms that Ensure Adherence to Professional Teaching Standards

Speaker: Jacqueline Mattio Lottin, Abu Dhabi Education Council, United Arab Emirates

This sub-theme included examination of the specific role of teacher organizations in developing and monitoring teaching standards as part of good governance. This presentation focused on the effective delivery of education services by the Abu Dhabi Education Council (ADEC), which is in charge of governance in education policies.

The educational authority in the Emirate of Abu Dhabi regulates all public and private schools. Its mission is to produce global class learners who embody a strong sense of culture and heritage and are prepared to meet global challenges. Their Strategic Plan 2017 is fundamentally based on three principles:

1. Mandatory policies are in place to support school leaders and teachers
2. Students are at the centre of learning
3. Staff are supported with training opportunities and collaborative partnership learning communities.

The governance of education in the United Arab Emirates (UAE) focuses on providing schools with staff and clear procedures to promote accountability, practices designed to ensure equity and transparency, standardized language for a streamlined approach, and centralized data collection to enable integrity in decision-making.

The implementation of governance mechanisms for professional teaching standards involves:

- A performance appraisal system, fully aligned with the Teacher and Educational Leadership Standards for the UAE, that was created in 2010.
- The system provides school staff with clear appraisal procedures to promote accountability and implement practices to ensure equity and transparency.
- The appraisal system centres on the principle that student outcomes will improve following the professional growth and development of teachers.
- Policymakers have clearly defined roles to regulate standards, and evaluators are responsible for staff supervision and teacher assessments.

To illustrate this mechanism, the Abu Dhabi Emirate has created its own appraisal system, ADA'E, which employs a nationally approved framework that ensures that practices are coordinated. It evaluates school staff through a clear set of professional standards designed to support professional growth and ethical behaviour. The developmental system boosts performance and acts as a key driver in the process of continuous school improvement. It promotes the principals of governance, provides all schools with an appraisal cycle, and provides performance indicators to track progress.

At the operational level, the teacher education training programme (ADEC) sets out criteria to assure the quality of federal university programmes, working in close collaboration with them to ensure that they meet the standards criteria. All programmes are reviewed to determine whether they respect the ADEC curriculum and standards every five years by the Ministry of Education, and ADEC reviews and authorizes new programmes as a prerequisite for accreditation.

The feedback from these processes is interesting. Data records and analysis reveal a robust system over the past six years and clear signs of teacher improvement. The sources for these are: evaluation records, data reviews, student and parent records, anecdotal discussions and staff satisfaction surveys. These processes have increased transparency and encouraged collaborative

participation. The remaining challenges relate to the transient population and the sustainability of the process.

The next steps are effective education governance involving a single standardized system mechanism at country level. This implementation requires that education authorities look at all schools while applying a set of Professional Standards. These standards were co-created with educators and staff on the field. Adherence and accountability for each indicator are centred on these standards, as attested by daily practices.

3. Requirements of the Teaching Profession

Speaker: Yusuf Sayed, Director, Centre for International Teacher Education, Cape Peninsula University of Technology, South Africa

This presentation covered all of the key questions identified within the governance sub-theme. The Systems Approach for Better Education Results (SABER) is an initiative to produce comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems and the ultimate goal of promoting 'Learning for All'.

The presentation focused on the recommendations of the report:

1. Teaching is a complex profession that needs to be learned. Thus, future teachers should be specifically trained, including specific educational training leading to a qualification.
2. All stakeholders should be involved in the development and evaluation of education standards, to make student-centred life skills and competencies part of teacher standards, and to make teacher standards context-sensitive (e.g. to urban or rural contexts).
3. Teachers' tasks should recognize a wider range of teacher activities. The opportunity for teacher learning may be improved if the evaluation activities of the school are part of teachers' tasks. Teachers should be actively involved in defining teacher tasks through teacher organizations.
4. Retaining teachers in the profession requires further investigation of the impact of teachers' career policies on student learning and to define a complex evaluation model. Large-scale implementation demands technical and institutional capabilities and sufficient financial resources; acknowledging the collective nature of the profession while recognizing individuals and their merits; and avoiding tensions between individual recognition and the need for collaborative learning and teamwork.
5. Teacher motivation requires high-quality education systems that ensure consistent and evenly distributed teacher supply through a systematic deployment policy and competitive salaries. Countries should ensure that teacher policies address deficits in the teaching workforce and ensure the systematic supply of teachers – through initial and continuing professional support programmes, induction programmes, financial and non-financial incentives, transfer policies, and the supply and deployment of teachers to hard-to-staff and conflict-affected areas.
6. Educational systems have developed schemes to provide their schools with qualified and experienced leaders. However, a relevant challenge is balancing administrative and management responsibilities with instructional and pedagogical leadership practices that have the highest influence in teachers and students.
7. High-performing countries employ performance evaluation for development and improvement (rather than control and punishment). Countries should use teacher performance evaluations to inform the needs of teachers (top-down) and indicate how systems could be improved (bottom-up).
8. Countries should strengthen the requirements for entering the teaching profession by regulating the expansion of teacher education programmes that take into account basic skills (prior education) and knowledge of teaching (prior experience) when designing new initial national training programmes. Countries should create a system for collaboration between teacher training programmes and schools in order to establish a professional preparation model that is centred on practice. Countries should provide mentoring and support during teachers' first and second years on the job.
9. Development programmes act as support systems for teachers to improve their classroom teaching and increase their level

of satisfaction with their profession so that they stay longer in teaching. Policies should emphasize collaborative activities that focus on improving instruction.

4. Discussions

The participants' discussion focused on three key questions:

1. Should countries implement governance mechanisms to ensure adherence to professional standards – and if so how?
2. What roles can various stakeholders play at each level of the governance system?
3. What should be the specific role of teacher organizations in developing and monitoring teacher standards?

The discussion focused on balancing the main roles of each of the parties and identified key principles to balance the responsibilities and accountabilities of these key players:

- **The Accountability Reciprocal Principle:** Teachers are accountable for their performance and the quality of their teaching, and the education systems are accountable for providing effective support and acceptable working conditions
- **The Trade-off:** In determining teacher standards and how they will be implemented and monitored, the education system needs to be aware of the financial costs and resource implications.
- **The Balance:** Teachers and their representatives should develop teacher standards. Governments should facilitate this process. Clear principles of consultation should be agreed and put into practice.

