IRAQ EDUCATION STUDY TOUR TO JORDAN AND TURKEY

Teacher Policy: Current Trends and Challenges

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What we intend to do during the “Teacher Policy” Session: Content and Structure

• International experiences on teacher policies for recruitment, professional development, utilization, career development, promotion, advancement and retention; and

• How these lessons can be reflected on and integrated if appropriate in the context of your country

The two topics will be discussed together and in correlation with the yesterday topic by integrating correlating international and country-wide challenges and solutions
Aims of the Session

• To understand **how** teacher policies are built up and why are they built up in this way?

• To understand the **key topics** approached by current teacher policies

• To understand where your countries are at this point in time in the process of drafting overall Teacher Policies

• To understand **what**, **why**, **how** and **with** what kind of expected results teacher policies are conducted in different countries in the region
Sources for the Presentation

- OECD – *Teachers Matter (2005)*


الإطار الاسترشادي لمعايير أداء
المعلم العربي

دبيسمبر 2008

الأربعاء 17 ديسمبر 2008

1
HIGHLIGHTS

Our Region vs. the International Scene
Key Prerequisites

In current day education reforms, teacher policies are crucial; they are very much related to other sectoral Policies; Examples are from the domain of Teacher Development Policies:

• **Teacher Professional Development is a systemic part of the Curriculum Reform**

• **Teaching Methodologies are structural components of the Implemented Curriculum**

• **Teacher Standards are embedded by quality criteria that look into improving students’ everyday performance in the classroom ... so that they currently overlap with curriculum standards**
Structure of the Presentation

• I. Teacher Policies (TP) related to curriculum change: key topics in TP, key players (national – international)

• II. Teacher Policy Formation related to curriculum change: the process, policy content: challenges and trends

• III. Curriculum and Teacher Professional Development Policies (Policies; Pre-service; In-service; School-based Professional Development: examples; case studies)

• IV. Teacher performance standards and standards of professional conduct
I. Teacher Policies (TP)

- In correlation with the process of Curriculum Development and Implementation, Teacher Policies will be shortly discussed, so that essential conceptual, institutional and strategic shifts of the day will be highlighted.

- The outlook is based on comparative examination and examples from different regions (Europe, Arab World, OECD Countries).

- References to other regions will also be given from time to time.
1. Key Topics in designing TP

- Designing overall Teacher Policies concerning (in the following order!):
  - Teacher’s continuous professional development
  - Teacher training and teacher professional development
  - TE correlated with other changes in the system

- Pre-service training of teachers and recruitment/ access to the profession
  - Levels of education (according to ISCED)
  - Minimum Qualification Standards

- In-service training vs. teachers’ professional development

- Institutional arrangements for accrediting and offering training (who are the providers?)
• *Transferable Credit System for accrediting teachers’ in-service training and/or professional development (resorting to the ECTS - European Credit Transfer System)*

• *Teaching Methodologies*

• *Teacher standards: professional standards, standards/codes of conduct*

• *They all are related to Curriculum change!*
2. Key Players in designing Teacher Policies Who they are?

**International Players:**

- **OECD (2005)** – ‘Teachers Matter’

- **EU** – *Teachers and the Teaching Profession*
  - Key Competencies
  - Standards and Indicators


- **International donor organizations:** World Bank, ETF etc.

- **Others**
Country Level Players:

• Ministries (E/SEE/CIA/most Arab World countries)

• Teacher Education Centers (New EU members – some FSU)

• Trade Unions

• Teacher Professional Associations (frequent in EU, quite exclusive in Canada, USA ...)

• Teacher ‘Colleges’ (Canada)
3. Key Processes

- Changes in ‘old’ EU members and not only – new solutions for new issues

- New EU members – ‘Paradigm shift’

- Arab World: Comprehensive teacher policies (Jordan, Lebanon)

- FSU/CIS – Implementing new models different from the former one inherited from FSU

- Challenging changes in South America, UK, Canada etc.
Pressure comes from (in this order):

• International organizations: e.g. World Bank, ADB

• EU – which has important reflection on the Teaching Profession and TE

• OECD, UNESCO – studies ...

