

STANDARDS OF PRACTICE FOR THE TEACHING PROFESSION IN THE CARIBBEAN COMMUNITY

Draft Framework of Generic Teaching
Performance Standards and Academic Standards

Submitted by

The Caribbean Community Task Force for Teacher Education

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SECTION 1

PREFACE

The Ministers of Education in the Caribbean Community, (CARICOM), have mandated the establishment of the Caribbean Community Council for Teaching and Teacher Education, the CCCTTE, and the establishment of national councils in member states, for which the CCCTTE will serve as the regional umbrella body. The Caribbean Community Task Force for Teacher Education (hereafter referred to as the Task Force), which was set up to effect this mandate has been working to achieve these goals. This document presents the final draft standards framework that has been developed for the region. It is the outcome of several revisions that have resulted from widespread consultations among key stakeholders across the region.

Professional standards provide a point of reference for maintaining quality in educational practice. They enable a more timely response to the shifting paradigms in education in the global, regional and national contexts. Education systems that are more accountable and service oriented produce and foster a citizenry that is knowledgeable, productive, just, respectful, and above all, one that lives in harmony. The premise therefore is that the quality of the education professionals contributes in large measure to quality outcomes in education. In acknowledging the need for a new profile for educational professionals, many countries have changed their programmes for preparing teachers as well as their selection procedures, and have introduced new ways of ensuring competence on the job. Teacher licensing gained popularity in the last two decades as a strategy for maintaining acceptable standards of performance.

Standards will serve to rationalize and harmonize practices in teaching and teacher education across member states. Standardizing the teaching profession will facilitate the free movement of teachers and other education personnel under the terms of the Caribbean Single Market and Economy (CSME). The standards outlined in this framework document define the common core of competencies which teachers across the Caribbean Community are expected to manifest. This should guide the CSME process initiatives that relate to the free movement of teachers. In addition, the standards will provide a common frame of reference for the assessment of the teaching qualifications of persons coming from education systems outside the region.

The proposed standards outline the general competencies for effective teaching and the general features of programmes and institutions that will produce teachers of acceptable quality. They represent the beginning of the task of standardizing the teaching profession in the region. It is expected that the national teaching councils will use this standards framework to develop national standards, and extend the process to develop teaching performance standards for teaching the various subjects on the curriculum. It is also expected that the teacher education institutions will continue the work to define the academic standards for preparing teachers for the different levels in the system and in the content areas.

ACRONYMS

CCCTTE	Caribbean Community Council for Teaching and Teacher Education
CKLN	Caribbean Knowledge and Learning Network
COHSOD	Council of Human and Social Development
COL	Commonwealth of Learning
ILO	International Labour Organization
ITEN	Inter-American Teacher Educator Network
NCTTE	National Council for Teaching and Teacher Education
NTC	National Teaching Council
OAS	Organization of American States
OECD	Organization for Economic Cooperation and Development

Integrated sources of evidence for teacher evaluations:

- ***Standards-based evidence of teaching practice competence***
- ***Evidence of teachers' contributions to the work of colleagues and the school***
- ***Evidence of teachers contributions to student learning.***

Darling-Hammond, L. (2012). Creating a comprehensive system for evaluating and supporting effective teaching. Stanford, CA. Stanford Center for Opportunity Policy in Education.

Scope and Purpose

The Regional Standards of Practice for the Teaching Profession provides the framework for developing, monitoring and maintaining performance standards for teachers and other education personnel. The standards outlined in this document will eventually form part of a wider framework of education standards for the region. While it is envisaged that standards will be established for all persons who work with students and teachers, this document focuses specifically on standards for classroom teachers, and the programmes that prepare them for certification.

The document outlines the competencies that are deemed to be minimally essential for teachers to manifest at critical stages in their teaching career. These competencies are the professional knowledge and understandings, the professional skills, and the professional attitudes and dispositions that research has shown to be essential for effective teaching. The professional standards are presented in hierarchical progression for four (4) career stages and define the expectations for performance at each stage:

1. Entry level teaching: the teacher on first appointment has successfully completed an initial programme of preparation for teaching but is considered to be inexperienced. The teacher at this level works with a mentor/supervisor/coach in an induction programme.
2. Regular classroom teaching: the teacher has successfully completed the internship period and is able to function without sustained supervision.
3. Advanced classroom teaching: the experienced teacher can consistently demonstrate expertise in particular competencies.
4. Master/expert teaching, when the experienced teacher can function as instructional leader, coach or mentor.

As the basis for teacher performance appraisals the standards provide the framework for career development. Progression from one career stage to the next will require that the teacher demonstrates the relevant performance standards. They provide the teacher with a means for identifying professional development needs, and thereby facilitate the development of expertise and strengthening of competencies for advancement in the classroom, for transitioning into other areas within the profession.

The academic standards provide the framework which institutions that prepare teachers can use to guide programme development and gauge the quality of their programmes.

SECTION 2

Background Summary

At the Third Meeting of Ministers of Education in the Americas in April 2003, it was agreed that Teacher education would be a focus area and would concentrate on initial formation, recruitment and selection policy, ongoing professional development and evaluation systems for teacher performance. This was the genesis of The Organization of American States Teacher Education Hemispheric Project, which was further developed by the Ministers of Education from Trinidad and Tobago, Mexico, El Salvador and Bolivia. In order to make the project concept more appropriate for the countries of the Caribbean, technical officers from each of the Caribbean countries and from the CARICOM Secretariat met in Miami and modified the original concept. The consensus of the group was that the focus for the Caribbean region would be on harmonizing policy and addressing quality in Teacher Education.

The vision for the Teaching Profession in the Caribbean

The vision for the teaching profession in the Caribbean is outlined in detail in the document “A Harmonized Policy Framework for Teacher Education in the Caribbean sub-region”.¹ This document presents one of the outcome goals of the Caribbean sub-region’s participation in the Hemispheric Teacher Education Project. The Project was titled, “Responses to the Challenge of Improving the Quality of Recruitment and Selection, Initial Formation, Professional Development and Evaluation of Teachers in The Countries of The Hemisphere”. Execution of the project began in January 2004 with the first project year extending from January 2004 to July 2005. The project came to a close in April 2009 with all objectives achieved.

As teacher educators and Ministry of Education officers from across the region met in project workshops, their discussions led them to recognize the need for a professional Association for teacher educators and persons interested in teacher education as a specialist area of educational practice. This was the impetus for the presentation to the COHSOD of a **letter of intent** to form a body of professionals that would advocate for quality teacher education. That letter was presented to a Retreat of Ministers in Guyana in 2005. At that time it was agreed that a document would be developed and presented at the October 2006 COHSOD XV. The COHSOD accepted the proposal and established an Advisory Committee headed by Dr. Morella Joseph of CARICOM to work towards the establishment of a Task Force for Teacher Education which would be responsible for establishing the professional body which was now named the Caribbean Community Council for Teaching and Teacher Education (CCCTTE). .

A regional workshop to assist the Ministries of Education with establishing national councils

¹ OAS, 2005

was held in St. Lucia in June, 2010. Participants were officers of the region's Ministries of Education, Teachers union representatives and representatives of other stakeholder groups.

The COHSOD XX, October 18 to 20, 2010, endorsed the work programme of the CARICOM Task Force on Teaching and Teacher Education. It commended the Task Force on the progress made in developing the Regional Guidelines to establish National Teaching Councils, the Professional and Academic Teaching Standards, and the convening of National and Regional Consultations. The COHSOD also urged Member States to:

- convene and encourage wide participation in National Consultations on the Draft Regional Guidelines to establish National Teaching Councils;
- implement the decision of COHSOD XV to establish National Teaching Councils; and
- convene and encourage wide participation in National Consultations on the Draft Professional and Academic Teaching Standards when available.

The technical sub-committee of the Task Force which was responsible for drafting the professional teaching and academic standards, concluded work on the standards in December 2010 in preparation for regional consultations.

Two other significant outcomes of the hemispheric project should be noted.

- The Inter-American Teacher Educators Network (ITEN) was launched in September, 2006, at the seminar "New Approaches to Policies and Practice". One hundred and twenty-five participants from twenty-three countries attended this seminar. The focus was on teacher educators and on strengthening a network of individuals and institutions involved in teacher education. The seminar also sought to support participants' development of national and regional action plans for teacher professionalization. The Ministry of Education of Trinidad and Tobago and the Department of Education and Culture of the OAS co-hosted this signal event.
- The project "Teacher education for 21st century teachers: A focus on collaboration and technology to enhance the quality of education in the Americas." was launched at the culminating meeting of the hemispheric project, held in Trinidad in October 2008. The meeting took the form of a seminar in which ninety-three participants from thirty-three countries of the Americas, dedicated to the improvement of education in the hemisphere, participated.

The Task Force continues to encourage countries either to establish National Councils for Teaching and Teacher Education (NCTTE) or to examine their present institutions to determine how they could be upgraded to carry out the work of the National Council, while working towards the establishment of the Caribbean Community Council for Teaching and Teacher Education.

Teacher Qualifications in the Region

In the attempt to advance its mandate to establish the CCCTTE, the Task Force, in 2008, commissioned a comprehensive survey of teacher education, with funding assistance from the Caribbean Knowledge and Learning Network, CKLN. The survey documented the practices, policies and approaches that are currently in use in the region, and the challenges faced by the region's teacher education institutions.

The results of the survey presented a picture of widespread diversity and differences in policy, practices and approaches. Among the findings²:

1. Programmes of initial professional education are provided in a variety of institutions categorized as follows:
 - Teachers colleges
 - Multi-disciplinary colleges
 - 'Specialist' colleges offering teacher preparation
 - Community colleges/junior colleges
 - University colleges
 - Universities
2. Teacher education institutions offer a variety of programmes of initial preparation at different qualification levels.
 - Certificate in Teaching
 - Diploma in teaching
 - Associate degree
 - B. Ed. Degree
 - Post Graduate Diploma in Education
3. Entry requirements for programmes of initial professional preparation vary across institutions.
4. Programmes of initial professional preparation are delivered in different modalities:
 - Face to face
 - Blended (face to face and online)
 - Online
 - Face to face and distance with printed material.
 - Full time
 - Part time
5. There is variation in the curriculum content of programmes.
6. The period of student teaching varies across institutions.
7. The duration of programmes varies:
 - Certificate in Teaching - 2 years
 - Diploma in teaching - 2
 - Associate degree – 2 or 3 years

² Source: Evans, H. Teacher Education in CARICOM States. Survey Report. 2009.

- B. Ed. Degree – 3 or 4 years
- Post Graduate Diploma in Education – 1 or 2 years.

The results of the survey indicate that there is widespread diversity with respect to several aspects of the preparation of teachers. These differences present particular challenges in terms of quality and equivalencies of qualifications, and underscore the need for established standards of teaching performance, and for standardizing the various programmes that prepare teachers across the region. A quality framework, such as is presented in this document, is an essential component for establishing standards for the teaching profession.

International Trends

The Education For All (EFA) and the Millennium Development Goals are global initiatives that acknowledge the role of education in poverty alleviation and enhancement of the quality of life. Universal access to nursery (early childhood), primary, and secondary education is a central aim of these initiatives. Ensuring equity in the provision of, access to, and benefits of education, requires that teachers and school administrators are appropriately prepared for classroom and school realities; that there is ongoing support and provision for their professional growth and development; and that there is adequate monitoring and evaluation oversight of standards.