5. Recommendations

The key recommendations that emerged from the group included:

1. All teachers should be required to meet teacher standards whether they are teaching in private or public schools.
2. A dedicated professional body, for example a teaching council, should regulate and exercise professional leadership for teachers and this body must be established under legislation to grant it legal authority and power.
3. This professional body needs to be built on sound governance principles and practice, and must promote teacher professionalism.
4. This professional body must build professional alliances with key stakeholders including key government personnel, teacher unions, employers, parents and the community and, of course, teachers.
5. In developing teaching standards, professional dispositions and ethical practice are critical because building and maintaining effective professional relationships is as important as academic knowledge and skills. Therefore, a professional body needs to deal with questions related to the character and fitness to teach of a person.
6. A professional body needs to regulate a realistic career pathway from teacher preparation to the recognition of professional excellence and leadership of teachers.

The key steps for professionalizing the teaching workforce are for the teaching community to advocate professional standards by:

1. Collaborating with key stakeholders

2. Building evidence based on sound research and best teaching practice examples
3. Convincing the public based on evidence and willingness to advocate politically to achieve professional outcomes.

Sub-theme 3: Values and Accountability

1. Values and Accountability: The Heart of Professionalism

Speaker: Jane Hofmeyr, Jet Education Services

This presentation focused on identifying and presenting what is required and expected from members of the profession with two key questions:

1. What values should guide the teaching profession?
2. Is teaching a profession?

These two questions identify values for teachers as members of a profession, and the values that characterize the teaching profession.

Professional values are often perceived as platitudes and may only be implicit in professional teaching standards. There are two approaches to characterize values: one centres on general job-related attitudes and values, while the other one looks at teaching-specific values:

1. General job-related attitudes and values implemented in the teaching activity are analysed through basic social skills (e.g. honesty and integrity, reliability, motivation, responsibility and self-discipline) and personal competencies (e.g. proactivity, diligence, self-motivation, judgement, initiative, assertiveness, confidence and acting autonomously).
2. Teaching-specific values are characterized by different qualities according to the national context. For example:
 - The General Teaching Council (GTC) for Scotland characterizes values as social justice, integrity, trust and respect, and professional commitment.
 - The Irish GTC focuses on trust, honesty, commitment, respect, fairness, equality, integrity, tolerance and service.

Professions share three common features: moral commitment to the welfare of those they serve; a common body of theoretical and empirical knowledge and skills; and the aim of defining, communicating and enforcing standards of professional practice. Moreover, on one hand, mature professions establish and control the standards for accreditation, licensing and certification to uphold the quality of members. On the other hand, professional autonomy is linked to a profession's control based on knowledge and quality assurance of members.

The contribution of this presentation is to demonstrate how professional teaching standards are an important tool through which values, professionalism and accountability can be defined and upheld. More broadly, public trust depends on a profession's capacity to define, communicate and enforce standards of professional practice. Thus, for the teaching profession, professional standards should:

1. Describe the professional knowledge, skills and dispositions that characterize teaching and/or teacher quality in a specific context
2. Formulate the core values of the profession
3. Implement a comprehensive process inclusive of all stakeholders.

2. Professionalism Towards Teachers: GNAT Perspective

Speaker: David Ofori Acheampong, General Secretary, Ghana National Association of Teachers

The aim of this presentation was to analyse how public interest in the teaching profession can be accounted for in the process of developing values. It also characterized the stakeholders in the educational system and the teaching profession, and illustrated this analysis in the case of Ghana with the perspective from the Ghana National Association of Teachers.

1. Stakeholders in the educational system are crucial to the acknowledgement of teaching as a profession:
 - Learners: They are significant recipients of a teacher's professionalism or lack of it; a teacher's quality is measured by the level of attainment of the learner.
 - Parents: They see education as an investment and thus have high expectations. Professionalism in teaching equips teachers with the required skills to enable them to meet their children's individual needs.
 - Community: In addition to members of the community expecting returns on their investments in their children, they expect teachers to be role models, in fact an epitome of morality. Only teachers with a high sense of professionalism can fulfil such expectations.
 - Employers: Professional teaching standards should address accountability to employers when teachers employ their professional skills to attain educational goals.
2. A profession is a disciplined group of individuals who adhere to ethical standards and are accepted by the public as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level. Finally, they are prepared to apply this knowledge and exercise these skills in the interest of others.

Based on this definition, the teaching profession is characterized by the following elements:

- Fundamental values guide the teaching profession.
- High-quality, pre-service academic and professional attainment is required of teachers.
- Teachers must understand content knowledge and apply pedagogical skills to be able to impact learners.
- Legal recognition and professional status should be in place. For example, non-professionals should be excluded from practising teaching.
- Induction and mentorship as well as a continuous professional development path should be requirements for entry and retention.
- A code of professional conduct, ethics and disciplinary procedures should be in place so that anyone breaching established rules could be disciplined.

The case of Ghana shows how all stakeholders – governing councils, boards of governors, parent-teacher associations and school management committees – are part of the process of developing values through instruments such as national legislation, the Constitution of Ghana and Education Act of Ghana, and school performance appraisal meetings. In this context, the value-related professional dispositions required for teaching are:

- Commitment to student
- Dealing with each student justly and considerately
- Respect for judgements of learners
- Non-disclosure of confidential information about students and their homes unless such disclosure will serve professional purposes or is required by law.
- Guarding against making unprofessional comments about students and their homes
- Teachers should not exploit their professional relationship with any student
- Teaching in accordance with officially approved policies
- Constantly seeking to improve students' learning opportunities.

3. Values and Accountability: Teacher Appraisal

Speaker: Pablo Fraser, Project Manager, Organization for Economic Co-operation and Development (OECD)

This presentation focused on how educational systems disseminate values across their teaching population, especially through teacher appraisal. The presentation analyses teacher appraisal through two functions: the development function and the accountability developmental function. These two functions are only effectively operative if they are based on global standards and recognized by everyone.