• Key phenomenon: ‘borrowing and lending’

• Local needs analysis – local situational analyses (see below)
II. Teacher Policy Formation

How policy formation happens? Some Common Trends in Policy Formation …

Teacher Policy development is a long term process – even longer than a curriculum development one (it involves MoE, number of central institutions, experts, teachers, trade unions – so that it is a laborious journey)

Even internationally it is the same (see the OCM of EU where every step takes rather long time …)
1. Teacher Policy Formation correlated with the Curriculum Change

**Typical Internal ‘Journeys’ (TRENDS):**

- In most countries the key – implicit - pressure for improving TE policies or developing new ones comes from changes in **curriculum and students’ evaluation and assessment**

- Paradoxically, this is only evident after certain period of time, as, in many countries, the correlation curriculum change - teacher education is rather weak at the beginning of the change process

- Generally, first curriculum change starts – Central administrators think teachers would just take over the new “product” and implement it right away ...
• Profoundly wrong!!! ... Teachers ‘adapt’ actually any new curriculum to their “old/present habits”; generally, ‘professional habitus/routine’ is difficult to be addressed and modified

• After the new curriculum enters schools, difficulties appear ... and then some training is initiated to support implementation of the new curriculum

• Meanwhile, the ‘usual’/’normal’/’mainstream’ pre- and in-service training functions as if nothing would have happened ...
• **The crisis in schools accumulates and the following happens:**
  • Ministry offers some ‘emergency’ courses in order to support implementation
  • Meanwhile, the ‘mainstream’ in-service training remains the same ...

• **Ministry realizes that:**
  • Emergency training is not enough
  • Mainstream in-service should be approached and profoundly reformed
    (generally this happens 4/5 years later than needed)

• **Policy reflection starts and the development of new policy is on its way; new policy first affects the ‘marginal’ aspects of in-service; lastly, comes the ‘mainstream system’**
2. Teacher Policy Content: Challenges and Trends

Following the previous ‘journey’, current Policies generally address the following aspects:

A. Conceptual Component – Key Trends

- Clarifications on pre- and in-service
- Shift in both from a formerly theoretical approach to a mostly practical one (2/3 of training becomes practical)
- Better correlation with real school life/needs (needs analysis better done as before, final evaluation is based on activity port-folios etc.)
- Development of teachers’ key competencies (EU)
- From supply driven systems to demand driven ones

Examples: USA, UK, Singapore, Finland, Canada, Europe
B. Institutional Component – Key Trends

– Role of former “National In-service Training Centers” or local training institutions diminished (their ‘hegemony’ disappears) (Europe)

– Creating National Centers for TE as bodies that develop policies, accredit training providers and training provision, ensures quality in the system: Australia, Romania, Georgia etc.);

– Out of the region – UK – Center for Leadership Training (train principals) ...

– Arab countries: Jordan, Palestine

– Still weak position of Teachers’ Unions, professional bodies, ‘colleges’ (see Canada for instance) in deciding on policies that are still ‘state determined’

• Best practices: Finland, Canada
C. Strategic Component

• Development of Curriculum Framework for In-service Training or even PD with:
  – That teachers should generally go through in 5 years
  – That have a number of compulsory and optional modules related to: (a) general educational matters; (b) specialization; (c) optional areas
  – That have behind a number of transferable credits

• Accreditation of providers and of provision in accordance to the Curriculum Framework

• Teachers’ contribution to creating own training program and they get certificated (supply – demand)
Case Study: Jordan
Teacher Policy Formation
Education Reform for Knowledge Economy (ERFKE II)

Teachers First: Policy and Strategic Framework (PSF) for Teacher Professional Development, Utilization and Career Development
1. Key Steps in the Process of Developing the PSF

The PSF has been developed between October – December 2009; the process consisted in the following methodological steps:

- **Carrying out a ‘Situational Analysis’ related to the current STATE OF ART in the domain of TPD, UTI, and CD**

- **Designing a POSITION PAPER that covered the first set of policy options for the key areas to be included in the PSF**

- **Organizing Consultation and Structured ‘Debate Workshops’ with key stakeholders (MOE high level leadership, key Directorates and experts, FD, TPD institutions, schools and teachers);**
Seeking for peer reviews undertaken by partners in the reform process - QRTA, USAID, CIDA etc.

