



TALENT —

Teaching and Learning: Educators' Network for
Transformation/SDG4 Inauguration

PROFESSIONAL TEACHING STANDARDS FOR BASIC EDUCATION

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UNEVEN LANDSCAPE OF TEACHER PROFESSIONAL STANDARDS IN AFRICA

ENGLISH AND FRENCH SPEAKING SYSTEMS

- ▶ The English system is driving the establishment of Teaching Councils – unique/separate entities with statutory mandates:
- ▶ Nigeria
- ▶ South African Council for Educators
- ▶ National Teaching Council (Ghana)
- ▶ Teaching Council of Zambia
- ▶ Education Commission (Uganda)
- ▶ Teaching Service Commission Kenya
- ▶ Etc

ENGLISH AND FRENCH SPEAKING SYSTEMS

- ▶ The French system has the Education Ministries and Departments setting and implementing standards

ENGLISH AND FRENCH SPEAKING SYSTEMS

- ▶ In the harmonisation of standards meetings under UNESCO Dakar, we agreed to focus more on the contents of the standards
- ▶ But we equally agreed that it is imperative to scale up the studies and development of teacher professional standards to other regions of Africa, and eventually to have an African Teacher Professional Standards.

VARIOUS STANDARDS

- ▶ Earliest experiences coming from the studies of the Commonwealth Teacher Recruitment Protocol (CTRP), 2004 –
 - The Recognition of Teacher Qualifications in the Commonwealth – Research by SAQA (by James Keevy and this author)
 - This produced a Comparability Table of Teacher Professional Requirements and Standards published by the Commonwealth Secretariat, London

VARIOUS STANDARDS

- ▶ **Models of Teacher Professional Standards under the International Forum of Teaching Regulatory Authorities, IFTRA (Headquarters: Ontario, Canada/Dublin, Ireland)**
 - **Canada:** Ontario College of Teachers, etc.
 - **USA:** National Association of State Directors of Teacher Education and Certification (Some states in the US perform the regulatory function and others have professional teaching boards. E.g. Georgia Professional Standards Commission)
 - **UK:** The Teaching Councils in Wales and Ireland
 - **Africa:** The Teaching Councils in Nigeria, South Africa, Ghana, Zambia, Kenya, etc.
 - **Australia/New Zealand:** Provincial Teacher Registration Boards

VARIOUS STANDARDS

- ▶ Models of Teacher Professional Standards under the Africa Federation of Teaching Regulatory Authorities (AFTRA)

VARIOUS STANDARDS

- ▶ Tuning Africa – A research across African Universities on common general and pedagogical knowledge, skills and orientations that teachers must have

VARIOUS STANDARDS

- ▶ UNESCO Dakar initiatives –
 - Research on teacher professional qualification and development standards in Nigeria and Gambia handled by AFTRA
 - Similar studies in the French-speaking countries handled by Jean Adotevi & Co
 - Harmonisations of these under the auspices of UNESCO Dakar – e.g.
 - ***Analysis and technical validation of a qualifications referential for primary education teachers in 9 countries of the ECOWAS region, 2014***
 - ***Technical validation of qualification referential for Basic Education Teachers in ECOWAS countries, 2015***

CONCEPT OF PROFESSIONAL STANDARDS

- ▶ Comprises ideas of *Taxonomy/classification of teacher knowledge, kills and values for various education levels and learning activities*; and encompasses
 - ▶ Teacher qualification
 - ▶ Teacher Certification
 - ▶ Teacher Licensure

PURPOSE OF PROFESSIONAL STANDARDS

- ▶ Quality standardisation and control at local, national and international levels.
 - This enables us to talk of not only teacher quantity but also quality

PURPOSE OF PROFESSIONAL STANDARDS

- ▶ **Professionalisation of teaching is critical for teacher status** –
 - Countries that are unable to do this may find it convenient to keep treating teachers as mere civil servants whereas we expect teachers to be treated exactly as the medical, legal, engineering and other well-founded professionals. If teachers must be treated like other professionals, they must have identifiable standards that set them apart from novices in terms of knowledge, skills, ethics, and values.

PURPOSE OF PROFESSIONAL STANDARDS

- ▶ Professionalisation of teaching is critical for on-going teacher professional development

PURPOSE OF PROFESSIONAL STANDARDS

- ▶ **Professionalisation of teaching is critical for teacher rewards & motivation –**
 - Employer of teachers can know exactly what is being paid for;
- ▶ **Families/parents can get value for money spent on educating the child, etc.**

PURPOSE OF PROFESSIONAL STANDARDS

- ▶ **Professionalisation of teaching is critical for teacher accountability –**
 - Teachers can only be appraised, rewarded, reprimanded, given further training, etc based on the evaluation of his performance against generally accepted criteria/standards

PURPOSE OF PROFESSIONAL STANDARDS

- ▶ The need for teacher Professional Standards justifies the establishment of separate regulatory bodies for teachers as exists for other professions

PURPOSE OF PROFESSIONAL STANDARDS

- ▶ Enhances teacher mobility and better treatment of teachers across local, state, national and international boundaries
- ▶ Facilitates the work of teacher education institutions and provides framework for initial and advanced studies for teachers



Thank



You