- The loss of qualified teachers because of migration or the active recruitment strategies of overseas agencies has heightened the need for mechanisms to address the problems of teacher retention and teacher quality. The Commonwealth Teacher Recruitment protocol was developed to “balance the rights of teachers to migrate internationally against the need to protect the integrity of national education systems”³ At the regional level, The La Romaine Action Plan, developed at the Commonwealth-ILO-Caribbean Teachers Policy Forum in April, 2006, lists a nine item action agenda, which includes the following:
 - Promote high standards for teacher education and teacher performance by:
 - i. establishing regional and national teaching councils to monitor, direct and advise on the development and maintenance of standards for teaching and teacher education”
 - ii. ensuring that teachers and teacher representatives participate in the process that culminates with the acceptance of the standards.”
 - Work towards the improvement of the teaching profession so as to achieve world class status for Caribbean teachers, in both public and

private schools, guided by international standards with the following as priority:

- a. Develop teachers including principals/administrators as leaders in the transformation of schools and communities and use the school as the training ground to effect these changes, develop communities of learning and school community relationships
 - b. Develop teacher education curriculum that emphasizes the core values and ethics of the profession
 - c. Create a Caribbean Code of Professional Ethics/Conduct and registry of teachers
 - d. Encourage all teachers to seek to achieve the highest possible standards in all their professional work
 - e. Establish more diverse career pathways for teachers”
- Member states of the Caribbean Community are signatories to The Regional Framework for Action, which was the outcome of the Education for All in the Americas meeting, 2000. By this they are committed to honoring their pledge do the following:
 - a. Offer teachers high quality academic training that is linked to research and the ability to produce innovations and that prepare them for carrying out their duties in diverse social, economic, cultural and technological contexts;
 - b. Establish career policies for teachers;
 - c. Implement systems for assessing teacher performance and for measuring the quality and levels of achievement in the profession, following basic standards agreed upon by teachers’ unions and other organizations; (Education for All in the Americas: Regional Framework of Action pg. 16/17)

Teaching Councils

Professional Teaching Councils (Teaching Councils) are self-regulating bodies the majority of whose members are education professionals and teachers. The main function of the teaching council is to regulate the teaching profession by means of professional registration and licensing of teachers, control of standards, and the enforcement of a code of professional conduct. Registration and licensing are fee-based in most cases, making those Councils either totally or partially self-financing. Teaching Councils are relatively new institutions within education systems, and exist mainly in the developed countries of the Commonwealth.

For purposes of comparison, Table 3 presents a description of the mandated functions of teaching councils in England, Ireland and Nigeria. Despite the differences in detail, the common threads inherent in these functions

are support for, monitoring, and promotion of the quality of teaching and advancement of the status of the profession. In carrying out these functions, the Teaching Council serves as the professional voice for teaching.

TABLE 1: FUNCTIONS OF TEACHING COUNCILS IN SELECTED COUNTRIES

COUNTRY	FUNCTIONS OF TEACHING COUNCIL
England	• Maintain a register of qualified teachers • Promote and support the self-regulation of the teaching profession • Advise the government and other agencies on key issues affecting the quality of teaching and learning.
Ireland	• Regulate the teaching profession and the professional conduct of teachers • Establish and promote the maintenance and improvement of standards of - programmes of teacher education and training - teaching, knowledge, skill and competence of teachers - professional conduct of teachers • Promote the continuing education and training and professional development of teachers.
Nigeria	• Management Registration and licensing of qualified teachers. • Accreditation, monitoring and supervision of the courses and programmes of teacher training institutions • Organization of Internship programmes for new teachers • Conduct of professional examinations and interviews to determine teachers suitable for registration. • Mandatory Continuing Professional Education (MCPE) • Publication of a register of qualified and licensed teachers • Enforcement of ethical conduct among teachers and the prosecution of delinquent teachers • Prosecution in the law court of unqualified persons performing the job of teachers • Initiation of public policies and practices that will reposition the teaching profession in Nigeria as first among equals.

The functions of the proposed National Teaching Councils pertain to the professional aspects of the teaching profession. These bodies are meant to work within the existing governance framework to complement and deepen the quality management process, and to address the need for a more concentrated focus on the technical /professional parameters the teacher's work. Table 2 below illustrates how the NTC can be operationally integrated into the education system.

TABLE 2: MATRIX OF FUNCTIONS FOR TEACHING SERVICE AGENCIES

AREAS OF FUNCTION	AGENCY		
	Teaching Service Commission (TSC)	Ministry of Education (HRD)	National Council for Teaching and Teacher Education (NCTTE)
	Oversight Authority	Administrative Authority	Professional Authority
Recruitment and selection	Appoints	Places and confirms in post	Selects using established criteria and procedures. Interviews and Recommends to TSC
Promotion	Approves promotion	Confirms promotion	Selects based on performance appraisal Recommends to TSC
Transfers		Effects transfers	
Dismissal/termination	Dismisses/terminates	Administrative Processing	Conducts Performance appraisal Recommends dismissal/termination to TSC
Discipline/enforce standards of conduct	Takes recommended disciplinary action	Administrative Processing	Investigates / disciplinary hearings against the code of conduct Revokes licences Recommends action to TSC
Quality Assurance Management		Administrative processing	Maintains the register of professionals Manages certification and licensing Manages induction programme Manages school-based performance Management programme Manages the teacher appraisal process Monitors pre-service programmes

Quality assurance for the teaching profession

The issue of quality in education and teaching has been a perennial front-burner item for most countries. Through the Millennium Development Goals (MDG'S) and the Education For All initiatives developing countries in particular have been seeking to enhance quality in their education systems as the means to poverty alleviation and an improved quality of life for their people. There is also increasing research evidence that the quality of teaching, and by extension the quality of the teacher, is directly linked to the quality of learning by their students and the achievement of quality outcomes for education.^{4,5}

The issue of quality is also at the centre of initiatives aimed at upgrading the status of teaching to bring it in line with other established professions. Self-regulation and autonomy are critical operating factors for the professions. These characteristics define the principal mechanisms by which quality is assured. How then can we assure teaching quality? What are the determinants of teaching quality? How can an understanding of these be utilized to direct the efforts to enhance the status of teaching?

Figure 1 illustrates the determinants of teaching quality. It identifies three major categories of factors and their inter-relationships. **Context factors** relate to the quality of the institutions that provide initial and continuing professional education for teachers. Related to this is the quality of the teacher educators who are the significant agents in the delivery of the programmes, as well as the facilities and support infrastructure that complement the programmes. **Process factors** relate to the actual curricula and programmes of the institutions and their underlying philosophies. These provide experiential grounding in the theory and practice of teaching. Whether skills-based training or competency-based education approaches, the outcomes determine the quality of the graduates they certify. **Governance factors** relate to the overall management and control of context and process quality through policies and practices such as recruitment criteria, licensing, performance standards and appraisals that assure and maintain quality through monitoring and evaluation mechanisms.

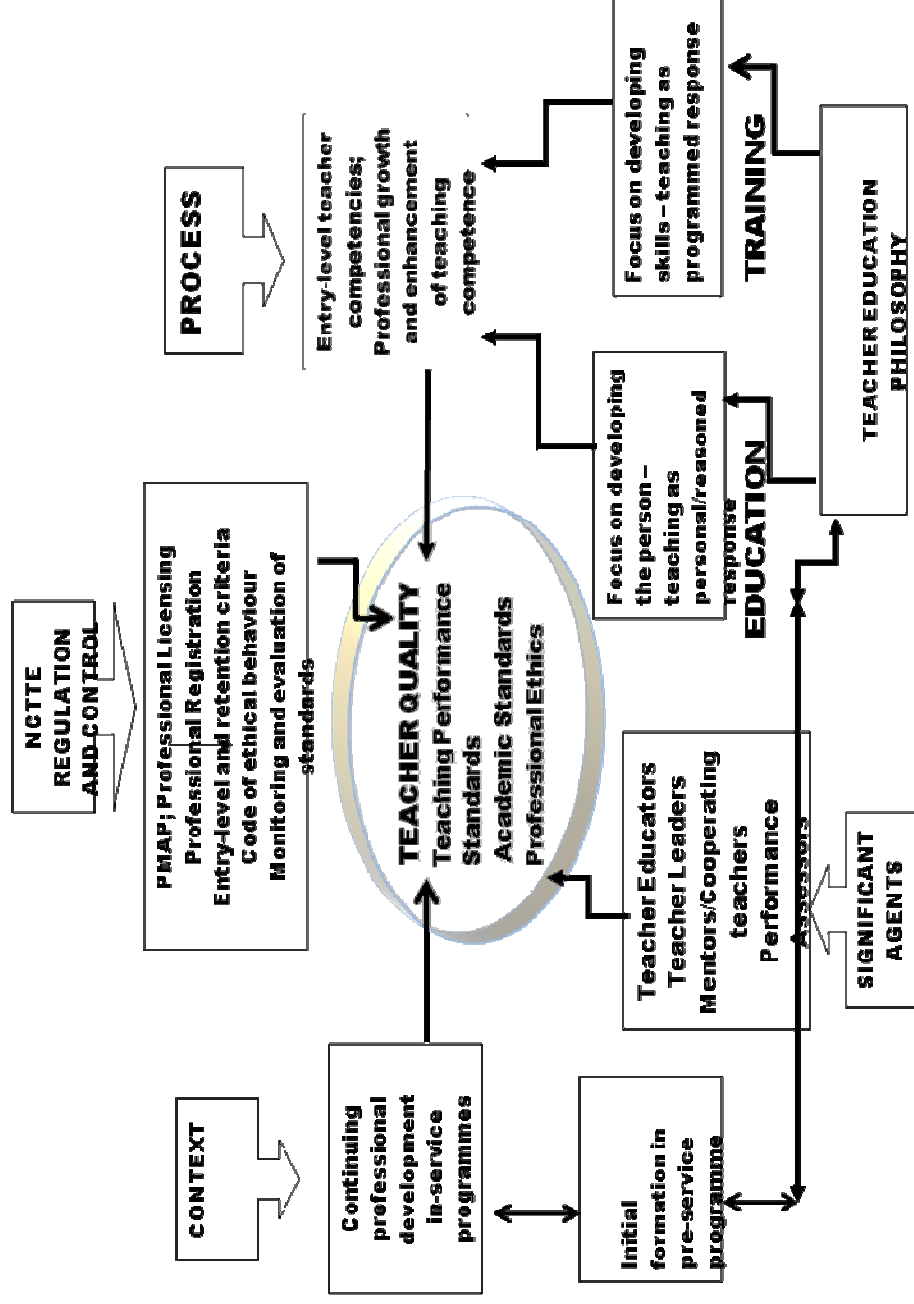
"The licensing, testing, and evaluation of teachers must be grounded in new understandings about student learning and effective teaching, and they need to be connected to other professional standards for teaching."

Darling-Hammond Linda and Milbrey W. McLaughlin. Policies that support professional development in an era of reform. Phi Delta Kappan April 1995

⁴ OECD (2013) Teachers for the 21st Century: Using Evaluation to Improve Teaching, OECD Publishing.

⁵ Darling-Hammond, L.(2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence. Education Policy Analysis Archives, Vol. 8 NO. 1.

