Indicators for Teachers and Teaching Expert Group Meeting

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If you can read this, thank a teacher!
Outline

• Key policy challenges in teaching and the teaching profession
• EI work related to indicators for teachers and teaching
• Implications for developing indicators on teachers and teaching
Key policy challenges

- Deprofessionalisation of the teaching profession:
  - Teacher shortages—over 2 million teachers needed to achieve the goal of universal primary education by 2015
  - Recruitment of unqualified, under qualified or contract teachers to meet teacher shortages and to “reduce” costs
  - Low salaries and poor/deteriorating conditions of service for teachers
  - Deskilling and loss of professional status for migrant teachers
Key policy challenges (cont.)

• Casualisation of the teaching profession through short-term contracts (less pay; no job security; no social security…)
• Accountability mechanisms based on competition rather than cooperation among teachers and schools
• Linking teacher performance and remuneration to standardised assessments and its impact on the school curriculum and learners
What can we do about these challenges?

• To address the qualified teacher gap-for all levels of education, including early childhood, primary and post-primary education (UIS to calculate the entire teacher gap)

ADOPT A LIFE-LONG LEARNING APPROACH TO TEACHER EDUCATION

• Governments to invest in initial teacher preparation, to recruit and deploy female and male teachers in such a way that every child is taught by a qualified teacher

• Governments need to institute induction programmes for all newly-qualified teachers and to invest in in-service training for all teachers and school leaders

• Governments and employers should improve the salaries and conditions of service for all teachers
EI work related to indicators for teachers and teaching

1. **ILO Recommendations & EI’s report to CEART** - the ILO/UNESCO Recommendation concerning the Status of Teachers (1966) is an important normative framework defining teacher preparation, employment & career, and conditions for effective teaching & learning.

- EI’s survey and report to CEART (meeting in Geneva, 8-12 October 2012) highlights a number of challenges faced by teachers at all levels of education - deprofessionalisation, casualisation, privatisation and an attack on the human, professional and trade union rights of teachers.
EI work related to indicators for teachers and teaching

2. **EI Declaration on Professional Ethics**: The declaration represents the individual and collective commitment by teachers and other education personnel to students; colleagues; management; parents & the community.

3. **Teacher competence profiles (CPs)**: A teacher CP defines the knowledge, skills and attitudes or other attributes required for effective teaching and learning.

   ➢ In 2012, EI and Oxfam Novib developed Guidelines Towards the Development of Teacher Competence Profiles, following a study carried out in 2011.
### An example: competences from Uganda CP

<table>
<thead>
<tr>
<th>Knowledge Competences</th>
<th>Skills Competences</th>
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</thead>
<tbody>
<tr>
<td>• Content knowledge – knowledge of curriculum content</td>
<td>• Practical skills - skills for doing</td>
</tr>
<tr>
<td>• Pedagogical knowledge – knowledge of approaches, methods and techniques of teaching</td>
<td>• Mental skills – skills for reasoning</td>
</tr>
<tr>
<td>• Professional knowledge - knowledge of statutory instruments and other legal frameworks which govern the teaching profession</td>
<td>• Pedagogical skills – skills for teaching</td>
</tr>
<tr>
<td>• Contemporary knowledge - knowledge of current and other emerging issues in education.</td>
<td>• Research skills - skills for finding information</td>
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<td>• Leadership and management skills – skills for directing activities within the school</td>
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<td>• Life skills – skills enabling individuals to respond appropriately in given life situations.</td>
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Teacher Competence Profiles (cont.)

Major lessons from EI/ON study and pilots on teacher competence profiles:

- competency vs competence
- checklist vs holistic approach
- narrow and rigid vs broad and flexible approach
# The “dos” and “don’ts” in the development of CPs

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don'ts</th>
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<tbody>
<tr>
<td>Take context into account</td>
<td>Avoid a one-size–fits-all approach</td>
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<tr>
<td>Involve teachers and a broad range of stakeholders in the development of the CP</td>
<td>Avoid the narrow checklist approach</td>
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<td>Ensure that the CP is aligned to the training and evaluation profile and the school curricula</td>
<td>Do not limit the development of the CP to a small group of experts or policy makers</td>
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<td>Pilot and validate the CP</td>
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<td>Widely disseminate the CP</td>
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Implications for developing indicators on teachers and teaching

• Ensure that the process is inclusive - involvement of teachers paramount
• Avoid a narrow, rigid prescriptive approach - focus on a generic framework which can be adapted to local conditions
• Ensure that the indicators on teachers and teaching are agreed with representatives of teacher organisations
Possible domains or indicators

- **Quantity**: Number of teachers at all levels of education-ECE, primary, lower secondary, upper secondary, VET, higher education e.t.c. disaggregated by gender, age group, highest level of professional qualification e.t.c.

- **Quality**: qualified teacher: student ratios; professional development opportunities for teachers & school leaders e.t.c.

- **Conditions for effective teaching and learning**: facilities & resources, safety and security e.t.c.

- **Social dialogue, salaries and conditions of service**: institutionalised social dialogue, collective bargaining, salaries of teachers compared to cost of living & other comparable professions, housing e.t.c.
Thank you!

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