



# STRATEGIES FOR QUALITY TEACHER TRAINING, CURRICULUM IMPLEMENTATION AND ASSESSMENT OF LEARNING

REGIONAL CAPACITY BUILDING WORKSHOP ON ALIGNMENT BETWEEN CURRICULUM,  
TEACHER TRAINING AND LEARNING ASSESSMENTS

25-27 JULY, 2018

OPEN UNIVERSITY OF TANZANIA (OUT),

DAR ES SALAAM, TANZANIA

FLORENCE SSEREO, UNESCO/HQ/TED

# WHAT CONTEXT ANALYSIS TELL US ABOUT TEACHER EDUCATION/TRAINING

- Weak/No alignment of policies on teachers, curriculum and assessment
- Teacher training is not coherent with other components of the education system: curriculum, assessment, learning goals and standards
- Assessment results reveal that teaching, learning strategies affect performance
- Global/Cross-country assessments feedback has little or no impact on teacher training
- Teachers educators are not aware of the current reality in schools and classrooms and changes in the curriculum/curriculum reforms
- Teachers educator institutions work in isolation and focus only on their own courses/subject, some topics are found in different subjects
- Fragmented accountability and hierarchical structures (no synergies and collaboration between teachers, curriculum, learning assessment institutions and experts)

# WHAT CONTEXT ANALYSIS TELL US ABOUT THE ISSUES THAT AFFECT TEACHERS, TEACHING AND THE PROFESSION

- National policies on Teachers, Curriculum and Assessment
- Attraction of high performing candidates to train as teachers
- Status of teachers and the profession
- Motivation and retention in teaching
- Professional competency (content knowledge and skills) Teaching
- Methodologies and learning assessment models (innovations, ICT)
- Teacher education programme design (initial, in-service learning during the career)/lifelong
- School-based professional learning: model of the school community as learning community

# SOME CHARACTERISTICS OF SUCCESSFUL TEACHER TRAINING PROGRAMS

- a clear and shared vision of what good teaching is about (teaching is not telling)
- a teaching staff with strong interpersonal relationships , shared knowledge and beliefs
- clear ethical code of professional conduct, teaching standards and professional performance and evaluation
- at least 30 weeks of supervised teaching practice
- Motivated committed to continuous learning and improving
- a well structured teacher education curriculum taught in practical context and sustained in good knowledge on children and youth development and learning strategies, social and cultural context, pedagogy and assessment
- diversity in learning strategies, methodologies and tools (evidence-generating) which may be used in future professional practice: case studies, teacher research, performance assessment (picture) and formative assessment (process by a portfolio for ex.)



# TEACHER PROFESSIONAL DEVELOPMENT APPROACHES

What do we know about professional development-what works and what doesn't?

<b>Organizational Partnership and cooperation (Institutional, development of professional competency)</b>	<b>Small group/Individual (punctual tailor-made to specific need)</b>
<b>Professional development schools</b>	Traditional and clinical supervision
<b>University-School partnerships</b>	Student performance assessments
<b>Inter-institutional cooperation/collaboration</b>	Workshops, seminars, courses etc.
<b>School networks</b>	Case-based studies
<b>Teacher networks</b>	Self-directed development
<b>Distance learning</b>	Cooperative or collegial development
<b>UNESCO Chairs on teachers and curriculum</b>	Observation of excellent practice
	Teachers' assumption of new roles
	Skill development models
	Reflective models
	Project-based models
	Portfolios
<i>Source: Villegas, E. R. (2003).</i>	Action research
	Use of teacher narratives
	Generational or cascade models

# SOLUTIONS

## 1. POLICY FRAMEWORKS

- **National Teacher policy** (Teacher recruitment and retention, Teacher education (initial and continuing)' Deployment, Career structures/paths, Teachers' employment and working conditions, Teacher reward and remuneration, Teacher standards, Teacher accountability, School governance)
- **National Curriculum policy** (holistic)
- **Policy on learning assessment** (inclusive and supports learning)

## 2. CURRICULUM FRAMEWORKS

- ***Teacher Education Curriculum framework***
- *Effective and feasible strategy to improve the quality of Teacher Education*
- **Intentions:** to generate advocacy and sharing of good practices; harmonize and standardize teacher education
- **What for:** to close the gap between the teachers' education programs and what happens in schools.
- **To whom:** to those who are looking for coherence and systematic teacher education and training (system approach).