1. The first function focuses on whether feedback is useful for improving teaching practices, namely through professional development by:
 - Definition of the key domains that should be appraised to establish a shared understanding of what constitutes 'good teaching'.
 - Determination of these appraisal domains in national standards or profiles. This is an important step towards defining the key responsibilities of a teacher and the type of performance valued.
 - Clarification of standards as the bodies responsible for teacher appraisals and items including teacher planning and preparation, classroom environment, instruction and professional responsibilities.
2. The second focuses on holding teachers accountable for their performance by associating it with a range of consequences for their career. The implementation of standards improves the education process. In addition, those teachers who said that appraisal and feedback on their work identified how they could improve their teaching practice reported greater job satisfaction and thought that teaching was valued in their society (even though less than one-third of teachers thought that teaching was a valued profession in their country).

The contribution of this presentation is to link values and accountability through teacher appraisal:

- Values can be understood as desirable elements for teachers in the practice of teaching, such as 'good practices', professional preparation and responsibilities.
- In this context, clarification of teacher appraisal ensures that it fits in with national education objectives, resolves tensions between the developmental and accountability functions of teacher appraisals, and establishes a coherent framework.

4. Enhanced Teaching and Teacher Development in the Blended Modes of Delivery: Towards Enhanced Values and Responsibility among Non-Professional Teachers

Speaker: Deus D. Ngaruko, Deputy Vice Chancellor, Open University of Tanzania, Tanzania.

The goal of this presentation was to define common concepts in enhanced teaching and teacher development when blended delivery modes are used. A description of blended delivery modes helps clarify teacher development for non-professional teachers (NPTs) and encourages lecturers to improve their teaching effectiveness in the context in which they work.

In Tanzania, NPTs are people employed in a lecturing role in a higher education institution who seek to improve their effectiveness as teachers. In fact, the majority of NPTs do not consider that they are part of the teaching profession. NPTs often deliver their teaching through a blended delivery mode. Blended learning is an education programme that combines online digital media with traditional classroom methods. There are a number of reasons for the innovation and development of the blended learning

mode, which has enhanced educational opportunities for many people from different backgrounds. The blended learning model meets the requirements of heterogeneous groups of learners at an affordable cost. It can improve pedagogy, provide easy access to knowledge, increase interaction among learners, and make it easier to revise learning content.

The components of an effective teacher development model for enhanced teaching in a blended delivery mode include redefining the concepts of teacher versus lecturer development. The objective of differentiating between professional and non-professional teachers is to cater for individual teacher development targets and to conceptualize a 'teacher' as 'an instructional team' comprising members with a range of complementary skills. In fact, teaching development should enhance attitudinal and functional development. Attitudinal development includes an intellectual aspect promoting reflective and analytical teachers, and a motivational aspect in general or regarding specific aspects of a teacher's work. Functional development focuses on a process whereby a teacher's professional performance may be improved with two focal points of changes including procedural performance (carrying out some aspects of the job) and productive performance (what and how much they produce per time spent).

In summary, the contribution of this presentation is to focus on key dimensions of professional development and enhance teaching for all teachers by:

1. Redefining concepts of teacher versus lecturer development
2. Considering individual's teaching development
3. Conceptualizing 'teacher' as a 'composite' or 'team' of 'human resources'
4. Analysing the technical skills of a human resources team
5. Considering all university core functions.

5. Discussion

The discussion was based on four questions:

1. What fundamental values should govern the profession?
2. How should professional teaching standards address the accountability of the actors?
3. How can the public interest in the teaching profession be accounted for in the process of developing values?
4. What are the professional dispositions required for teaching, for example, a sense of empathy and an ability to work collegially?

The first step involves establishing internationally comparable definitions of 'professional teacher', 'non-professional teacher' and 'lecturer'. In a second stage, it involves characterizing the link between standards and values in a professional code of conduct with regard to the implementation of the accountability system and its effects in terms of stress and autonomy.

The outputs of the discussion can be summarized as follows.

Whatever their status (professional, non-professional or lecturer), teachers are guided by the same values. These values are ethics-related, i.e.:

- To guide the teaching profession
- To motivate teachers
- To provide a framework for policy and accountability of teachers.

The following issues need to be taken into account:

- Sharing all values with teachers (commitment to the profession) and stakeholders (commitment to external actors)

boosts their commitment and ensures that they value their own profession.

- Responding to stakeholders should not be confused with fulfilling all of their expectations, which could undermine the standing of the profession.
- Understanding the profession as a collective endeavour means that not only authorities are in charge of accountability, but also all teachers and stakeholders should participate in monitoring the accomplishment of standards and values.
- Policies holding teachers accountable must be coherent with the support and opportunities provided by professional development, so that commitment to excellence is a common goal.

6. Recommendations

The key recommendations from the group's discussion on what values to include in professional teaching standards are:

1. Respect (from learners, colleagues, communities and other professionals) for human rights with no discrimination
2. Commitment to excellence, continuous learning and improvement, including the willingness to work on themselves as a role model
3. Honesty and integrity
4. Willingness to collaborate with other professions (this is increasingly needed)
5. Commitment to build trust
6. Willingness to empathize with students' needs and perspectives and balance this with the necessary professional respect for students' and family privacy.

The process by which values are elaborated and continuously reviewed and updated include:

1. Distilling the key values when discussing which ones to include in the standards
2. Agreeing on the values through a top-down, bottom-up process
3. Benchmarking the best practices to implement values and integrate them into practices.

Sub-theme 4: Addressing Diversity

1. **Technical and Vocational Education and Training Teacher as a Profession – Approaches, Types and Education**

Speaker: Prof Thomas Schröder, Technical University of Dortmund, Germany

This contribution sought to identify all the relations between the requirements of the stakeholders and the functions of the educational system in relation to technical and vocational education and training (TVET) teaching as a profession. In this context, the key questions are:

1. Which competencies are learners able to implement adequately, independently and with growing autonomy within the workplace?
2. What vocational education is required for teachers?

For learners, competency actions are addressed at all levels of the qualification framework:

- Capability to innovate and solve problems
- Aptitude for creative and critical thinking
- Ability to work in teams and communicate
- Propensity to develop plans, anticipate processes and learn throughout life
- Consideration of the societal and ecological impacts of their actions.

The competency model is a circle based on technological and theoretical knowledge acquired by experience-based learning through action and orientation that generates new knowledge.