Figure 1: THE DETERMINANTS OF TEACHER QUALITY



Teacher professional development and quality assurance

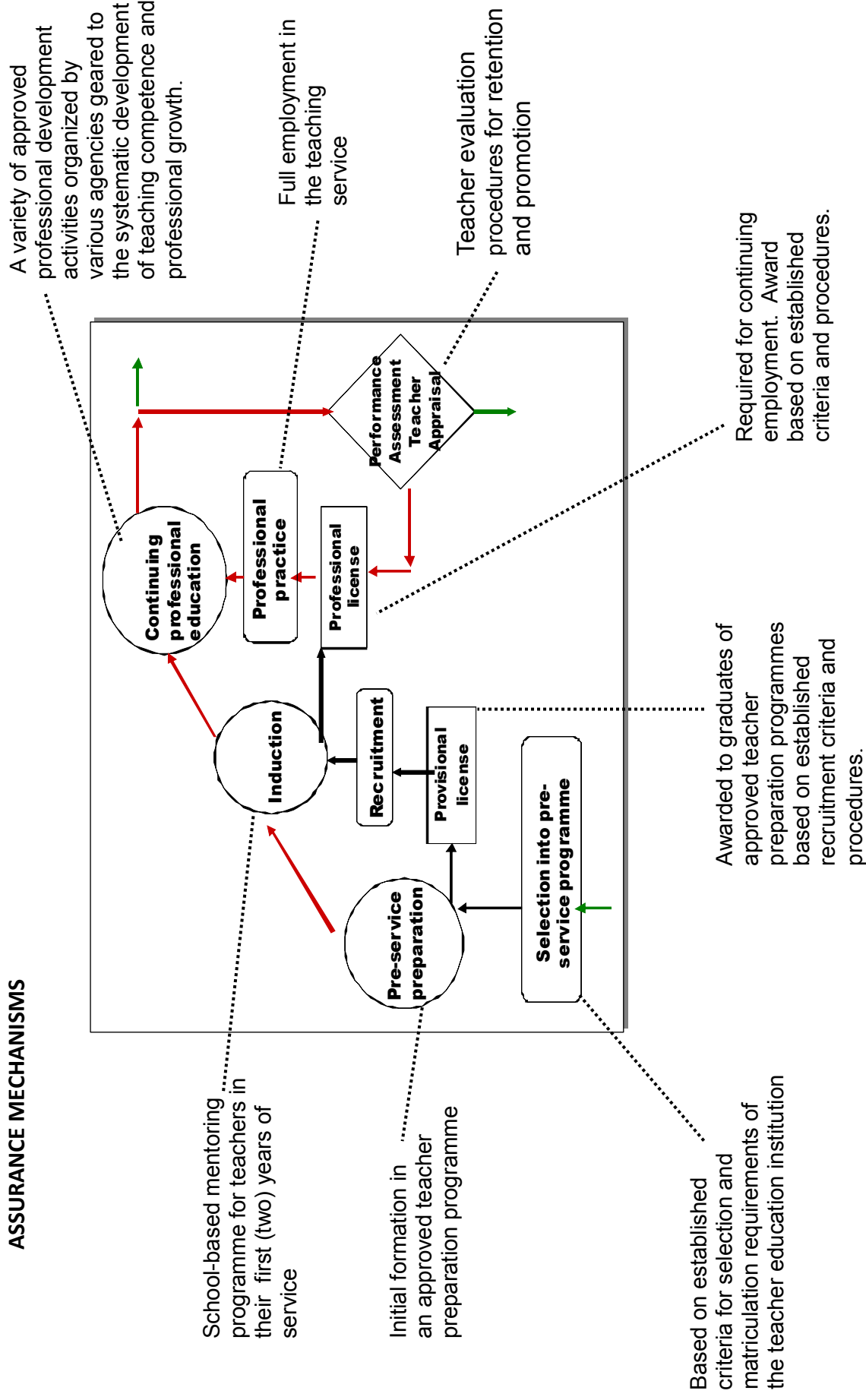
In the new vision for teacher education in the region teacher development is understood to be an ongoing process of professional learning in which teachers are engaged “from the womb to the tomb” of their professional lives, i.e. from selection as a prospective teacher, through recruitment into service until retirement. The process begins with the programme of initial formation in a (pre-service) teacher preparation programme. Upon recruitment into professional practice, the development of the teacher continues through an internship period in an induction/ mentoring programme. It is sustained throughout the teacher’s career until retirement (in-service), by on-going professional development activities in a school-based performance management system. Quality is assured through the system of teaching performance management, teacher appraisal and licensing. Quality improvement initiatives should differentiate between teacher quality and teaching quality. Teacher quality infers the competencies the teacher embodies, while teaching quality is more comprehensive and includes the context factors i.e. resources, curriculum, organizational and physical conditions, etc, within which the teacher operates.

Figure 2, page 17, describes the teacher development process and how the quality assurance mechanisms, i.e. licensing, induction, and standards-driven performance appraisals are aligned with it.

Teacher quality might be thought of as the bundle of personal traits, skills, and understandings an individual brings to teaching, including dispositions to behave in certain ways. Teaching quality refers to strong instruction that enables a wide range of students to learn. Teaching quality is in part a function of teacher quality—teachers’ knowledge, skills, and dispositions—but it is also strongly influenced by the context of instruction: the curriculum and assessment system; the “fit” between teachers’ qualifications and what they are asked to teach; and teaching conditions, such as time, class size, facilities, and materials. If teaching is to be effective, policymakers must address the teaching and learning environment as well as the capacity of individual teachers.

Darling-Hammond, L. (2012). Creating a comprehensive system for evaluating and supporting effective teaching. Stanford, CA. Stanford Center for Opportunity Policy in Education.

Figure 2: ALIGNMENT OF TEACHER DEVELOPMENT AND QUALITY ASSURANCE MECHANISMS



SECTION 3

STANDARDS FOR THE TEACHING PROFESSION

In pursuit of the vision outlined for the teaching profession in the Caribbean, and in keeping with international trends and good practice for assuring quality teaching, a framework for regional standards of practice for teaching and teacher education, is proposed.

The established professions have in common certain requirements that provide a level of comfort for their clients and assurance of a minimum standard of quality service. Professions such as law, medicine, engineering, architecture, accountancy and the like, place emphasis on the practitioner as the locus of quality control. These professions are self-regulatory and claim a high level of autonomy. They take collective responsibility for quality service and discharge this responsibility through a set of regulatory measures and requirements that provide quality control. Prospective practitioners are required to successfully complete an extended programme of preparation which qualifies them to be certified as practitioners. New entrants to the profession are required to undergo a period of internship or supervised practice for a specified period before becoming eligible for full professional status. A License to practice the profession is granted on achievement of full professional status which in some cases usually includes a qualifying examination. In the case of Medicine, a provisional license to practice is granted to interns. Licensing is context specific.

Administrative jurisdictions have their own licensing requirements, and a license is not automatically transferred from one jurisdiction to the next, except where there are common standardized programmes and procedures with respect to initial training and quality assurance mechanisms. In the case of the member states of the Caribbean Community, the harmonized policy that embraces the new vision for the profession, and this framework of performance standards, when fully implemented across the region will remove the necessity for re-licensing of teachers who re-locate within the region.

Teaching differs from other professions in that it is a public sector occupation. Education is by and large a state enterprise with public schools being in the majority in most countries of the region. The state is therefore the major employer of teachers. Even where there is private sector involvement in education, the curriculum is usually mandated by the state. Teachers therefore have traditionally been considered as one category of public servants, subject to similar rules and regulations, which have minimal focus on the professional aspect.

The principal requirement in the effort to bring teaching more in line with the established professions is a more deliberate focus on the quality of teachers and the quality of their teaching. This can be achieved principally through the establishment of mechanisms for quality

assurance with respect to the delivery of service. As the profession that services formal education, there needs to be more than passing assurance that persons who are functioning as teachers are fit for purpose, i.e. they have been thoroughly prepared and certified to teach, and they maintain performance standards. This assurance can be ascertained through the introduction of a set of measures that will enable the regulation and management of quality within a framework of professional teaching standards. These quality control measures include the following:

1. Programmes for attracting the best prospective candidates for the profession
2. An extended period of preparation in an accredited programme
3. Established entry level professional standards for teachers
4. Certification and Licensing of teachers in accordance with established professional standards
5. Registration of certified and/or licensed teaching professionals
6. A period of supervised internship for new recruits via an induction/mentoring programme
7. A management system for teachers' continuing professional development
8. A system for teacher evaluation
9. A code of ethics /core values
10. A qualifications framework for the teaching profession

Induction and Internship

Entry level teachers i.e. teachers who are on their first appointment, are considered to be interns, i.e. on-the-job trainees. Their professional development should be facilitated by providing them with the opportunity for full and active participation in an induction programme. In order that the induction programme achieves its intended results it is highly recommended that consideration be given to reducing the workload of interns and their mentors if practicing teachers are utilized in this latter role. The induction programme should be designed to engage the intern teacher in a variety of professional learning experiences that may include formal lectures, seminars and workshops, observation of teaching by experienced teachers, and supervised teaching practice. These experiences should target the development of a range of teaching knowledge and skills enabled by exposure to a variety of student and classroom situations. Ideally, internship should provide the entry level teacher with opportunity to hone their classroom skills, and to acquire those context-related skills that the formal preparation programme could not adequately promote.

The duration of the induction programme can vary on average from one to three years. During this time the intern should be under the supervision of a mentor teacher. Interns who do not meet performance standards at the end of the induction period should be granted an extended stay of one additional year in the induction programme. If still unsuccessful in meeting performance standards, the intern should be counselled out of classroom teaching.

Continuing Professional Development

The teacher development process begins with the programme of initial formation in a (pre-service) teacher preparation programme. It is sustained throughout the teacher's career until retirement (in-service), by on-going (continuing) professional development activities. Whether as prospects in a pre-service programme or as practitioners in service, teachers need continuous support, guidance, opportunity, and room to grow and mature professionally.

Teacher development beyond initial preparation and induction should focus on facilitating teachers' pedagogical content learning. This requires a structured professional development support system. While ultimate responsibility for professional development rests with the practitioner, the process should be facilitated by organizational arrangements and policy. Opportunities for enhancing professional competence should be made available through a variety of activities. Such activities range from informal school-based collaborative interactions, peer coaching, seminars, and workshops, to professional conferences and participation in formal education courses and programmes.

The development of a structured programme for supporting the continuing professional development of teachers can be guided by these four broad principles. The programme should be:

- Intensive and sustainable
- Focused on student learning and the enhancement of teaching competence re specific curriculum content.
- Aligned with the school's mission and improvement priorities
- Aimed at strengthening the working relationships among teachers.

These principles should inform the policy framework for establishing a support system for teachers' continuing professional development.

Teaching Performance Appraisal

A system of teaching performance appraisal is required for monitoring professional teaching standards. The outcomes of the performance appraisal process should provide valid data for decision making with respect to renewal of the professional license, identifying performance strengths and areas for improvement, strategic planning for professional development, and revoking of the professional license.

Code of Ethics/

Core values of the teaching profession

Teachers have a duty to uphold the dignity of the teaching profession. This should be evidenced by their conduct in their relationships with students, colleagues, senior administrators, parents,

other members of the education community, and the public. Teachers' conduct should reflect the following values:

1. Caring. Teachers should be genuinely committed to promoting students' well-being and learning. Teachers should discharge their professional responsibilities with compassion, empathy, and open-mindedness/acceptance/ "unconditional positive regard".
2. Respect. Teachers should treat all persons with dignity and fairness and should respect all religious, cultural and ethnic traditions.
3. Trust. Teachers should respect the right to privacy and confidentiality in their professional relationships with students, parents, and colleagues. .
4. Integrity. Teachers should be honest, reliable and morally principled, and should discharge their professional responsibilities with due diligence.
5. Law abiding. Teachers should be role models and act in compliance with laws, policies and regulations.