# THE POTENTIAL BENEFITS OF SYSTEM APPROACH

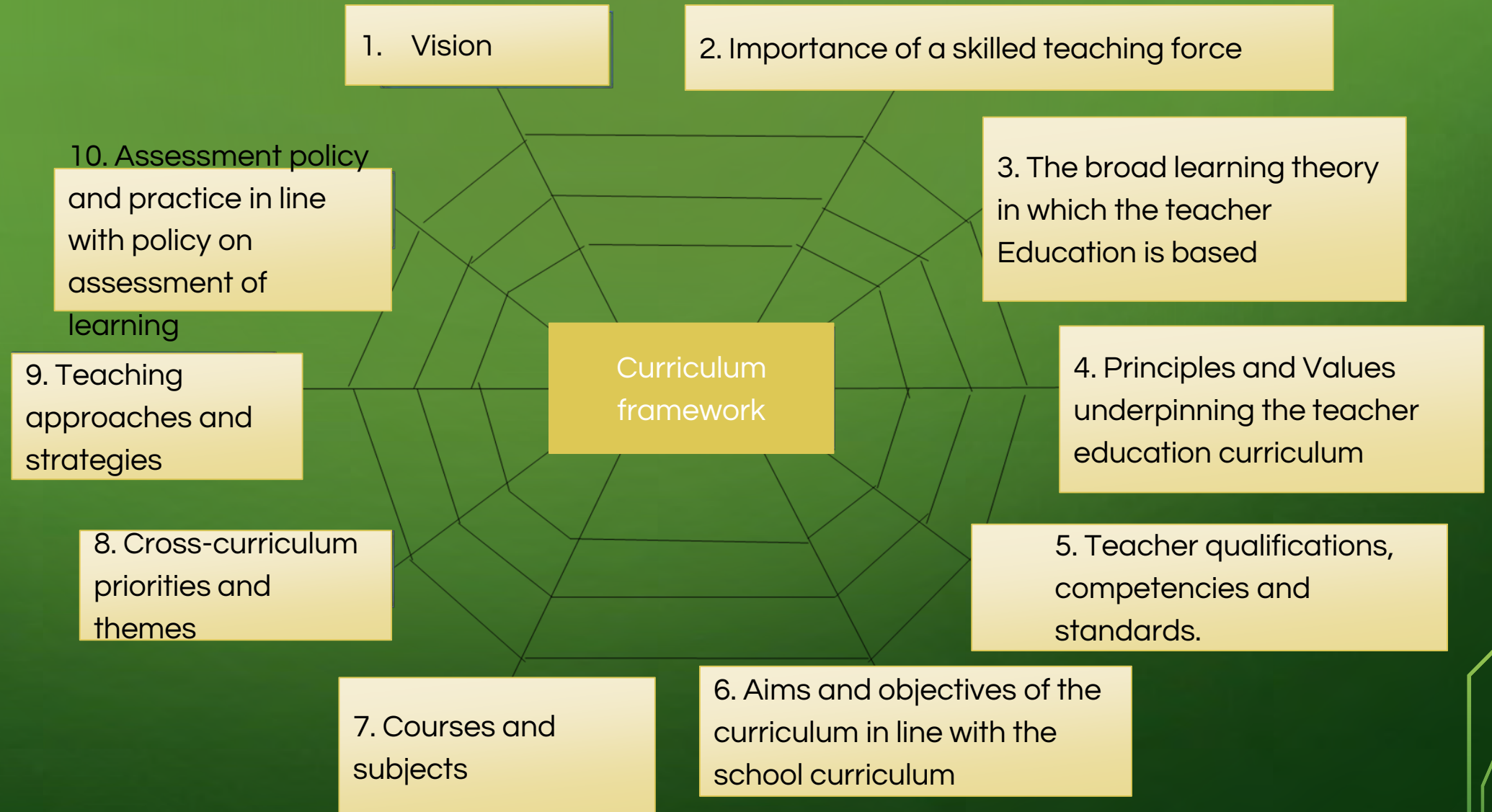
- Articulate a set of quality standards in terms of, for example, learning objectives, processes and outcomes for pre-service and continuous professional development, thus enhancing consistency and coherence.
- Encourage alignment with the school curricula to address quality teaching-learning process
- Achieve the agreement of all stakeholders in the sector on the aims, objectives and anticipated outcomes of teacher education programs.
- Retain appropriate levels of institutional autonomy by guiding teacher education providers to develop their own curriculum content that meets the requirements of the agreed framework.
- Provide teachers with professional learning experiences of similar standards across core content areas, such as professional knowledge, pedagogy and professional practice.