The educational system requires both teachers and trainers. Two examples illustrate this process:

- TVET teacher training in China (2013): Learners plan and anticipate their work processes and teachers moderate and support them in case of problems.
- Task-based TVET teacher training in cooperation with a company in Thailand (2016): Teachers and learners work together in accomplishing industry-related work and learning tasks and, in collaboration, reflect on work processes, quality and improvement opportunities.

In fact, vocational teacher training requires diversity:

1. Firstly, teachers need to act as agents of change and innovators through research-based learning that combines theory and practice in the learning organization.
2. Secondly, they need practical corporate work experience (vocational discipline) and supervised in-school work experience.
3. And thirdly, they need transdisciplinary knowledge, like vocational pedagogy, educational sciences, subject-related didactics, and scientific disciplines.

TVET also requires that the university and teacher institute create and disseminate common knowledge-based theory and praxis, and practical vocational and pedagogical competencies.

2. UNESCO and SEAMEO Collaboration in Enhancing the Quality of ECCE Teachers

Speaker: Mr Prasert Tepanart, SEAMEO, Thailand

This presentation analysed the challenges of equitable access to quality early childhood care and education (ECCE) through monitoring and implementing the global targets of Education 2030, particularly SDG targets 4.2 and 4.c, through the case study of UNESCO and Southeast Asian Ministers of Education Organization (SEAMEO) collaboration in enhancing the quality of ECCE teachers.

First of all, significant progress has been made in the gross enrolment ratio (GER) and gender parity index (GPI) for pre-primary education in the world. However, multiple challenges still exist regarding equitable access to quality ECCE:

- Many children in low income countries enter primary school without any ECCE experience.
- Comprehensive ECCE is out of reach for many children living in remote areas or in disadvantaged and vulnerable situations.
- Disparities exist in ECCE service provision both across and within countries.
- Investment in early years can yield a high return, but public education investment in the pre-primary level is very low.
- Quality of children's ECCE learning experiences depends on the quality of ECCE teachers/practitioners, i.e. ECCE teachers' competency, capacity and motivation.
- There is an urgent need to strive for a qualitative leap through professionalization and capacity development of ECCE teachers and practitioners. This involves improving teacher preparation, support and continued professional development, working conditions and compensation.

Since 2010, SEAMEO member states have been promoting quality education for all and the collaboration project focuses on pre-primary teacher development in Southeast Asia and the Pacific Small Island Developing States (SIDS).

One of these projects aimed to contribute to the qualitative improvement of pre-primary education by supporting the professionalization and capacity development of pre-primary teachers. The resulting publication, *Southeast Asian Guidelines for Early Childhood Teacher Development and Management*, focuses on:

- Qualification, certification and licensing or accreditation
- Recruitment to the profession
- Pre-service teacher education
- Deployment and retention
- Continuous professional development
- Competencies and professional ethics
- Monitoring and quality assurance for performance appraisal
- Employment terms and working environments
- Governance.

Equitable access to quality ECCE requires characterizing teachers' key competencies. In this case, the appropriate framework is broken down into competencies acquired, as follows:

1. Equips oneself with knowledge on holistic child development and learning, including theories on cognitive and early child-

hood development.

2. Is able to explain relevant knowledge on child development and learning to others.
3. Uses knowledge on child development and learning to plan and implement ECCE programmes.
4. Can describe the range of developmental (e.g. cognitive, physical, social and emotional) characteristics of a child.
5. Recognizes that development occurs within a continuum, and that not all children develop at the same pace.
6. Recognizes the diversity of the needs and potentials of children.
7. Shows respect for individual learners and places the child at the centre of teaching and learning activities.
8. Perceives a child in the context of their family and community.
9. Can identify children who are at risk and have special needs (e.g. with developmental delays, victims of abuse, those living in the absence of parents, members of ethnic minorities, or those marginalized due to poverty).
10. Shows understanding of the rights of the child.

3. The New Zealand Early Childhood Curriculum and Diversity

Speaker: Carmen Dalli, Victoria University of Wellington, New Zealand

This presentation focused on how in New Zealand the early childhood curriculum is a culturally responsive practice to deal with diversity and the bicultural context.

As an introduction, the ECCE context is characterized in New Zealand, on the one hand, by a high level of participation in ECCE for children (in 2016, 96.2% of all new school entrants had participated in ECCE), and on the other hand, a high level of teacher qualification (74.6% of the ECCE workforce in a teacher-led service is qualified). In New Zealand's multicultural context, the ECCE bicultural curriculum is based on four guiding principles (empowerment, holistic development, family and community, and relationship) and five strands (well-being, belonging, contribution, communication and exploration) to take consideration of all experiences, activities and events, both direct and indirect.

However, research on diversity in ECCE shows that despite strong values and culturally responsive practices, the quality is variable. Indeed, despite the critical role of pedagogical leadership, teacher knowledge, and powerful partnerships with parents in creating a curriculum that is responsive to children and their language, criticisms have been made regarding the approach to culture and identity. As a result, there is a clear need for increased support for ECCE services.

An analysis of the national survey of ECCE services in 2008 raises different challenges and implications:

- Although ECCE teaching teams are diverse and generally reflect the country's demographics, this does not guarantee effective practices for working with diversity and requires attention in terms of policy and practice.
- Investigation on policy, initial teacher education and professional development to build a more diverse and culturally responsive workforce is a priority.
- Finally, addressing diversity requires a relational encounter and a trusting environment that nurtures dignity. These skills need to be more prominent in ECCE teacher preparation.

4. **The Project ‘Fight against gender-based violence in the school environment’ and its implementation in the Education System in Togo**

Speaker: Antoine Boudou, French Embassy in Togo, Togo

School-related gender-based violence (SRGBV) is defined as ‘all acts or threats of sexual violence, physical or psychological, perpetrated in or around the school, and which result from norms and stereotypes of gender, and are imposed by unequal power balance’. Such violence can have a variety of consequences on children – including physical and psychological impacts and impacts on their education path.

This presentation was based on two questions:

1. What is the teacher’s role in supporting the fight against SRGBV?
2. Given the complexity of the issue, what are the different responses?

