Education – Changing what we learn and the way we learn

Teachers: a changing perspective

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Summary of presentation

1. Increasing recognition of the role of teachers
2. Towards a more competent teaching force and new teacher professionalism?
Increasing recognition of teachers

- It’s now widely recognised that, among in-school factors, teachers are by far the most important determinant of student success

- School leaders also play a crucial role in supporting teachers and students to achieve their potential

- The 2013/14 Education for All Global Monitoring Report (GMR) argues that ‘the global learning crisis’ can only be resolved by attracting and retaining the best teachers in the profession
Teacher policy levers proposed by the GMR
Increasing recognition of teachers (cont.)

• The new SDGs include a specific target on teachers:

**Target 4.c:** “By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States”
Indicative strategies (for implementation)

• Develop strategies to attract the best candidates to teaching (improve working conditions, ensure teachers’ salaries are no less than those of other professionals)
• Improve the quality of teacher training and provide CPD
• Develop a qualifications framework for teachers, teacher educators and supervisors
• Develop gender sensitive teacher management policies
• Provide teachers with adequate technological skills to manage ICT and social networks
• Develop and implement effective feedback systems
• Set up/strengthen mechanisms for institutionalised social dialogue with teachers and their organisations
Towards a more competent teaching force

Raise the bar – establish teacher-led minimum professional teaching standards

Global level: Develop international *guidelines* on professional teaching standards

EI and partner initiatives: Quality Educators for All programme; International Summit on the Teaching Profession (ISTP); International Task Force on Teachers for Education 2030...

National/local level: Develop and implement teacher-led minimum professional teaching standards/teacher competence profiles/frameworks
Towards a new professionalism?

1. Promote self-regulation - develop and implement teacher-led professional codes of conduct/ethics (EI Declaration on Professional Ethics)

2. Promote mutual accountability – peer-to-peer evaluation; ensure competent teachers and competent systems

3. Promote reflective practice – 66% of teachers in EI survey consider their workload too heavy to allow them to prepare and teach quality lessons

4. Improve trust and promote professional autonomy and academic freedom

5. Strengthen school leadership and foster collaboration
Educators need resources

• Quality education can only be delivered in safe, healthy and well-resourced learning environments

But

• There is a critical shortage of textbooks and other teaching and learning materials in many parts of the world
• Restrictions on copyright exemptions place more financial burdens on education systems and institutions (Serious impact on learners in poor countries)
• The increasing use of ‘locks’ on digital materials restricts their fair use for educational and research purposes

International/regional trade agreements and intellectual property rights rules should not restrict the ability of teachers, researchers and students to access material for educational purposes
Thank you!