# THE POTENTIAL BENEFITS CONT'D

- Ensure that teacher mobility across and within regions is facilitated and does not compromise the quality of teaching, learning and learning outcomes.
- Enhance the capacity of national and regional authorities to monitor teacher standards.
- Provide guidance for the work of authorities in the area of quality assurance.
- Facilitate alignment, harmonization and standardization of national teacher education with broad regional teacher policy/qualification approaches and requirements.
- Ensure that issues of quality, at the core of teaching and learning, are uniformly addressed regionally.

# TEACHER EDUCATION CURRICULUM FRAMEWORK



# CURRICULUM FRAMEWORK FOR TEACHER EDUCATION

Issue	Benefits of a Curriculum Framework
Attracting the best candidates for teacher education	Recruitment processes can be expressed in a teacher education context
Ensuring there is a known profile of the system's expectations of teacher	Standards, especially related to teacher competencies, can be set in the Framework against which teacher selection can take place
Ensuring various career pathways	Career pathways and principles about promotion can be expressed in the framework

# ISSUES RELATED TO CONTENT KNOWLEDGE

Issue	Benefits of a Curriculum Framework
Assessing levels of subject knowledge in prospective teachers	Standards for content knowledge up on entry and at graduation can be set and assessed according to framework principles
Ensuring adequate outcomes for subject knowledge requirements	Standards of content knowledge can be based on the school curriculum
Keeping subject knowledge up to date	Requirements for ongoing professional development can be set and monitored



# ISSUES RELATED TO TEACHING METHODOLOGIES AND SKILLS

Issue	Benefits of a Curriculum Framework
Ensuring understanding of school curriculum requirements regarding teaching methodologies and resources	Teacher educators employ the kinds of teaching strategies and pedagogy approaches that are recommended by the school curriculum
Introducing beginning teachers to a range of teaching strategies	Range of teaching strategies, including technology-enabled (ICT) pedagogy, to be used in teacher training is a requirement of the framework
Selecting the pedagogy most appropriate to context (learners, content and	Selection of appropriate pedagogy is demonstrated in all teacher education programs

# ISSUES RELATED TO PRACTICAL EXPERIENCE AND SCHOOL-BASED LEARNING

Issue	Benefits of a Curriculum Framework
Ensuring sufficient in-school experience	Accrediting in-school experience as a mandatory requirement of graduation
Ensuring the quality of in-school experience	Standards expected of mentors and supervisors is regulated by the framework
Linking in-school-experience to theoretical aspects of the course	Making the connection between theory and practice explicit in the program

# ISSUES RELATED TO PROGRAM DESIGN AND QUALITY

Issue	Benefits of a Curriculum Framework
Alignment of teacher education to the school curriculum in terms of aims, principles, philosophies, structure, delivery modes and methods, etc	Broad consistency between teacher education programs and the school curriculum
Flexibility	Strategies required by the framework which provide flexibility to institutions to customise training within the parameters and requirements of the frame work
Relevance and usefulness	Monitoring content requirements and approaches of the framework ensure relevance and usefulness
Consistency with school and system expectations of teachers	CFTE should reflect teacher policies on standards and competencies
'End-on', 'integrated', the place of practicum	Requirements for practical experience stipulated in the framework, including quality of mentors and supervisors
Affordability	One fundamental principle of the framework should