Teachers therefore play a crucial role: they are part of a group of actors that should combat such demonstrations of violence at school because of the strong impact on learners’ education paths. The diversity policy, which features action to combat SRGBV, aims to foster a school environment that is non-violent and pays attention to gender equality, both actions which promote inclusion.

This complex problem requires a holistic, intersectoral response at multiple levels. SRGBV can occur at school or on the way to school, but the education sector cannot solve the issue alone, even though it is the main actor involved. A holistic approach involves prevention, detection and reporting, along with care, and possibly sanctions. Communities need to be mobilized, as well as staff from all sectors of public services. Nevertheless, the education sector’s authorities and teachers remain the major actors in the process.

In 2016, the French Ministry of Europe and Foreign Affairs (MEAE) created a multicountry project to support the fight against gender-based violence in schools. Three African countries, Cameroon, Senegal and Togo, are supported by international partners. UNESCO intervenes to strengthen the capacity of the education systems. This international plan raises awareness of the UNICEF goal to reinforce the protection chain and provide follow-up for victims.

The first initiative, planned by UNICEF in 2016, aimed to collect data in order to improve understanding, better inform and reinforce the process of applying SRGBV policies in the countries concerned. The lack of comprehensive data on the phenomenon was a barrier to establish a strategic response, as most of the evidence was fragmented and did not truly reflect the reality and extent of the phenomenon. Once again, the teacher’s role seems crucial from this point of view. Teachers can provide a bridge between school authorities, learners and parents to collect data.

The study showed that the phenomenon is persistent, alert mechanisms are not efficient, and the settlement of disputes is often at the expense of the victims. Finally, in some cases, the perpetrators of this violence are teachers. Following this finding, the recommendations made by the study are principally based on the need for more teacher training.

There is a strong connection between social norms and the values that create the conditions for SRGBV. School appears to be a crucial environment where children and teenagers tend to reproduce social norms and values, including violence.

The major focus is firstly to promote an educative response and, secondly, to take care of victims in a medical, social or legal capacity. For the education system, projects involving UNESCO are to:

- Enhance curricula to include human rights, SRGBV and gender equality
- Include SRGBV prevention in the content of teacher education and training
- Update the regulatory framework for SRGBV prevention.

5. Discussion

There is common consensus that a framework for developing professional teaching standards should ensure respect for inclusion and equity concerning the diversity of teachers, learners, and teaching-learning processes. The framework should support Member States to develop standards that remain focused on learners as a whole as well as learner diversity.

6. Recommendations

Based on the discussion, the following recommendations were drawn up:

1. A principled, rights-based approach should be adopted to develop standards recognizing that education is a fundamental right. It should be founded on the recognition of commonalities between learners. It should constitutionally underline the acceptance of diversity and go beyond recognizing diversities that are relevant in the classroom (social, cultural, linguistic, ethnic, class, caste, gender and individual differences).
2. National teaching standards should be articulated so that they can be formulated and reformulated at regional and local levels.
3. Teaching standards should reflect and refer to the knowledge, competencies, attitudes and beliefs that teachers should develop during initial teacher education and continuous professional development to enable them to address diversity (e.g. knowledge for inclusion of all abilities, local knowledge for appropriate interrogation and integration, and knowledge about diversity from political, cultural, social and historical perspectives).
4. Teaching standards should refer to the resources that teachers need in order to achieve inclusion.

The background consists of several overlapping, semi-transparent orange shapes of various sizes and orientations, creating a layered, abstract effect. The colors range from a light, bright orange to a darker, more saturated orange.

Chapter 3: Pre-forum Thematic Sessions

The pre-forum sessions opened with a brief introduction by UNESCO on the background and objectives of the sessions. Having referred to the Mexico recommendations (8th Policy Dialogue Forum, Mexico City, March 2016,) the introduction highlighted the Secretariat's decision to formalize the four thematic groups at the Policy Dialogue Forum:

1. Inclusion and equity in teacher policies and practices
2. Information and Communication Technology (ICT) and distance education for teacher development
3. Teacher management in crisis and emergency situations
4. Early Childhood Care and Education (ECCE) teachers and facilitators.

According to the Secretariat, the thematic groups are to serve as 'implementation partners' for achieving the objectives of the Task Force Strategic Plan 2018–2021 by fostering discussion, actions and collaboration with regard to the respective themes, in support of the SDG target 4.c on teachers.

Against this background, the objectives of the pre-forum session were to:

- Identify and discuss key policy issues to improve the professionalization of teachers
- Identify existing initiatives and programs to build collaboration
- Identify technical and financial partners to reach out to and include in follow-up actions
- Identify lead organizations and countries on specific areas of joint actions
- Suggest means of follow-up after the session.

During this session, in each thematic group, recommendations were based on presentations and discussions in working groups.

Pre-primary teachers

Speakers: Yoshie Kaga, Program specialist, UNESCO; Nicolina Postic, Program Specialist, International Labour Organization; and Baolima Samah Tinka, Ministry of Education, Togo.

1. Presentations

The demand for Early Childhood Care and Education (ECCE) is rising. Nevertheless, the ECCE sector is characterized by poor working conditions in terms of benefits and protections, wages, opportunities for professional development and the status of workforce. In order to ensure decent working conditions in ECCE, the following should be established:

- A care economy initiative committed to promoting decent employment conditions in ECCE
- Recognition that the key to decent work conditions is social dialogue
- Opportunities for ECCE personnel to have a voice in decisions affecting them and their work
- ILO Policy Guidelines that promote decent work conditions for early childhood education personnel
- International standards and recommendations to guide practice.

Two national cases, from Togo and New Zealand, then illustrated the challenges facing ECCE.

Baolima Samah Tinka, Ministry of Education, Togo, presented the country's efforts in professionalizing pre-school personnel. Noting that quality education requires sufficient numbers of personnel who enjoy good professional status and material work conditions, she emphasized the importance of having a national strategy for pre-school teaching personnel:

- Teacher qualification: prerequisite qualification, Baccalaureate or CAP (le certificat d'aptitude professionnelle) for entry into a nine-month pre-service teacher training course and practicum.
- In-service training is provided by inspectors and pedagogical counsellors who may or may not be specialized in pre-school education.