All teachers should operate within the framework of the UN convention on children's rights and the child protection laws of their country.

Teachers' Rights

Policies and practices that relate to the teacher's role and function within the education system should respect the rights of the teacher as a professional with specific and specialized competencies. In this regard, based on the ILO/UNESCO Recommendations on the Status of Teachers, Section VIII, all teachers are entitled to the following:

1. Professional freedom: the right to choose materials, methods and resources that they deem suitable for their students, within the framework of approved programmes.
2. Respect - from students, from administrators, from parents, and from the wider community
3. Support for their professional development
4. Protection from unfair or unwarranted interference by parents and others in matters that are essentially the teacher's responsibility
5. Protection from aggrieved parents and extremely disruptive students
6. The right to appeal an adverse report from school/council/administration
7. The right to be heard in any case that is being brought against them

Teachers' Responsibilities

If teachers are to be accorded their rights as professionals, they must also honour the responsibilities expected of them as professionals. The following related responsibilities for teachers are cited among others, in the ILO/UNESCO Recommendations on the Status of Teachers, Section VIII.

1. All teachers should seek to achieve the highest possible standards in all their professional work.
2. Teachers' organizations should participate in defining and maintaining professional

standards.

3. Teachers and teachers' organizations should seek to co-operate fully with authorities in the interests of the pupils, of the education service and of society generally.
4. Teachers should be prepared to take their part in extra-curricular activities for the benefit of students and adults.

A focus on teacher development serves many purposes. The service dimension of Teacher Education as an input element in the education system demarcates Teacher development as the nucleus of the educating process in the schools. Teacher Education drives the education system and directly determines the quality of its outcomes. John Goodlad (1994) has outlined a fourfold mission for teacher education. This mission confers on teacher education responsibility for:

- 1. Education of citizens to uphold and strive towards the nation's democratic ideals***
- 2. Education of individuals to transcend narcissism and ignorance***
- 3. Nurturing pedagogy***
- 4. Stewardship of schools***

Implicit in this mission is the notion of service to society and country, to the "clients" and to the profession. Also implied in this statement is the need for a clear explication of the common purpose and expected outcomes of schools as institutions of society.

Extract from A harmonized policy framework For teacher education In the Caribbean sub-region, 2005

SECTION 4

Performance Standards

Two categories of performance standards are required for assuring teaching quality. **Teaching Performance Standards** relate specifically to the competencies of persons who teach, while **Academic standards** relate to the institutions and programmes that prepare persons for teaching, and continuing professional development. Standards provide the reference for assessing the equivalence of programmes and qualifications across diverse contexts and modalities.

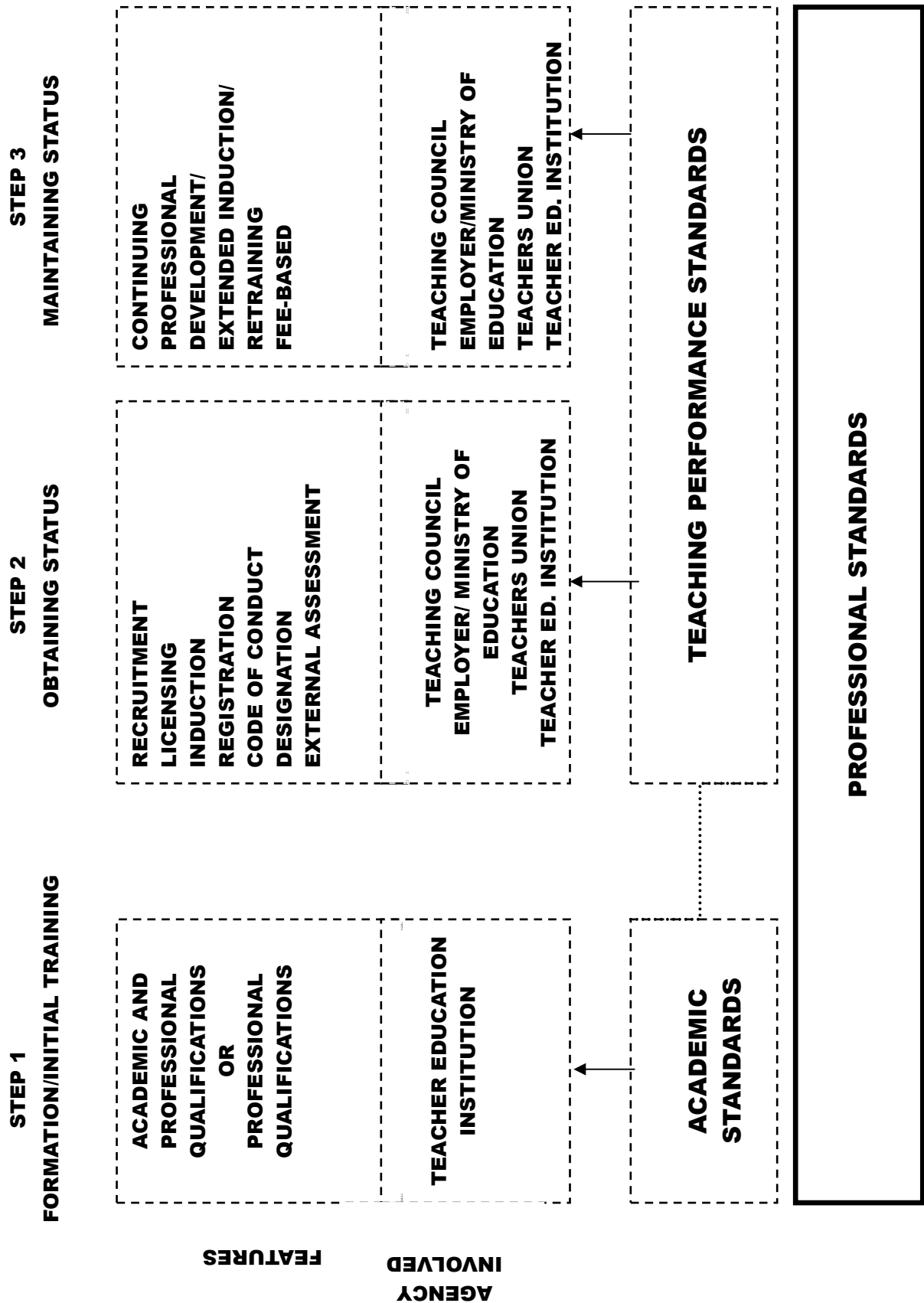
Academic Standards are statements that describe the desirable features of the institutions and their teacher education programmes. The statements relate to the programmes that are required for preparing individuals for quality teaching and those that target the continuing professional development of practitioners. Academic standards provide direction for the teacher education curriculum and its delivery.

Teaching Performance Standards are statements that describe the components of effective competence. They describe what teachers need to know, understand and be able to do in order to be effective in the classroom. Teaching performance standards provide direction for the preparation, support and development of teachers. They also describe the dispositions that the professional teacher should manifest.

The standards framework recognizes the interrelations among agencies and the need for collaboration and cooperation around the issue of quality assurance. The institutions that prepare teachers for the system and provide programmes that support continuing professional development have a critical role in this regard. The Ministry of Education with its related agents provides the administrative support for the quality assurance process. The National Teaching Council will have the principal responsibility for monitoring and evaluation of the quality indicators through standards-driven performance appraisals and the licensing and professional registration of practitioners. Figure 3 shows the key factors that enable monitoring, management and maintaining of standards and the relevant agencies with inputs and responsibilities for aspects of quality control.

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Figure 3: STANDARDS MANAGEMENT AND THE RELEVANT RESPONSIBLE AGENCIES



Academic Standards

The educational encounters, teachers' norms and values and the extent, to which they are enacted in practice, influence the manner in which students might develop their own. Thus a personal relationship between teachers and students is crucial as identity formation and personal growth combine to shape the nature of pedagogy itself. (Loughran, 2006)

In keeping with international trends in teacher education, a teacher education programme should be standards-driven. The academic programme is an important stage in the development of the professional teacher. The well-developed programme is a synthesis of subject matter courses, pedagogy for teaching subject matter, theory of foundation courses in educational issues and field experiences, all impacted by institutional culture. Evans (2000) points out that the extent to which the teacher education programme impacts candidates' success in learning to teach depends on the validity and coherence of the content of each component, its relationship to each of the other components, and the extent to which the curriculum provides connections to the process of learning to teach.

The programme should develop professionals who are reflective practitioners with the ability to build on students' prior knowledge, life experiences and interests and who are empowered to become responsible and productive citizens of their individual countries, the region and the world. Learning should take place in an environment which promotes inquiry, creative and critical thinking.

Most importantly, teacher education programmes, whether initial or continuing, must:

1. Prepare graduates with an awareness of the numerous societal problems such as violence, poverty, the HIV/AIDS epidemic and create an understanding of how these problems impact the classroom. The teacher education programme must
2. Prepare graduates who are empathetic and caring, who will develop in their students an attitude of tolerance. The teacher education programme must
3. Prepare graduates who have developed an appreciation for the importance of living in harmony with the environment so that they can be active agents in creating sustainable societies.
4. Provide its students with an understanding of the place, role, and function of the teacher in the society
5. Foster a commitment to service to the nation and the principles of social justice, developing both national pride and regional identity.

These standards for Caribbean teacher education programmes are organized under seven areas viz:

1. *Curriculum design and planning*
2. *Curriculum delivery and assessment*

3. *Field experiences and teaching practicum*
4. *Faculty*
5. *Student support and progression*
6. *Governance and management*
7. *Physical infrastructure*

While this document presents standards for teacher education programmes for the Caribbean region, it is the responsibility of delivering institutions to translate these standards into practice. The actual curriculum transaction is therefore unique to each institution and influenced by institutional goals and ethos, and other contextual details. In this sense, what the institution implements is its 'operational curriculum' which is designed in an internally relevant manner by each institution. This is an institution specific process. The quality concern of the institution is thus reflected in the manner in which this operational curriculum is designed and planned.

The Academic Standards for the teaching profession are detailed in Table 2 below.

“New initiatives cannot by themselves promote meaningful or long-term change in teachers' practices if they are embedded in a policy structure that is at odds with the visions of student and teacher learning that reforms seek to bring alive.”