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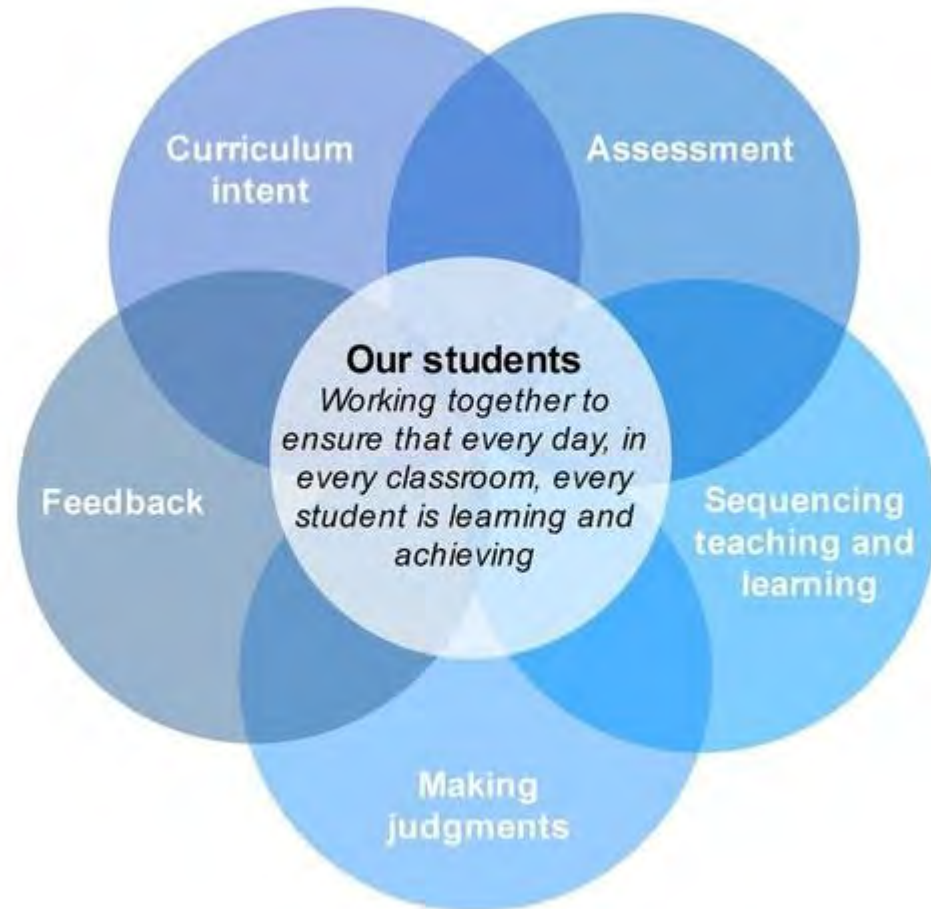
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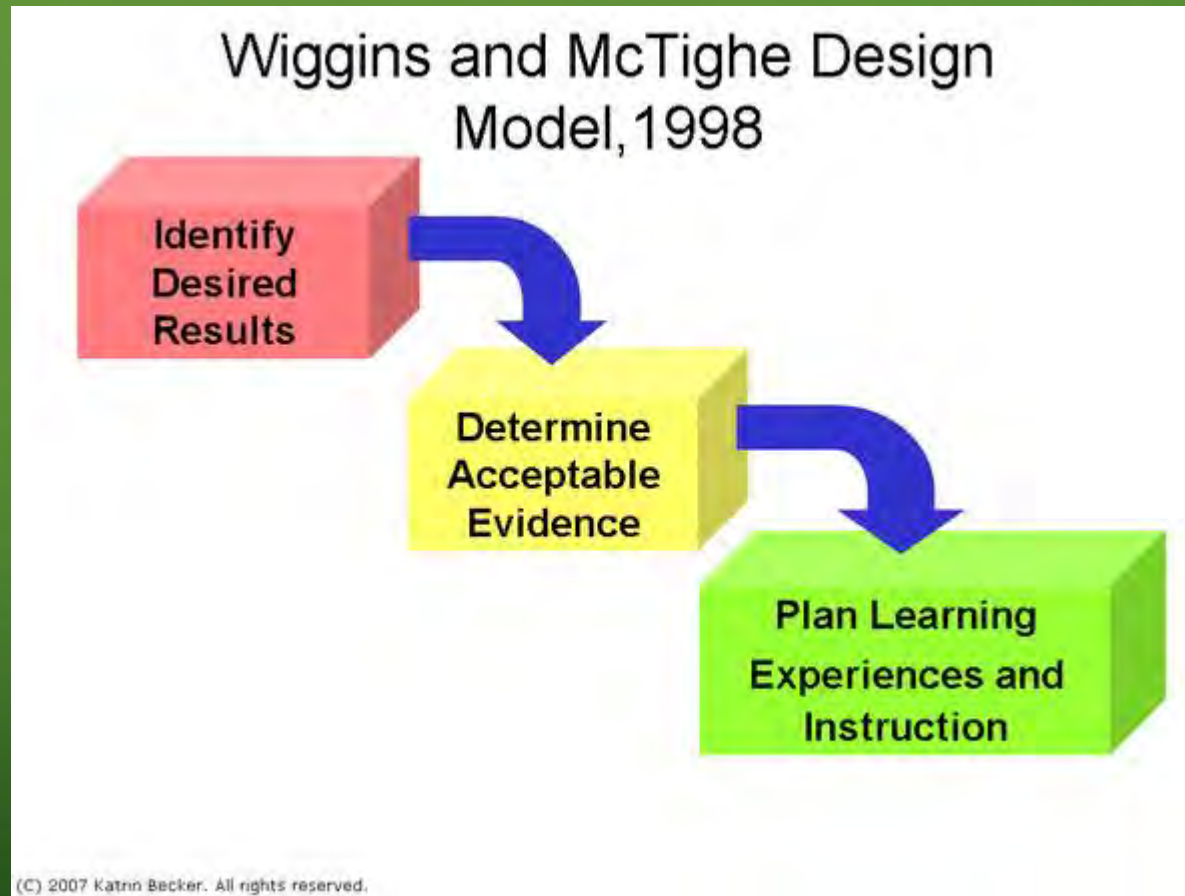
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# ELEMENTS OF TEACHER PROFESSIONALISM