The current perspectives of development are based on two axes:

- Setting up a quota system during the recruitment context in the teachers' colleges (ENI) for pre-school according to the needs present in the field
- Revising the formation curriculum in ENIs by developing more and more pre-schools.

In New Zealand, there is a high participation in ECCE: 96.2% of all new school entrants in 2016 and a highly qualified workforce. The 10-year strategic plan policies (from 2002) focus on 3 initiatives:

- The qualification of teachers: a three-year diploma or degree for all as a benchmark qualification
- Financial incentives: for staff scholarships, higher funding for centres employing higher qualified staff and loans and grants to students
- Systemic professional development: the Centre of Innovation (COI) action research programme.

The ECCE workforce policy is now in line with other sectors. The results are:

1. A growth in numbers of training providers
2. Striking improvements in pay
3. Models of good practice through the COI programme
4. An ECCE workforce capable of reflective teaching practice
5. 67% qualified staff in ECCE teacher-led services by 2009 and 74.6% by 2016.

2. Discussions

All of the presentations highlighted ECCE as a growing sector in both developing and industrialized countries, although areas of expansion and priorities differ from country to country. They pointed out that:

1. The professionalization of ECCE personnel is not simply a matter of individual professional development, but a systemic endeavour requiring the building of supportive policy environments, including funding.
2. Evidence-based advocacy, collaboration and social dialogue among different stakeholders are important for improving access to and quality of early childhood education, as well as the status of the profession.

3. Recommendations

The group discussions produced recommendations to promote collaboration and learning:

1. Consistent with the actions proposed in Mexico, the group identified the need to rely on existing networks, a knowledge exchange platform, partnerships and visits to pre-primary schools and early childhood education centres to coordinate face-to-face meetings.
2. In terms of action, ILO and UNESCO committed to working closely with the Teacher Task Force in these areas and to exploring the possibility of a meeting for early to mid-2018.
3. Other recommendations addressed good governance involving stakeholders, and monitoring and evaluation for the design and systemic implementation of appropriate actions that effectively support pre-primary teacher development and management.
4. The recommendations emphasized the importance of establishing benchmark mechanisms to monitor the implementation of compulsory pre-primary education within well-defined timelines, and indicated the need for further research on attracting and retaining skilled and qualified pre-school teachers.

Inclusion and equity in teacher policies and practices

Speakers: Gina Thésée, Professor, Université du Québec à Montréal, Canada; Purna Kumar Shrestha, Lead Education Adviser, VSO International; and Basu Dev Kaffle, Professor, Tribhuvan University, Nepal

1. Presentations

The presentation started with a review of the challenges raised by Sustainable Development Goal (SDG 4) of the Education 2030 Agenda: 'Equity to be the core of Education Agenda post-2015' and 'Education 2030: Towards inclusive and equitable quality education and lifelong learning for all' (UNESCO). To reach this goal by 2030 will require substantially increasing the supply of qualified teachers including through international cooperation on teacher training.

According to the conclusions of Education for All 2000–2015, the biggest obstacle to social and schooling exclusion is based on social factors. Inclusion is based on three principles:

1. Acknowledgment, welcome, openness to and consideration of all forms of human diversity
2. Formally guaranteeing equal rights for all humans
3. Aiming to overcome social injustices and inequalities, and rectify the resulting adverse situations by addressing concrete measures and undertaking actions of equity aiming at social and environmental justice.

The objectives of the thematic group on inclusion and equity are to:

1. Identify lead organizations and countries for coordination of the thematic group's actions
2. Identify and discuss key policy issues connected with Teacher Task Force strategic objectives and SDG teacher targets
3. Identify existing national and regional initiatives and programmes to build collaboration
4. Identify technical and financial partners to approach and include in follow-up actions
5. Suggest means of follow-up between forums.

2. Discussions

The discussions focused on institutional points and actions for the group. At the end of the discussions, all group members agreed on the following:

- Lead and coordination: Robert White, is the coordinator of the thematic group and Jacqueline Mattio Lottin, the deputy of the thematic group following the 10th forum
- Key elements of discussion about national cases and regional initiatives in India, Kenya, Togo and Zambia
- Key elements of discussion about technical and financial partners at the international, national, regional and local levels
- Key elements of discussion about follow-up between forums: strengthen the participant network and set up joint

projects and internal and external communication on group work.

3. Recommendations

The main recommendation focused on an official inscription of inclusion in the teaching profession, which involves the following:

1. Build a professional competency and include it in the frameworks of teaching professional competencies, initial training and professional development.
2. Develop a body of teacher knowledge associated with inclusion in terms of knowledge, aptitudes, skills, competencies and professional development.
3. Transform attitudes that lead to exclusion and provide all necessary resources to combat social and environmental injustices, especially in the fields of education.
4. Encourage South–South and South–North collaboration.

Information and communication technology (ICT) and distance education for teacher development

Speakers: Natalia Amelina, Chief, Section of Teacher Professional Development and Networking, UNESCO Institute for Information Technologies in Education, and Temechegn Engida, National Professional Officer, UNESCO International Institute for Capacity Building in Africa

Since 2015, Teacher Task Force (TTF) focal points and experts on ICT and distance education have initiated consultations for establishing a working group within the framework of TTF.

In Lomé, the group decided to go one step further by structuring their work and aiming at more visibility and concrete joint actions. The main goal of the ICT and Distance Education TTF Network is to combine the efforts of its Member States in achieving SDG and Education 2030 results through partnership and cooperation on research and capacity-building in teacher professional development with the help of ICT and distance education.

1. Discussion

The participants in the thematic group introduced themselves, their organizations and discussed topics of mutual interest. More than 25 specialists took part in the meeting. At the end, it was proposed to divide the activities into two phases:

1. To conduct a needs analysis for a platform for research and capacity-building in teacher professional development
2. To explore methods for creating and sustaining a repository of existing training resources.

2. Recommendations

All members of the thematic group agreed on the following:

1. Lead and coordination: N. Amelina, Secretariat, G.T Saltsman, deputy, and T. Engida, responsible coordinator for Africa
2. Prepare a research agenda.
3. Share existing resources and best practices on ICT and distance education for teacher professional development among the group members and with the UNESCO TTF.
4. Explore the development of a repository of existing training resources on ICT-integrated pedagogy, guidelines, handbooks and online training materials to support countries in professional teacher development – with a special focus on supporting digital skills for teachers.