Darling-Hammond Linda and Milbrey W. McLaughlin; Policies that support professional development in an era of reform. Phi Delta Kappan April 1995

TABLE 3: ACADEMIC STANDARDS

COMPONENT 1 - CURRICULUM DESIGN AND PLANNING		
It is critical that planning and design take into account the expectation that graduates from the region's teacher education programmes should be able to take a lead role in the preparation of the region's children for citizenship and so ensure local and regional excellence, integrity and stability in a global environment. The professional teacher must be a positive model for all to emulate; in short, teachers must help to mold the ideal Caribbean person and in so doing shape the Caribbean society. In order to channel the natural adaptability, creativity and resilience of our society into directions that provide growth, institutions offering teacher education programmes should be driven by a philosophy which facilitates the development of professionals competent to contribute to the achievement of desired societal goals.		
INDICATORS		SOURCES OF EVIDENCE
1.1	There is a clear statement of the vision and mission, which reflects the teacher education goals and objectives, and is compatible with the national, regional, and global expectations.	- Records of interaction with partners in the teaching/learning process - PMAP Report - Institution's policy documents - Student & staff handbooks - Prospectus - Minutes of various types of whole institutional and/or departmental meetings - Evidence of interaction with staff on developmental planning - Academic calendar - Curriculum documents/course outlines/programme outlines
1.2	There is appropriate interface among curriculum components.	
1.3	Curriculum and teaching provide for the acquisition of sound knowledge and understanding of the content that students are being prepared to teach.	
1.4	Content and activities enable a thorough understanding of general, critical and subject-specific pedagogy.	
1.5	Content and activities enable a sound knowledge of theories of cognition and growth, and their application to the teaching and learning process.	
1.6	The curriculum is responsive to emerging concerns and expectations of the education system and of the wider society.	
1.7	The curriculum develops knowledge of and respect for, Caribbean history, and culture and a willingness to engage in nation building and to foster regional integration.	
1.8	Learning activities provide opportunities for the	

	development of sensitivities towards community and global issues, including language, social justice, culture, inclusion and citizenship.	• Observation records • Self and peer assessment • Records of curriculum revision • Timetables • Student evaluation of course, institution and departmental reports, and self studies • Motto, Vision, Mission must be prominently displayed.
1.9	The curriculum content and activities have adequate inputs for the development of attitudes and professional conduct expected in a teacher.	
1.10	The curriculum plans for varied learning experiences and contexts for learning.	
1.11	Curriculum reviews are undertaken on a regular basis to ensure currency and relevance of content and methodology	

A programme of initial teacher preparation should develop professionals who are reflective practitioners with the ability to build on students' prior knowledge, life experiences and interests thus enabling all students to learn and be empowered to become responsible and productive citizens of their country, the region and the world. This should be achieved in an environment which promotes inquiry, creative thinking and critical thinking and allows for positive student/student and student/teacher interaction.

In a world which is dominated by developing and more sophisticated Information and Communication technologies (ICT), the program of initial teacher preparation must prepare professionals who are proficient in the responsible use of ICT for personal and instructional purposes.

Extract from: A Harmonized Policy Framework for Teacher Education in the Caribbean Sub-Region. 2005

COMPONENT 2 – CURRICULUM DELIVERY AND EVALUATION

The delivery of the curriculum is the most critical dimension of an institution's functioning. The dynamism, flexibility and intentions of the planned curriculum must be observable in the manner in which the curriculum is transacted and put to practice. There should be coordination within and among the various units of the institution and their several learning activities. Meaningful interconnections among the theoretical, practical, institutional and field based activities are important considerations for effective curriculum transaction.

Procedures for assessment of student learning and mechanisms for providing and using feedback to enrich the curricular inputs are equally significant. The process of assessment should take into account the nature of teaching and teacher development.

INDICATORS		SOURCES OF EVIDENCE
2.1	.Curricular activities reflect interconnectedness among the various components of the programme to ensure a holistic educational experience.	• Academic calendar e.g. schedule of seminars etc • Staff and student handbooks • Student evaluation of programme • Course outlines • Timetables • Notes from inter and intra departmental meetings • Evidence of joint planning and team teaching • Records of service clubs and other service learning and/or community related activities • Student records
2.2	The instructional processes, including the field experience, allow student teachers to apply and reflect on their content, professional and pedagogical knowledge, skills, and professional dispositions in a variety of settings.	
2.3	Programme/course delivery accommodates convergent and divergent views and provides opportunities for student teachers to engage in cooperative learning processes and problem-solving processes.	
2.4	Course delivery and activities facilitate student teachers' development of sound knowledge and understanding of the content they are being prepared to teach, and of the learners whom they will teach.	
2.5	Programme activities provide opportunities for service learning promoting good citizenship within the Caribbean context.	

2.6	Programme organization and activities foster student self-motivation, self-learning and self-evaluation, and encourage a culture of life-long learning.	• Evaluation protocols • Rubrics & grading schemes • Register of assets
2.7	The teaching/learning experiences involve a high degree of interactiveness among students, and between students and lecturers.	• Reports of various types • Faculty record of course activities
2.8	Policies which promote the employment of assessment and evaluation approaches using a range of strategies are in place, and teacher educators actively implement such policies	• Staff/departmental diaries • Lesson Plan evaluations
2.9	Policies are in place which promote the integration of technology into the teaching/learning cycle, and teacher educators actively implement such policies.	• Course assessments • Sample of student assignments and lecturers' presentations utilizing relevant technology
2.10	Student assessment and evaluation are valid and fair; are congruent with programme and course objectives; criteria are known to students..	• Minutes of Staff/Student liaison meetings
2.11	Requisite resources support the delivery of the curriculum.	• Records of observations • Inventory lists • Student Portfolios

As Caribbean societies experience social and cultural transformations, the complex nature of teaching must be acknowledged, as must be the significance of having in our schools and classrooms persons who can recognize and respond effectively to the demands imposed on students by the challenges of poverty, disease and social circumstance, and who are willing advocates for social justice for children and youth.

Extract from: A Harmonized Policy Framework for Teacher Education in the Caribbean Sub-Region. 2005

COMPONENT 3 – FIELD EXPERIENCES AND TEACHING PRACTICUM		
Field experiences and the teaching practicum are critical programme components for the preparation of teachers. They provide the opportunity for student teachers to integrate the knowledge, skills, and professional dispositions they have acquired across their programme of study in a variety of settings appropriate to the content and level of their programme. Well-designed and sequenced field experiences and practicum help student teachers understand the school setting and develop the competence necessary to strengthen their skills, as teachers.		
INDICATORS		SOURCES OF EVIDENCE
3.1	Adequate and appropriate preparation for teaching is provided through various simulated and real-world experiences.	• MOUs with cooperating schools and designated practicing schools • Protocols for cooperating teachers • Records of seminars for cooperating schools • Handbook on the field experience/teaching practice • Evaluation instruments for the practicum • Clearly developed outlines of field experience activity • Guidelines for student-teachers,
3.2	The school-based experiences are comprehensive and include exposure other roles and functions, for example pastoral, administrative, outreach.	
3.3	Student teachers develop skills for teaching through a variety of activities spread across the entire programme; for example observation, micro-teaching, practicum/ internships, action and/or applied research and service learning projects,	
3.4	Student teachers are guided in developing skills of reflective practice through clinical supervision and other appropriate interventions	
3.5	There is an extended period of full immersion in a school setting in the form of an internship.	
3.6	Student placements for the internship/teaching practice are at schools where environmental factors contribute positively to the professional development of the student-teacher.	
3.7	The institution and cooperating schools provide strong mentorship and support to students teachers in the conduct of their field experience	
3.8	There are in place protocols and training which guide the selection of cooperating teachers and strengthen their role in the supervision of interns	
3.9	Relevant professional preparation is provided for mentors and co-operating teachers.	

3.10	Appropriate practice indicators and continuous assessment criteria guide the practicum and internship experience.	field, supervisors and cooperating schools • Reports of external reviewers • Evaluation by student-teachers of their experiences • Student journals and portfolios • Assessment and evaluation • Assessment and evaluation instruments for the internship reports of site visits.
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.....schools of education must design programs that not only help prospective teachers understand deeply a wide array of things about learning, social and cultural contexts, and teaching and be able to enact these understandings in complex classrooms serving increasingly diverse students, but also – if they are to succeed at this task – to transform the kinds of settings in which novices learn to teach – and later become teachers. This means that the enterprise of teacher education must venture out further and further from the university and engage ever more closely with schools in a mutual transformation agenda, with all of the struggle and messiness that that implies.

Darling-Hammond, L.; Constructing 21st Century Teacher Education. Journal of Teacher Education, Vol. 27: 3, May/June 2006

COMPONENT 4: FACULTY		
Faculty/teacher educators are critical to the development of high quality professional teachers for the region's education system. They should be models of good teaching and help student teachers develop multiple teaching strategies. Faculty/teacher educators should be engaged in communities of practice and model good teaching built on inquiry, reflection on practice and a commitment to lifelong professional development.		
INDICATORS		SOURCE OF EVIDENCE
4.1	Faculty have earned qualifications at least one level above the highest level at which they teach. They have exceptional expertise, and have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship.	• Lecturer's CVs • Evidence of credential earned with appropriate authentication • Faculty handbook • Student and staff satisfaction surveys • Student evaluations of faculty • Departmental reports/records • Faculty Appraisal Protocols • Faculty appraisal instruments • Institutional self-studies • Faculty portfolios • Staff handbooks • Record of institution's professional development programme
4.2	Faculty have an in-depth understanding of their fields. This is reflected in their instructional practice.	
4.3	Faculty are cognizant of their student teachers' learning styles and adjust instruction appropriately to enhance student teachers' learning.	
4.4	Faculty provide a positive model for students at both personal and professional levels and function as mentors to the student teacher.	
4.5	Faculty keep abreast of, and critically appraise new pedagogical techniques and utilize these according to student needs.	
4.6	A culture exists within the institution/department which encourages faculty to appraise their work through in-house research. It institutionalizes innovative practices and undertakes research projects relevant to institutional and national contexts.	
4.7	Faculty are members of a professional learning community. They actively participate in research, and maintain membership in national, regional and	

	international professional associations.	• Publications • Membership with professional organizations • Reports on Continuing Professional Development
4.8	Regular reviews are conducted of faculty's teaching, scholarship, service, collaboration with the professional community, and leadership.	
4.9	There is a structured programme for the orientation of new staff.	
4.10	There is in place an established framework through which Experienced faculty mentor new faculty, providing encouragement and support to enable understanding of programme standards and of institutional ethos and culture.	
4.11	A handbook of standard operating procedures is available to faculty	

Teacher Educators have a critical role and function in the education system. They are directly responsible for delivering the programme of initial preparation and for nurturing the professional development of the teacher in in-service programmes. They therefore influence the quality of the education process in the schools significantly. Eligibility for the role of Teacher Educator must include evidence of adequate and appropriate training as a principal requirement.

Extract from: A Harmonized Policy Framework for Teacher Education in the Caribbean Sub-Region. 2005

COMPONENT 5 – STUDENT SUPPORT AND PROGRESSION

Students in teacher education programmes are being prepared to operate as professionals. The extent of their learning and absorption during the programme depends considerably on the experiences provided by the institution. Along with access to the available learning resources and physical amenities, it is essential that the students perceive cohesiveness and experience active involvement in the institution - both with the staff and their peers. Institutions must therefore ensure that they have the capacity to provide for the many dimensions of student needs.

INDICATORS		SOURCES OF EVIDENCE
5.1	The progress and achievement of student-teachers should inform institutional plans and guide the review of courses, programmes and interventions.	- Student satisfaction surveys - Staffing/organization of guidance and counseling department - Institution admission policy and guidelines - Records and facilities for clubs - Student handbooks - Records of funding for co-curricular activities - Named student council representative(s) on institution's governing body - Student progress records and portfolios - Example of performance-based
5.2	There is a well-structured, organized, proactive guidance and counseling unit which is accessible to all students-teachers.	
5.3	Provisions should be in place for academic counseling and student advisement	
5.4	Appropriate provisions for student-teachers' special needs are in place.	
5.5	A health and safety policy is in place and is actively implemented.	
5.6	There is an admission policy which is relevant, clear, inclusive and widely publicized and which is adhered to with transparency and fairness.	
5.6	Opportunities are provided for students to actively participate in a variety of co-curricular activities <i>inter alia</i> social, cultural and leisure activities.	
5.7	There is in place a structured programme of induction and orientation which systematically guides new students on the expectations of the institution, the programme and the teaching profession.	
5.8	Procedures are in place to facilitate student teachers' appeal.	