Preparing the FINAL VERSION OF PSF (December 2009)
2. Key Issues addressed

- **Creation of an Education Development Center** – seen as a Teacher Policy and Training Center

- **Pre-service:** Except some isolated cases, at the time, Jordan did not have a clearly structured and reliable Initial Teacher Education system; therefore, thousands of candidates practically un-qualified for the teaching profession were recruited every year for a position that requires high initial qualification

- **Continuous Professional Development (CPD/INSET):** it has taken place over years without a systematic and structured MODEL or PD CURRICULUM FRAMEWORK that could ensure the coherence of the CPD as well as its long term consistency for both the individual teacher and the system
Internal and external motivation of teachers is low because of the current salary level and the fact that personal competencies, efforts and success are insufficiently valued when it comes to the Teacher Appraisal, Ranking, Salary or Career Development systems.

These shortcomings negatively influence the quality of concrete educational provision and need urgent solutions.
3. Components of the PSF

The PSF covers the following policy components as defined by the ‘MOE POLICY GUIDELINES’:

- **A Strategic Component** (covering the Key Strategic Directions)

- **An Operational Component** (offering a detailed Implementation Plan for the forthcoming 6-10 years with short, medium and long term phases)

- **A QA Component** (covering mechanisms for Internal and External Quality Assurance, Monitoring and Evaluation of the implementation process and its long term outcomes and impact; devices for risk management and self-correction have also be designed)
### Annexes 3: The generic Teacher Continuous Professional Development Framework

<table>
<thead>
<tr>
<th>No.</th>
<th>Components</th>
<th>Sub-Components</th>
<th>Clusters (see comments)</th>
<th>Number Credits</th>
<th>Alternative TCPD Programs teachers can take under general clusters</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In-service Training (INSET)</td>
<td>1.1. Supply Driven (MOE strategic aim)</td>
<td>1.1.1. General Educational Knowledge, Skills and Attitudes</td>
<td>X</td>
<td>Menu of alternative but equivalent credit value courses developed based on teacher request</td>
<td>Providers</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>1.1.2. Specialty &amp; Curriculum related Knowledge, Skills, Attitudes (based on the current subject curriculum)</td>
<td>X</td>
<td>Menu of alternative but equivalent credit value courses developed based on teacher request</td>
<td>Providers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2. Demand Driven (Teachers option)</td>
<td>1.1.3. Optional courses</td>
<td>X</td>
<td>Menu of alternative but equivalent credit value courses developed based on teacher request</td>
<td>Providers</td>
</tr>
<tr>
<td>2.</td>
<td>School-based Professional Development</td>
<td>All PD activities, including Sb trainings, teachers do in their schools under a mentoring and evaluation system</td>
<td>E.g. Innovation, support to other teachers, training for colleagues, implemented proposals, participation in national committees etc.</td>
<td>2</td>
<td></td>
<td>School-mentors (former supervisors)</td>
</tr>
<tr>
<td>3.</td>
<td>Concrete results and performance in the classroom</td>
<td>These are to be reflected in the Teacher Appraisal Form</td>
<td>100 points in the TAF1 credit</td>
<td>1/year=3, 5 or 7</td>
<td></td>
<td>School-Principals Supervisors Mentors</td>
</tr>
</tbody>
</table>

**TOTAL**
3. Key Areas of Interest

To concretely illustrate all these trends, the presentation will focus as follows on three aspects:

• Pre-service related to the implementation of the new curriculum
• In-service training of teachers related to the implementation of new Curriculum
• School-based Professional Development to the Implementation of the new Curriculum

As they are equally complex and important we may take just one of them ...
III. Teacher Policies in the area of Teacher Professional Development

- Pre-service
- In-service
- School-based Professional Development
III.1. Pre-service
Case Study 1: Palestine
“Pre-service” Training Modules for Teachers that teach
something else than their Specialty

Upgrading Professional Teaching Qualifications of Teacher un-qualified to
teach in Primary Grades through Modular Short Term University Program
(2012-2014)
A. Qualification vs. under-qualified
A.1. Qualified Teacher (OECD, EU)

- A **fully qualified teacher** is a teacher who meets the minimum qualifications set by education authorities for employment as a public school teacher at the level of education concerned (i.e. Primary, Lower or Upper Secondary Education) (OECD, 2005).