Teacher management in crisis and emergency situations

Speakers: Inka Hopsu, Teachers Without Borders/Finn Church Aid, Finland and Girmai Gebrehiwet, Director, Human Resources Development, Eritrea

The purpose of the group on teacher management in a crisis and emergency situation is to build on the experiences and expertise of its members to support TTF efforts in improving the status of teachers, the quality of teaching and learning in intra- and post-conflict situations and in areas where teachers are hard to reach. Emergency and crisis situations are defined in INEE's minimum standards as a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

1. Discussion

The discussion was about the objectives of the group's actions:

1. A thematic group is a flexible, organic learning body that evolves and collaborates and cooperates with other relevant actors in the field. It is also a broad-based coalition for advocacy in teacher management during crises and emergency situations and a space for open exchange with various stakeholders including government and civil society.
2. The policy development and advocacy goals are to:
 - Collectively support education reform processes linked to SDG 4 in intra- and post-crisis and emergency situations, through teacher-related policies, teacher training and professional development education
 - Advocate work for better coordination and to meet the funding needs of teacher management in emergency and crisis/post-crisis situations
 - Focus on teachers who are hard to reach.
3. Develop a framework for collecting more data on teachers in crisis and emergency situations. This was suggested in order to improve understanding of the required action and to analyse case studies of successful and not-so-successful experiences and practices in teacher management projects in emergency, crisis and post-conflict situations.
4. Share information on the preparation of good practices in existing projects for TTF yearly meetings, share knowledge of recruitment, deployment and management of teachers in crisis and post-conflict situations, and develop standards and codes of conduct for teachers in crisis and post-conflict situations.

2. Recommendations

The following recommendations were made for the thematic group, in terms of working methods and actions:

1. The Coordinator and Deputy nominated by the thematic groups coordinate the work of each thematic group.
2. The terms 'crisis' and 'emergency' need to be conceptualized and might merit a framework; post-crisis situations and fragile contexts need to be taken into account. All TTF members can also be members of the thematic group, whether they represent a national government, intergovernmental organization, international non-governmental organization, civil society organization, bilateral or multilateral international development or humanitarian agency, research institution, or a global private sector organization or foundation. TTF partners could also contribute to the work of the thematic groups.

Conclusion - Outcome Statement

The theme of the 10th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030, 'Teaching: A Profession', was chosen to examine the meaning and implications of what it means to be a 'professionally qualified' teacher in order to generate recommendations to develop an international guiding framework for elaborating national or regional professional standards for the teaching profession.

Teaching standards work in conjunction with formal professional qualifications to describe what teachers should know and be able to do. They define teaching competence with respect to the knowledge, skills and attitudes that are valued in the profession, and are used to describe desirable levels of performance at different stages of a teacher's career. As such, teaching standards guide teachers' professional learning and development. Teaching standards also provide a framework for ethical behaviour and professional accountability, and in this way contribute to the continued professionalization of teaching as a profession.

To that end, the objectives of the 10th Policy Dialogue Forum were to:

1. Take stock of progress, share good practices, and review the current state of the professionalization of teaching through presentations and analysis of country- and region-specific case studies.
2. Discuss and agree on a set of key recommendations, as presented in this Outcome Statement, for drafting a guiding framework of national professional standards for the teaching profession.

In the plenary and breakout sessions, discussions were organized around four sub-themes and from each of these sub-themes key recommendations were made:

A. Professional Training and Development

At its core, teaching standards should define the knowledge, skills and competencies required for effective teaching. A framework for the development of national teaching standards should include links to initial teacher education curricula to ensure that student teachers learn about the foundations of the profession, but also new pedagogical innovations on effective teaching and learning. A framework should make clear how teaching standards are linked to formal qualifications, but also to continued professional development so that practising teachers can maintain currency and stay abreast of best practice. Teaching standards should define how ongoing professional learning can be linked to career progression.

Recommendations

- i. Teacher education should be viewed as an applied professional qualification that requires student teachers to apply the concepts and strategies they are simultaneously learning about in their coursework within practical settings.
- ii. To establish teaching as a profession, a clinical practice-based approach should be adopted where the learner is the centre of all practice. Teaching standards should not be highly prescriptive; there is no one way to teach. Teaching strategies should consist of evidence-based interventions that have impact on student learning.
- iii. Teacher education programmes should be developed and accredited on the basis of professional teaching standards.
- iv. Teaching standards should include monitoring and evaluation tools to make sure that they are implemented. Teaching standards should be reviewed after a set period of time.
- v. School-based continuous professional development should be part of teaching standards.
- vi. Professional teaching standards should be linked to career development pathways in order to motivate teachers for continuous improvement, including pathways to school leadership.

B. Governance

A framework for developing national teaching standards should support countries to implement governance mechanisms to ensure adherence to the standards and how they should be applied. The framework should specify the roles that various stakeholders should play at each level of the governance system, for example, the specific role of teacher organizations in development and monitoring of teaching standards and in the cyclical review and accreditation of teacher education programmes.

Recommendations

- i. Governments need to legislate for a dedicated professional body, such as a teaching council, to have the legal power to regulate and exercise professional leadership for teachers.
- ii. The professional body should be built on sound governance and linked to teacher professionalism that ensures teachers meet professional standards that include meeting a code of ethical practice.
- iii. The professional body should build professional alliances with key stakeholders, including teacher organizations, employers, parents and the community. This may be through the composition of the regulatory body.
- iv. The professional body should regulate a realistic career pathway from teacher preparation to recognition of teacher excellence and leadership.
- v. All teachers, whether employed in private or public schools, should be required to meet professional teaching standards.

C. Values and Accountability

A framework for developing teaching standards should support countries to define standards of ethical practice and the professional dispositions required for teaching, such as, for example, a sense of empathy, a sense of responsibility for students' learning, and an ability to work collegially. The framework should describe how professional values can address the accountability of the various actors, as well as how public interest in the teaching profession can be accounted for in the process of developing standards.