5.9	Provision is made for the formation of Student Government, and for student representation on the institution's governing body.	assessment • Infrastructure and appropriate interventions to facilitate students with special needs • Evidence of drills and other emergency plans
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Just as students learning is the desired outcome of teaching, so teacher learning is the desired outcome of teacher education.....A focus on teachers as learners begins with a recognition that preservice students come with a range of images and beliefs that must be extended or transformed. It is reflected in the deliberate efforts by teacher educators to model the kind of interactive content-rich teaching they are trying to promote and create opportunities for preservice students to experience that teaching as learners.

Feiman-Nemser, Sharon. From Preparation to Practice: Designing a Curriculum to Strengthen and Sustain Teaching. Teachers College Record , Vol. 103, Number 6, Dec. 2001, pp 1013 – 1055.

COMPONENT 6 –GOVERNANCE AND MANAGEMENT

Good management ensures that academic and administrative planning in institutions move hand in hand. Institutional goals and objectives need to be communicated and enacted at all levels to ensure every employee contributes to institutional development. Participatory management procedures and creative governance are important considerations for the quality of an institution. Further the financial resources of the institution need to be judiciously allocated and effectively utilized.

INDICATORS		SOURCES OF EVIDENCE
6.1	There is a clear statement of the vision and mission, which reflects the teacher education goals and objectives, and is compatible with national, regional, and global expectations. The governance structure is reflective of the mission of the institution.	• Available information on opening times for library, computer labs etc • Staffing structure which shows provisions for lab assistants etc • Maintenance schedule for equipment • Annual audited statements • Guidelines for employment of staff • Procedures for recruitment, selection and retention • Organizational chart • Stakeholder perceptions e.g
6.2	There is an active policy making body. This body will be guided by national needs and national policies as appropriate.	
6.3	Gender, religion, and cultural and ethnic sensitivities are reflected in the various aspects of institutional functioning.	
6.4	Faculty and staff recruitment is in accordance with contemporary human resources practices so as to attract competent and qualified persons.	
6.5	There is prudent financial management, subject to regular internal and external audit	
6.6	Policies/procedures exist for the procurement of resources which conforms to official guidelines	
6.7	The institution adopts a participatory management approach that involves all employees.	
6.8	Policy development/review is informed by quantitative and qualitative evaluations involving all relevant stakeholders	
6.9	The institution uses a management information system in all its	

Ministry of Education

	operations for maximum efficiency.	and other bodies to whom institution is accountable
6.10	Mechanisms are in place for regular performance appraisal of the faculty members and other staff groupings by peers and supervisors.	• Records of meetings of Board of Management • Evaluation protocols • Policy supporting diversity • Appraisal Protocols and instruments

It may be timely to remind ourselves that if we are to retain and sustain teachers in the profession in the future, then providing them with a voice and empowering them through active participation in research which allows them to investigate and shape the knowledge base of their teaching may be a key factor defining in their professionalism and underwriting their commitment to education.

Campbell Anne. 'I think I'll do some research today': issues around teacher research and professional development. Paper presented at the Annual Conference of the British Educational Research Association, University of Exeter, England, 12-14 September 2002

COMPONENT 7 – PHYSICAL INFRA-STRUCTURE		
Adequate physical infra-structure enables effective implementation of planned curricular activities and experiences. Planning for these resources should (i) take into account the different needs of each course/programme; (ii) provide students with learning spaces that guarantee their health and safety; (iii) ensure reasonable access by all students to ICT requirements and other technologies and equipments; and (vi) have in place mechanisms/procedures for upkeep and maintenance.		
INDICATORS		SOURCES OF EVIDENCE
7.1	The physical infrastructure of the institute is suitable and adequate for effective implementation of the programmes.	Physical conditions of the institution – libraries, laboratories, workshops, classrooms, student facilities, staff equipment, furniture and accommodation etc.
7.2	The teaching-learning material, ICT facilities, laboratories/workshops, libraries & learning resource centre adequately support programmes with sufficient and current material.	
7.3	Mechanisms and structures are in place for efficient use and maintenance of physical resources.	
7.4	The physical infrastructure provides for the wellbeing and safety of faculty staff and students	- Available information on opening times for library, computer labs etc - Staffing structure showing lab assistants and other relevant support staff - Maintenance schedule for equipment - User feedback - Current and relevant data base and e-journals
7.5	The physical provisions/resources take into account special needs of all users.	

Teaching Performance Standards

The source of professional teaching standards is the knowledge, skills and attitudes that constitute the hallmarks of effective teaching that have been gleaned from research. These include:

1. *Knowledge:*

- Basic concepts, the tools of inquiry and structure of content area disciplines.
- How children develop and learn in different contexts
- The curriculum
- Instructional and assessment design principles

2. *Skills*

- Plan and implement developmentally appropriate learning experiences that support the emotional, social and intellectual and physical development of all students
- Plan and implement instruction to promote students' critical thinking, problem-solving and performance skills
- Use assessment results to evaluate and promote students' learning and modify instruction to support student progress
- Create a supportive learning environment
- Use motivation techniques to encourage student learning
- Communicate effectively
- Use action research to inform and enhance learning and teaching.

3. *Attitudes*

- Ability and willingness to:
- Relate with parents and families to support student learning
- Collaborate with others in the professional community
- Reflect on and improve teaching competence
- Engage in professional development activities

Table 4 below outlines a framework of generic standards for teaching and the related performance indicators for teachers in the Caribbean Community at critical stages in the teaching career. The stages are hierarchical, i.e. the indicator competencies for each stage incorporate those of the previous stages.

The defined critical stages are:

Level I: Entry/induction – The point of entry for new recruits who have been certified in an approved programme and are on their first appointment.

Level II: Professional practice - teachers who have completed the induction programme are at this level.

Level III: Advanced professional practice - the level for experienced teachers.

Level IV: Master or Expert - teachers who function as leaders in the professional community are at this level.

The entry standards serve as a guide for competency outcomes of pre-service programmes, and selection criteria for recruitment. The standards provide direction for continuing professional development and career development for teachers. Transition from one stage to the next higher stage will be based on performance appraisals at the request of the teacher.

The performance standards are categorized into three (3) domains as follows:

Domain 1: Professional knowledge – what a teacher is expected to know and understand in order to function effectively at each career stage.

Domain 2: Professional practice – what a teacher is expected to be able to do effectively in applying professional knowledge at each career stage.

Domain 3: Professional attitudes – the dispositions and attitudes that a teacher is expected to manifest at each career stage.

The standards for each domain are outlined as follows:

Domain 1: Professional knowledge

Effective teachers know:

- 1.1 Their subject content and how to teach it
- 1.2 Their students' characteristics
- 1.3 How students learn and the factors that affect learning
- 1.4 The official curriculum
- 1.5 Information and communication technologies and how to use them

Domain 2: Professional practice

Effective teachers:

- 2.1 Plan for and assess student learning
- 2.2 Create and maintain safe and challenging learning environments
- 2.3 Monitor, record and report on student performance
- 2.4 Communicate effectively with students

Domain 3: Professional attitudes

Effective teachers:

- 3.1 Continually seek to improve their professional knowledge and practice
- 3.2 Are active members of their professional communities and the wider community.

TABLE 4: TEACHING PERFORMANCE STANDARDS

DOMAIN 1: PROFESSIONAL KNOWLEDGE

Standard: Effective teachers: know their subject content and how to teach it; know their students and how they learn; know the curriculum they are required to teach.

STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
1. TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH IT	1.1 Knowledge of content	Demonstrate sound knowledge and understanding of the subject discipline	Demonstrate understanding of the structure and methodology of the subject discipline Keep abreast of developments in the subject discipline re new knowledge and methodology	Use new knowledge in the subject discipline effectively	Demonstrate knowledge of content in daily practice Provide leadership in content

STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
	1.2 Knowledge of Pedagogy	Use strategies and approaches, methodologies, technologies and resources suitable for teaching the subject Demonstrate awareness of student's learning needs	Use diverse strategies and approaches, methodologies, technologies and resources for teaching the subject Demonstrate understanding of students' learning needs	Generate new methodologies and develop resources appropriate for teaching the subject to students with specific learning needs Keep abreast of technology applications to enhance teaching and learning of the subject	Provide leadership in subject area pedagogy

STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
2. TEACHERS KNOW THEIR STUDENTS	2.1 Knowledge of Age and developmental (intellectual, physical, social) characteristics of students	Demonstrate knowledge of the stages of normal intellectual, physical, and social development. Demonstrate knowledge of abnormal development patterns.	Apply knowledge of the stages of intellectual, physical, and social development, and abnormal development patterns appropriately.	Share practical knowledge re developmental stages	Evaluate teaching/learning developmental appropriateness for

STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/ INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
	2.2 Knowledge of the diversity factors (social, cultural, religious, gender, environmental, special educational needs) that impact on student learning 2.3 Knowledge of the principles of inclusive education and their applications.	Demonstrate understanding of and respect for the social, cultural, ethnic, religious, and gender differences among students and how these impact on learning Demonstrate respect for students with special educational needs (across the entire spectrum)	Appropriately apply knowledge of the effect of social, cultural, gender, religious and ethnic differences, to address the learning needs of students	Share practical applications of using knowledge of student differences to address learning needs	Use knowledge and practical experience in applying knowledge of student differences to advise on policy and inform development of inclusive teaching programmes and strategies.

STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/ INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
3.TEACHERS KNOW HOW STUDENTS LEARN AND THE VARIOUS FACTORS THAT AFFECT LEARNING	3.1 Knowledge of different learning styles and approaches of students 3.2 Knowledge and understanding of students' skills, interests and previous learning and the effect of these on learning 3.3 Knowledge of gender differences in learning and response to schooling	Use knowledge of students' learning styles and the various factors that affect learning (interest, skills, prior learning) Use knowledge of diverse gender-sensitive strategies that cater to the needs of all students	Apply and use appropriately knowledge of different learning styles and approaches of students	Share practical knowledge and experience re students' learning styles, and using students' skills, interests and previous learning to develop learning tasks.	Use knowledge and experience to provide leadership for instructional design using students learning styles, interests, skills and previous learning.

STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
4.TEACHERS KNOW THE OFFICIAL CURRICULUM	4.1 Knowledge of the curriculum	Demonstrate knowledge of the curriculum requirements for the subject and level of teaching	Demonstrate understanding of the curriculum requirements for the subject in developing /learning plans for different contexts and levels	Advise on appropriateness and relevance of teaching /learning plans for meeting the requirements of the official curriculum	Evaluate curriculum materials for congruence with the requirements of the official curriculum Lead curriculum teams

STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/PRE- INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
5. TEACHERS KNOW AND USE INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)	5.1 Demonstrate knowledge and proficiency in the use of the following: • Basic operational skills • Information technology skills • Software evaluation skills • Effective use of the internet	Demonstrate knowledge of basic operations of the computer and other digital devices. Demonstrate basic media literacy skills Demonstrate awareness of available software for enhancing teaching and student learning	Use the computer and other digital devices to plan and develop and deliver instruction Encourage students to develop media literacy skills Use available software to enhance teaching and student learning	Consistently incorporate the use of digital media including the internet, into the instructional process. Selects appropriate software for facilitating the achievement of student learning goals	Provides leadership in the use of ICT in instruction.