... and that holds officially issued credentials documenting the competencies covered by this qualification (i.e. Diploms/Certificate/diploma)
A.2. Under-qualified Teachers (Palestine)

- According to the document *Insufficiently qualified teachers and how to qualify them* (ratified on 27/1/2007 - Higher Education Committee for Teacher Qualification Position Paper already quoted), under-qualified teachers “are in fact, experienced teachers who:
  - Teach in grades 1-4 and do not hold a Bachelor Degree in Education”

- Reading carefully the strategy (see p.20), many other sub-categories should be added here: e.g. what about “graduates of some classroom teacher programs that are not capable of teaching all subjects … etc.”
### Table 3.1A. *Teachers without full qualifications*
Percentage of not fully qualified teachers, primary and secondary public schools, 2001

<table>
<thead>
<tr>
<th>Below 4%</th>
<th>Between 4% and 10%</th>
<th>Above 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada (Qb.)</td>
<td>Japan</td>
<td>Belgium (Fl., primary ed.)</td>
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<tr>
<td>France</td>
<td>Korea</td>
<td>Chile</td>
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<tr>
<td>Germany</td>
<td>Spain</td>
<td>Ireland (primary)</td>
</tr>
<tr>
<td>Greece</td>
<td>England</td>
<td>Belgium (Fl., secondary ed.)</td>
</tr>
<tr>
<td>Hungary</td>
<td>Scotland</td>
<td>Finland</td>
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<tr>
<td>Italy</td>
<td>Wales</td>
<td>Israel</td>
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<td></td>
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<td>Slovak Republic</td>
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<td></td>
<td></td>
<td>Sweden</td>
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<tr>
<td></td>
<td></td>
<td>United States</td>
</tr>
</tbody>
</table>
C. SOLUTION

• Develop a Register of Teacher Training Index (RTTI)

• Develop teacher Competences

• Develop a modular university training curriculum aimed at develop those competences – with 30% “face-to-face” interactive “theoretical” modules and 70% Practicum type activities

• Use a credit system for the modules and issue Primary Education Teacher Certificate

• Recognize and capitalize the credits for further professional development
### Case Study 2: Romania

**Curriculum for future Primary Teachers (optional)**

<table>
<thead>
<tr>
<th>ANUL I</th>
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<tr>
<td>NR. CRT</td>
<td>DISCIPLINE DE STUDIU</td>
<td>SEMESTRUL</td>
<td>NUMĂR DE ORE</td>
<td>CREDITE</td>
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<td></td>
<td></td>
<td>SEM I</td>
<td>SEM II</td>
<td>TOTAL</td>
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<td>I</td>
<td>DISCIPLINE FUNDAMENTALE</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Fundamentele psihologice/ <em>Fundamentals of Psychology</em></td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Fundamentele pedagogiei/ <em>Fundamentals of Education</em></td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Fundamentele psihopedagogiei speciale/ <em>Fundamentals of Special Education</em></td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
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<tr>
<td>4</td>
<td>Tehnologii informaționale și de comunicare (TIC)/ <em>Information and Communication Technologies</em></td>
<td>1</td>
<td>2</td>
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<tr>
<td>5</td>
<td>Teoria și metodologia curriculului/ <em>Curriculum Design and Development</em></td>
<td>-</td>
<td>-</td>
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<td>2</td>
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<tr>
<td>6</td>
<td>Educație timpurie/ <em>Early Age Education</em></td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
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<tr>
<td>II</td>
<td>DISCIPLINE DE DOMENIU</td>
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<td>7</td>
<td>Psihologia personalității/ <em>Psychology of Personality</em></td>
<td>-</td>
<td>-</td>
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<td>2</td>
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<tr>
<td>8</td>
<td>Psihologia vârstelor/dezvoltării/ <em>Developmental Psychology</em></td>
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<td>2</td>
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<td>9</td>
<td>Literatura română/ <em>Romanian Literature</em></td>
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<td>1</td>
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<td>10</td>
<td>Psihologia educației/ <em>Psychology of Education</em></td>
<td>-</td>
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<tr>
<td>11</td>
<td>Matematică/ <em>Mathematics</em></td>
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<td>12</td>
<td>Psihopedagogia dificultăților de învățare/ <em>Education of Learning Difficulties</em></td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
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<tr>
<td>13</td>
<td>Practică profesională (inv. preșcolar și primar)/ <em>Professional Practicum (Pre-School Education and Primary Education)</em></td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
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<tr>
<td>III</td>
<td>DISCIPLINE COMPLEMENTARE/ elective</td>
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<tr>
<td>14</td>
<td>Limbi straine/ <em>Foreign languages</em></td>
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<td>2</td>
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<td>(English/French)</td>
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<td>TOTAL ORE/ CREDITE</td>
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<td>15</td>
<td>12</td>
<td>14</td>
<td>728</td>
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<td>IV. FACULTATIVE</td>
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<tr>
<td>15. Educație fizică (facultativ) // Physical Education elective</td>
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<td>2</td>
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<td>C2</td>
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</tbody>
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DECAN,
Prof. univ. dr. NICOLAE MITROFAN