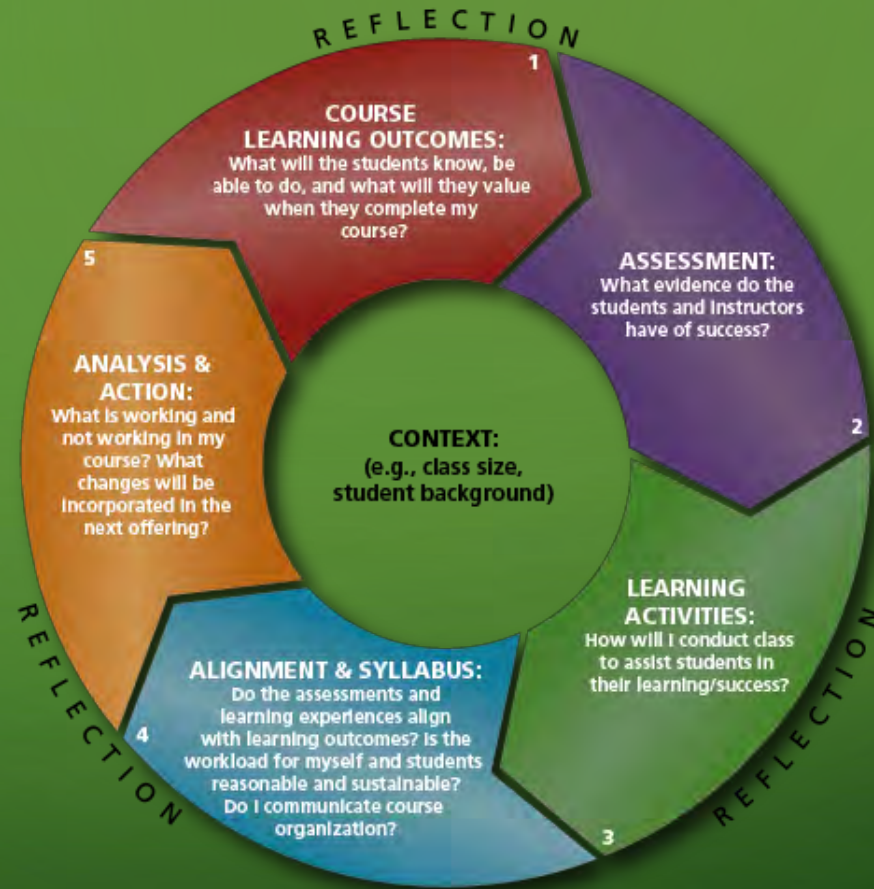


# PLANNING BACKWARDS



# COURSE DESIGN CYCLE

## Personal Instructional Strategy





# STANDARDS-BASED CLASSROOM TEACHING MAP

MARZANO CENTER  
**ESSENTIALS**  
FOR ACHIEVING **RIGOR**