DOMAIN 11: PROFESSIONAL PRACTICE

Standard: Effective teachers plan for and assess student learning; monitor, evaluate and report on student performance; create and maintain safe and challenging learning environments; communicate with students, parents and administrators about student performance.

STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/PRE- INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
6 TEACHERS PLAN FOR, MONITOR AND ASSESS STUDENT LEARNING	6.1 Establish learning / teaching goals	Use curriculum guides to : set performance targets for students	Set performance targets for students Design and develop learning experiences to facilitate attainment of performance targets	Set appropriate performance targets to cater for specific student learning needs Design and develop learning experiences to facilitate attainment of performance targets	Develop curriculum guides Provide leadership in instructional planning and design
	6.2 Develop teaching / learning plans for attainment of performance targets	Structure student learning experiences			
	6.3 Select and organize subject content	Use curriculum guides to select and organize content	Structure subject matter to facilitate concept and skill attainment by students	Develop alternative pathways to concept and skill development in subject	

	6.4 Develop and select technologies, strategies, materials, equipment and resources appropriate for the attainment of performance targets	Use curriculum guides to identify strategies, and resources that are appropriate for the attainment of performance targets	develop and/or select appropriate strategies, and resources and technologies that are appropriate for the attainment of performance targets	Design and develop strategies and resources to facilitate the attainment of performance targets to meet the needs of individual learners	
	6.5 Link formative and summative assessment to learning goals	Use curriculum guides to plan appropriate assessment strategies	Develop appropriate strategies to assess attainment of learning goals/performance targets	Design and develop assessment strategies for evaluating learning goals	Redesign learning goals and assessment strategies
	6.6 Use assessment data to inform practice	Use the results of assessments to diagnose students' needs, to adjust instruction while teaching and to review learning goals	Use assessment data from different sources to make decisions pertaining to the needs of diverse learners	Use assessment data from different sources to inform the review of the curriculum	Use assessment data from different sources to analyze school performance and to inform policy at the various levels

7 TEACHERS ASSURE AND MAINTAIN A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT	7.1 Create environments that are safe physically and psychologically.	Enforce basic safety rules and treat students with respect	Enforce basic safety rules and treat students with respect	Enforce basic safety rules and treat students with respect	Develop and monitor safety rules
	7.2 Establish a positive learning classroom climate	Design and manage learning environments that enable students to feel comfortable in expressing their opinions and in taking risks in learning	Design and manage learning environments that enable students to feel comfortable in expressing their opinions and in taking risks in learning	Share practical knowledge of learning environments that promote students' self-confidence, self-efficacy and awareness, as well as an eagerness to learn and explore.	Use knowledge and experience to guide development of positive learning classroom climates at the departmental and school levels
8 TEACHERS MANAGE ENABLING LEARNING ENVIRONMENTS	8.1 Manage classroom activities effectively	Work with students to establish and execute rules and procedures for the classroom Use classroom space and teaching time effectively to engage students and maintain their interest	Maintain an appropriate balance between dominance and cooperation in the classroom Display a sense of situational awareness	Share effective classroom management strategies with peers Promote student self-discipline and leadership	Assume leadership role in professional development activities pertaining to classroom management within the school

	8.2 Promote student responsibility for learning through respectful management of behaviour	Acknowledge and reinforce positive behaviour while delineating consequences for negative behaviour	Employ group work strategies with clear lines of responsibility for students	Develop activities that promote positive interactions among students and activities that engage students in conflict resolution	Work with students and peers to establish policy for student behaviour at the school level
9 TEACHERS RECORD AND REPORT ON STUDENT PERFORMANCE	9.1 Record student performance	Use common assessment strategies to collect and record data on student performance	Design and use novel assessment strategies to collect and record data on student performance	Critically analyze new assessment strategies emerging in the literature and selectively use them to collect and record data on student performance	Participate in school and national efforts to monitor and record student performance effectively
	9.2 Report on student progress	Provide timely feedback to students, school personnel and parents about students' performance	Provide timely feedback to students, school personnel and parents about students' performance	Assist with the preparation of statistical reports on student performance	Design reporting protocols Prepare and present statistical reports on student performance

10 TEACHERS COMMUNICATE EFFECTIVELY WITH STUDENTS	10.1 Use language appropriately and effectively in classroom communication	Use language that is within the reach of the students Listen attentively to student's contributions Encourage the use of effective communication skills Assist students with accessing, evaluating and using information effectively	Use effective communication strategies to stimulate higher order thinking Communicate in ways that display a sensitivity to the presence of diverse learners in the classroom Encourage discussion and dialogue in teaching and learning	Model effective communication strategies and questioning techniques	Assist with the development and maintenance of a school language policy Lead professional development activities to address communication challenges at school and classroom levels Play a responsible role in the communication channels of the school
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DOMAIN 111: PROFESSIONAL ATTITUDES

Standard: Effective teachers continually seek to improve their professional knowledge and practice; are active members of their professional community and of the wider community.STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/PRE-INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
11 TEACHERS CONTINUALLY SEEK TO IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE	11.1 Reflect on teaching and its effect on student learning	Demonstrate ability to engage in critical reflection on teaching and its effect on student learning	Demonstrate ability to analyze teaching Engage in critical reflection to improve teaching	Evaluate teaching and continuously use critical reflection to improve teaching	Help others to evaluate their teaching and to use critical reflection to improve their teaching

Standard: Effective teachers continually seek to improve their professional knowledge and practice; are active members of their professional community and of the wider community.STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/PRE-INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
	11.2 Engage in professional development activities collaborate with colleagues	Establish professional goals Consult resources to inform practice Participate in professional development activities	Seek out professional development activities in pursuit of professional goals Keep abreast of developments in teaching and learning Engage in action research with colleagues	Engage in action research and share experiences with colleagues	Lead professional development activities Conduct/lead school-based research to inform teaching /learning and teacher development

Standard: Effective teachers continually seek to improve their professional knowledge and practice; are active members of their professional community and of the wider community.STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/PRE-INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
12 TEACHERS ARE ACTIVE MEMBERS OF THEIR PROFESSIONAL COMMUNITY AND OF THE WIDER COMMUNITY	12.1 Contribute to the professional learning community	Participate in professional learning activities	Share successful areas of practice with colleagues	Engage in dialogue on issues related to teaching and learning, student achievement and school's vision/mission	Lead/participate in collaborative teams for school /teacher performance improvement
	12.2 Communicate with parents, guardians and other care-givers	Participate in parent-teacher conferences	Initiate meetings with parents, guardians and other care-givers.	Initiate meetings with parents, guardians and other care-givers.	Provide leadership for school outreach activities

Standard: Effective teachers continually seek to improve their professional knowledge and practice; are active members of their professional community and of the wider community.STANDARD	PERFORMANCE AREA	LEVEL 1 ENTRY/PRE-INDUCTION	LEVEL 11 PROFESSIONAL PRACTICE	LEVEL 111 ADVANCED PROFESSIONAL PRACTICE	LEVEL 1V MASTER/EXPERT
	12.3 Build partnerships between the school and the wider community	Participate in existing partnerships	Develop alliances with local groups and organizations to enhance teaching and learning	Develop alliances with local groups and organizations to enhance teaching and learning	Provide guidance and build capacity to effect strategic partnerships between school and community

SECTION 5

Regional Qualifications framework

Introduction

A Qualifications Framework (QF) is a structure for identifying academic, vocational and continuing education qualifications describing each qualification under it.. It integrates the qualifications issued by different academic bodies into a common structure for the purpose of articulation, credit transfer and recognition of prior learning. The QF aims also to provide nationally or regionally consistent recognition of outcomes achieved in post-secondary education and training.

The table below (Table 4) sets out a Qualifications Framework (RQF) with respect to the teaching professional. The QF provides a benchmark for qualifications commonly found in the region's education system and assumes that programmes of study lead to specific qualifications. It allows for the alignment of the various qualifications being used in the region. Although the CCCTTE Framework uses the same number of levels as the CARICOM Framework⁶, they are configured differently. Therefore, in order that the equivalence of the CCCTTE QF to the wider education system is understood, the level designated to each qualification by the CARICOM QF is provided. This framework enables the comparison of qualifications throughout the region.

“Contrary to what many people assume, a high-quality teacher workforce is not the simple result of some traditional cultural respect for teachers. Rather, it requires deliberate policy choices. High performing countries build their human resource systems by putting their energy up front, they concentrate on attracting, preparing, and supporting good teachers and nurturing teacher leadership talent, rather than on reducing teacher attrition and firing weak teachers.”

Vivien Stewart, 2009; cited in Raising Teacher Quality Around the World. Educational Leadership Vol. 68 No. 4 December 2010/January 2011 pg. 16. ASCD

⁶ Revision of the CARICOM Regional Qualifications Framework is underway.

TABLE 5: QUALIFICATIONS FRAMEWORK FOR THE TEACHING PROFESSION

PROPOSED CCCTTE ⁷ LEVEL	LEVEL CRITERIA	EXAMPLE QUALIFICATIONS	OF	COMMENTS	CARICOM LEVEL
0 Precedes Professional Designations This section describes credentials that may be used to matriculate into different programmes leading to professional Recognition.	Denotes the ability to gain a good knowledge and understanding of a subject area. Learning at this level involves building general knowledge and/or skills.	High school diploma Acceptable grades in CXC CSEC subjects at the general Proficiency or GCE 'O' levels		Such credentials facilitate matriculation into teacher education programmes such as the Associate Degree or Bachelor in Education.	2
	Has some subject competence but no exposure to formal professional training.	CXC CAPE GCE 'A' levels		Provides matriculation into Professional undergraduate programmes. May allow exemption from some subject content courses.	3
	Holders may be deemed to have satisfied most and/or all required knowledge and competences related to subject content but have had no formal professional training.	A.Sc. which does not include professional qualifications Bachelor's degree without professional qualifications		Allows access into programmes which offer professional development courses only. Holders of the A.Sc. may be asked to complete additional courses to enhance subject content knowledge.	