DIRECTOR COORD. DPIPP,
Prof. univ. dr. GHEORGHE TOMŞA
Case Study 3: Increasing Role of Practicum

Ireland

• All Irish teacher education programmes now place increased importance on the school as a site for helping students understand the dynamics of classroom teaching and the principles underlying it.

• This school-based experience takes the form of continuous participation for days of block placements throughout the school year. Trainees are located in schools on a full-time basis.

• At secondary level, in particular, there is also a move away from just focusing on teaching practice towards school experience, including planning, supervision and extracurricular activities.
Mexico

- **School-based experience for students in Mexico consists of a placement in a school as part of the final year of training, and includes the provision of financial support.**

- **Student teachers are guided by a group of teachers at the host school and followed by a tutor at the teacher education institution.**

- **The experience has three main features. It is: (i) systematic, following a distinct plan; (ii) reflexive; and (iii) analytical, as the student teachers and mentor teachers analyze and report on the difficulties and achievements.**
III.2. In-service
Case Study 1: EU

Current In-service Training is insufficient:

“Progress in improving school education is slow; there is a perceived shortage of skills amongst teachers; this is currently difficult to remedy because there is a lack of coherence and continuity between different, often separate, elements of teachers’ education; and in any case, the amount of in-service training available to practising teachers is very limited.”

(Impact Assessment of the Communication ‘Improving the Quality of Teacher Education’, 2007, 4)
Teacher Education: ICED

Table 1 below shows whether in-service training is compulsory or optional.

Status of in-service training for teachers in primary, general lower and upper secondary education, 2002/03

Source: Eurydice.
Table 2 below shows that the minimum annual time allocation for compulsory in-service training varies by country.

<table>
<thead>
<tr>
<th>ISCED 1</th>
<th>ISCED 2</th>
<th>ISCED 3</th>
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<tbody>
<tr>
<td>BE fr</td>
<td>BE de</td>
<td>BE nl</td>
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<tr>
<td>21</td>
<td>21</td>
<td>14</td>
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</tbody>
</table>

x C2, DK, EL, ES, FR, IE, IT, CY, LU, NL, PL, PT, SI, SK, SE, IS, NO and BG.
Low Investments ... 

“Most Governments seem to recognise that the necessary reforms cannot be accomplished within current levels and patterns of investment.” (JIR 2006)
But also some solutions ...

“The Government has set aside SEK 2.9 billion [€ 312.000.000] for the period 2007-2010 to allow teachers to receive 80 per cent of their current pay while studying. [...] Nearly a quarter of all teachers will receive further education over the next few years. Some 30 000 fully qualified teachers will be offered a chance to study at a higher education institution.” (Lärarlyftet - 2007)
Two Successful Models

• Azerbaijan: Training Teachers for Implementing the new National Curriculum

• Romania: School-based Professional Development of Teachers through the mentoring process
Conclusions; Changes in teacher education curriculum, assessment and methodologies

**Curriculum**
- Learning outcomes defined instead of content
- Standards and competences for teachers

**Assessment**
- Move from content based exams (*Knowing about*) to assessment of performance (*Knowing how to*)
- Portfolios, Critical reflection. Action research, simulation,

**Pedagogy**
- Reading, simulations, role play, discussion, web-based resources
- Self-paced learning
- Learning units containing ILOs, assessment processes, activities, resource materials
  - With support: coaching, mentoring
Standards and Competences: an Issue?

- Learning Outcome
- Assessment task/s
- Learning Strategies
- Resource Materials Development
- Formative evaluation
- Summative Evaluation