Recommendations

- i. The professional dispositions and ethical practice of teachers are critical to building and maintaining effective professional relationships and should be viewed as important as academic knowledge and skills.
- ii. Teaching standards must include a code of conduct with requirements and expectations for professional and ethical practice by teachers.
- iii. Teaching standards should require teachers to have a commitment to excellence in teaching and learning, continuous learning and improvement, and a recognition that they are role models.

D. Addressing Diversity

A framework for developing professional teaching standards should ensure that inclusion and equity concerning the diversity of teachers, learners and teaching-learning processes are respected. The framework should support Member States to develop standards that can remain focused on the whole learner as well as the diversity of learners.

Recommendations

- i. A principled and rights-based approach should be adopted for the development of teaching standards. The approach should recognize education as a fundamental right and should be founded on the recognition of commonalities between learners. Teaching standards should recall constitutionally accepted diversities, as well as diversities that are relevant in the classroom (social, cultural, linguistic, ethnicity, class, gender and individual differences).
- ii. National teaching standards should be articulated so that they are amenable to formulation and reformulation at regional and local levels as required for ensuring inclusion and equity at these levels.
- iii. Teaching standards should reflect and refer to the knowledge, competencies, attitudes and beliefs that teachers should develop during initial teacher education and continuous professional development to enable them to address diversity (e.g. knowledge for inclusion of all abilities, local or indigenous knowledge for appropriate interrogation and integration, and knowledge about diversity from political, cultural, social and historical perspectives).
- iv. Teaching standards should refer to the resources that teachers need in order to achieve full inclusion and equity.

In light of the above recommendations, and considering the importance of enhancing the understanding of decision-makers, employers, professional bodies, teacher educators and teacher organizations, as well as of teachers, of the core requirements for a high-quality teaching workforce for the provision of inclusive and equitable quality education and lifelong learning for all, the participants of the 10th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030:

1. Urge all members and partners of the International Task Force on Teachers for Education 2030 to widely disseminate this Statement among stakeholders.
2. Urge the Secretariat of the International Task Force on Teachers for Education 2030 to work with the International Labour Organization and Education International to develop an international guiding framework for elaborating national or regional professional standards for the teaching profession.

Adopted in Lomé on 21 September 2017.

Annexes

Feedback from participants

The International Task Force on Teachers organizes a Policy Dialogue Forum (PDF) in one of its Member States every year. During the 10th Policy Dialogue Forum in Togo, around 160 participants from all regions, including policymakers, practitioners, researchers and development partners, participated in the debates. Contributions to this forum were also built on the recommendations of previous PDFs: the 8th PDF in Mexico City, March 2016 and the 9th PDF in Siem Riep, December 2017. The analysis of feedback, which came from around 20 participants from 5 continents and represented different parties concerned by education (Ministries of Education, research institutes and universities, NGOs and UNESCO members), will be used to put together the next forum.

The questionnaire handed out to participants at the end of the forum was organized into four chapters:

1. Dissemination of TTF summaries
2. Outcomes of pre-forum, plenary and breakout sessions.
3. Organization of the forum and follow-up actions
4. Additional comments made by participants

1. Dissemination of TTF summaries

To develop their practices, all respondents said they would like to share the output of the 10th Forum with members of their respective institutions (government, ministry of education) and international and national concerned parties (representatives of teacher organizations, international organizations, NGOs/CSOs and development partners, researchers and students):

- *'Share with ministry members, researchers and related persons.'*
- *'Share the documents with colleagues, students and project partners. Basis for planning of projects.'*
- *'The documents will serve as guidelines for implementation of activities.'*

2. Outcomes of pre-forum, plenary and breakout sessions

Half of the respondents considered the exchanges during plenary and breakout sessions to be of good quality, and the other half of excellent quality. Some outcomes included:

- *'[I] learned a lot on the project in preparation and its envisaged implementation mechanisms.'*
- *'I learn how to develop teacher education policy'*

However, concerning the breakout sessions, one participant commented that the wide variety of contributions coupled with the diversity of participants *'made it difficult to strike a consensus on the topic. Continued reflection during the coming years was called for.'* For another respondent, the *'discussions to some extent raised the need to understand diversity from several points of view. There was an attempt to make relevant recommendations but there was somewhat a lack of focus.'*

3. Organization of the forum and follow-up actions

All participants rated the organization of the forum as 'good' or 'excellent'. During the forum, participants appreciated in particular the exchanges and output resulting from sessions and workshops. Participants suggested that the future programme should increase their number and duration to develop exchange of knowledge.

Future action proposed between now and the next forum included:

- *'Development of concrete proposals to implement the recommendations of SDG 4 in thematic and/or regional networks.'*
- The development of professional standards for teachers by the Task Force.
- *'The set-up of an international observatory of teaching practices by the Task Force.'*

4. Additional comments made by participants

Additional comments included the need for more discussion time during breakout sessions and for free time at the next forum: 'The participants need more free time for networking as they come from different places around the world and with a diversity of backgrounds.'

Respondents also warmly thanked the Forum's organizers:

- *'Thank you for all the hard work and friendliness.'*
- *'Thanks to the organizing team, which did a huge amount of preparatory work and on-site coordination. Thank you again!'*

Today's world needs highly skilled professional teachers who can shape the future citizens of the world we want to live in.

A professionally-qualified teaching workforce can address two challenges in achieving SDG 4: First, a professionally-qualified teacher can ensure the public that the individual at the front of the classroom possesses the minimum required qualifications and competencies to facilitate quality learning. Second, teaching, as a profession, can improve the status of teaching, generally perceived to be a low-status profession.

While many advancements have been made in the last few decades to professionalize teaching in developed countries, progress in developing countries has been slow.

For this reason, the organizers of the 10th Policy Dialogue Forum have chosen the theme: **“Teaching: A profession”**.

The Policy Dialogue Forum aims at raising awareness among members and partners of the Teacher Task Force on crucial issues for the implementation of the Teacher Target in the Sustainable Development Goal on Education (SDG 4) and Education 2030 agenda. By revisiting teacher issues and sharing experiences related to teacher gaps, the Policy Dialogue Forum fosters more effective collaboration, communication and resource mobilization towards the achievement of the Teacher Target of the SDG 4 among Teacher Task Force members.

The Policy Dialogue Forum is organized annually to keep a strong connection between the members.

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