⁷ Caribbean Community Council for Teaching and Teacher Education

LEVEL	LEVEL CRITERIA - POINT IN CAREER PATH	EXAMPLE OF QUALIFICATIONS	APPROX PROGRAMME DURATION	MINIMUM NUMBER OF CREDITS	CANTA LEVEL
1	At this level the teacher has had some exposure to both professional and subject area courses, enabling independent work in some areas but requires supervision in other areas. Within the regional QF, a Certificate of Education may not be eligible for full licensing. Though nationally recognized, it may not be relevant outside of country. Holders of this credential may be eligible for some exemptions from subject content and professional courses in programmes at a higher level.	Certificate in Education	Up to 2 years	60 credits	3
2	Learning at this level enables reasonable levels of knowledge and of professional expertise and competence in teaching roles. He/she should be capable of working un-supervised and be able to formulate solutions and responses to day-to-day problems and situations in the classroom. Typically this level does not give direct access to teacher education post-graduate programmes. These credentials are not necessarily recognized outside of country and/or region.	Diploma in teaching Associate degree in teaching	At least two years post-secondary education Should include: At least 30 credits in subject or programme specialization At least 8 weeks of field experience	60 credits	3

3	Denotes possession of sound subject knowledge and pedagogical competence. Individual is able to use own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional skills and attitude, enables individual work and the capacity to provide supervision and guidance to others.	Bachelor in Education Bachelors degree (B.A; B.Sc.) PLUS Post-graduate professional qualifications	4 - 5 years Tertiary level study <i>Should include:</i> At least 60 credits in Secondary specialist subject(s) or in Early Childhood or Primary programme specializations Usually at least 15 weeks of field experience Action research or some other form of classroom experimentation	90 – 120 credits	4
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CCCTE LEVEL	LEVEL CRITERIA - POINT IN CAREER PATH	EXAMPLE QUALIFICATIONS	OF	APPROX PROGRAMME DURATION	MINIMUM NUMBER OF CREDITS	CANTA LEVEL
4	Denotes experts in the field capable of developing new and creative approaches that extend or redefine existing knowledge or professional practice. Enables highly developed and complex levels of knowledge which allow for the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of high degree of specialist professional knowledge as appropriate for senior professionals who are teacher experts, researchers, curriculum leaders and institutional managers.	Post graduate/ Advanced Professional: Denotes competence in a specialized field of study in education and the undertaking of some research in the area which in some way informs the practice of teaching.				5
		Masters degrees		At least one year post-baccalaureate	36 credits	
		Doctoral degree		3 years post-baccalaureate work	90 credits	

Maintaining standards through professional licensing and registration

The professional license provides assurance to stakeholders, clients, and the general public that those to whom it is granted are fit to practice the profession. According to Wise and Darling-Hammond:

“The basis for professionalism is a guarantee to the public that all entrants to the profession have adequately mastered the basic knowledge and skills needed to perform adequately before they are licensed to practice independently.” (preface vi)

It is envisaged that eventually all professionals, e.g. principals and vice principals, Heads of Departments, guidance counsellors, social workers, special needs teachers, who work in the education sector will be licensed. However initially, the focus is on school teachers and administrators.

The Professional License for Educators

Educators will have two classes of licenses, Provisional and Professional.

The Provisional Teaching License

The Provisional license will be awarded to the following categories of educators:

- Recent graduates of teacher preparation programmes who are at the entry level and have not participated in an induction programme.
- Teachers who perform below standard on performance appraisals
- Teachers who left the teaching service for a period of time and wish to return to teaching.
- Principals without administration or leadership credentials.

Regulatory framework for the provisional license

- The provisional license for the entry level teacher will be non-renewable and valid for five years.
- The provisional license for teachers who perform below standard on performance appraisals for the renewal of the professional license will be valid for two years, during which time they will be re-assessed. Successful appraisal on re-assessment will result in the grant of the professional license.
- Teachers re-entering the system who hold an expired professional license will be subject to a performance appraisal during the first year of return. Successful appraisal will result in the grant of the professional license.
- The provisional license for Principals without administration or leadership credentials will be non-renewable and valid for three years, during which time they will be required to obtain the required qualification for the award of the professional license for Administrators.

The Professional Teaching License

The Professional License will be awarded to the following categories of educators:

- Entry-level teachers who have satisfactory performance appraisals on completion of an induction programme
- Teachers who have re-entered the system and who have satisfactory performance appraisals.
- Teachers who were downgraded and who on re-assessment have satisfactory performance appraisals.
- Principals with appropriate administration or leadership credentials.

The Professional license will be awarded to teachers at level 2, level 3 and level 4 as follows:

LEVEL 2: Professional Teacher/ Professional Educator

Successful completion of supervised internship (induction) certifies eligibility for a full professional license. The professional license will have a five year maximum validity and is renewable on the basis of successful performance appraisals.

LEVEL 3: Advanced Professional Teacher /Advanced Professional Educator

Evidence of continuous professional growth and development and successful performance appraisal certifies eligibility for the advanced professional teaching / advanced professional educator license.

LEVEL 4: Master Teacher/ Master Educator

This license should be awarded to teachers who have demonstrated leadership and ability to function as experts in relevant areas of practice, and who can contribute to policy and decision-making.

Professional License for Administrators

A school administrator license is to be awarded to principals and other school administrators. The provisional administrator license is to be awarded on evidence of appropriate training and certification in educational leadership/administration/management. A professional Administrator License is to be awarded based on satisfactory performance appraisal after a probationary period.

With a mandate to regulate the teaching profession The National Council for Teaching and Teacher Education (NCTTE) or its counterpart, in each member state, will be the responsible body for maintaining standards through the registration and licensing process. The act of licensing an education professional is an acceptance that such a person is competent to work in the field of education in the CARICOM region.

Eligibility for a professional license

Teachers, principals, teacher educators, and supervisors, are eligible for professional licenses.

Certification consistent with the Regional Qualifications Framework for the teaching profession and evidence of satisfactory performance levels are required for licensing. The professional should also be registered with the National Teaching Council. Professional standards in respective areas are the references against which performance will be appraised and licenses provided.

Revocation of the License

The Teaching License can be revoked by the National Teaching Council or its counterpart or agency, if after due process, the educator is found to be in breach of the terms and conditions that attach to the grant of license. These terms and conditions and the regulatory processes that govern them are to be determined by the National Teaching Council.

An educator whose Professional License has been revoked can apply to the National Teaching Council for its re-issuance after the designated period of time as prescribed in the relevant regulations. The NTC will invoke the regulatory process that governs reinstatement.

Steps in the Licensing and Registration Process

The two examples detailed below describe in a pragmatic way the steps involved in registration and obtaining a Teaching license. Example 1 presents what may be the normal scenario for a teacher who is a recent graduate of an approved teacher preparation programme, and is certified to teach at one of the three levels, ECCE, Primary or Secondary. Example 2 presents what may be a typical scenario for a teacher of some experience who is coming in to the system and who needs to be registered and licensed.

EXAMPLE 1

Jenny Jones is a recent graduate with an Associate in Arts degree in Primary education from Crossbend Community College.

1. She ***applies*** to the National Teaching Council or its agency in her country for a ***Provisional Teaching License***.
2. The NTC /agency assesses her credentials and deems her eligible for a provisional licence, and ***registers her as teacher with a provisional license***.
3. Jenny is awarded the ***provisional teacher license***, and applies to the Ministry of Education or the agency for hiring teachers, for a teaching position in a primary school.
4. The MOE/agency assesses her credentials, and deems her eligible for consideration. Apart from the provisional license, there are other requirements to be met, one of which is an interview. Jenny is informed of these requirements.
5. Jenny complies with the requirements, passes the interview, and is offered the job.
6. Jenny assumes duties at the school, and is assigned a mentor teacher who works closely with her and ***supervises her internship***. At the end of the internship period, Jenny's performance is appraised. She performs excellently at entry level standard.
7. Jenny applies to the NTC/agency for a ***Professional Teacher License***.

8. The NTC/agency assesses her credentials, including the reports from her mentor teacher and her performance appraisal, and deems her eligible for the license. ***The NTC registers her as a professional teacher, Primary level.***
9. Jenny is awarded the ***Professional Teacher License, Entry Level Primary.***
10. Jenny continues to participate in professional development activities as part of the requirements for the renewal of her license.
11. After 5 years Jenny is advised to ***apply to the NTC to be assessed for renewal*** and the award of the advanced professional licence.
12. The NTC assess Jenny's credentials, and documents in support of her application, and its assessors/agents ***conduct the performance appraisals, which include observations of teaching.***
13. Jenny performs at standard and the ***NTC awards, and upgrades to the Advanced Professional License, Primary Level.***

EXAMPLE 2

Jimmy Smith has B.Sc. degree and a Dip. Ed. from Welcome University. He has been teaching Biology and Chemistry at a secondary school abroad, for the past seven years. He wants to be registered and licensed as a teacher.

1. John ***applies*** to the NTC for a professional teaching license.
2. The NTC assesses his credentials and deems him ***eligible for registration.***
3. The NTC ***awards a provisional license, pending performance appraisal.***
4. After one year John applies to be officially appraised.
5. The NTC /agent conducts the ***performance appraisals, which include observations of teaching.***
6. John is assessed to be at ***advanced professional level in Biology, and at the entry level in Chemistry.***
7. The NTC awards ***the Advanced Professional Teacher License, Secondary Level Biology,*** and upgrades the register accordingly.

Role of Key Stakeholders

The role of the key stakeholders with respect to monitoring and maintaining standards for quality assurance is summarized in Table 5 below.

TABLE 5: KEY STAKEHOLDER ROLES

STAKEHOLDER	ROLE
Ministry of Education, School Supervisors/Education Officers	Chart policy , support NTC, teachers and schools, partner with teacher education institutions
National Teaching Council	Maintain standards, professional registration, award and renew licenses, direct policy, quality assurance,
Teacher Education Institution	Initial teacher development, CPD programmes, certification, consultative partner with MOE, NTC
School administration	Facilitate performance appraisal, performance management, provide leadership
Teachers Unions	Safe guard the rights of teachers, ensuring compliance with rules and regulations, advocacy for the process
Teachers and other education professionals and groups	Responsibility for maintaining professional competence, cooperate with NTC and MOE
Regional and international partners	Support, consultation

Monitoring and Evaluation of standards

It is expected that periodic evaluations of the region's teacher education institutions and their programmes will be conducted by the CCCTTE. The NTC or its counterpart has responsibility for monitoring and evaluating teaching performance standards at the local level. This will entail a periodic review of the national teaching standards.

SECTION 6

CONCLUSION

The development of standards of practice is a critical process in the realization of the new vision for the region's teaching profession. In order to assure quality in the education systems of member states, and to facilitate the free movement of educators within the Caribbean Community, it is necessary to standardize practices within the already established harmonized policy framework. Professional Registration and Licensing, a system of performance appraisal, and the systematization of continuing professional development activities are mechanisms that support quality assurance in the teaching profession. As a result the teaching profession in the Caribbean will be more aligned with other professions and enjoy enhanced status. For most member states these are new features that will have to be incorporated into the existing policy framework for teachers and education personnel, and therefore may require amendments to the legal instruments that define and regulate the education sector.

This framework of standards of performance for teaching and teacher education institutions is intended to provide the parameters for a set of common benchmarks for quality with respect to the teacher education sector of the education systems in the region. They provide direction for the initiatives to enhance quality, and make possible consistency in the treatment of practitioners who move within the Caribbean Community. We advise that these standards are not intended to override or replace the job specifications, terms and conditions, or other such administrative features that currently apply. Most importantly, the standards are intended to guide the work of the National Teaching Council, or its counterpart, as it prepares to fulfill its mandate as the advocate, voice, and caretaker of the teaching profession.

The Task Force encouraged healthy, honest feedback as we engaged in consultations with stakeholders on these proposed generic standards. The consultations to discuss these standards of teaching performance and the academic standards for the teacher education institutions involved the key stakeholders. The dialogue that began among the teacher educators in the region was extended to the other stakeholder groups in the education fraternity, namely the teachers, school administrators, teachers' unions, and education officers in the Ministries of Education. It is important that those who will be most affected by the proposals understand and appreciate the inherent value in having a well regulated teaching profession. The measures that will be eventually introduced are meant to facilitate, nurture and support teacher development, and thereby enhance quality assurance and the status of the profession. In no way should they be interpreted as punitive or threatening, or an imposition.

It is necessary that we all work together to realize the new vision for teacher education and the enhancement of the status of the teaching profession in the region. All stakeholders are charged to commit to the process and take up the leadership challenge to be activists and advocate for a high-

quality teaching profession.

The way forward to implementation

The following lists some key activities that should be considered for the implementation phase in the introduction of standards-driven policies to enhance quality assurance in teaching and teacher education.

- An aggressive public-education programme that targets the development of performance assessment, teacher appraisal, and general teacher education literacy, as well as an understanding of the new vision for the teaching profession and the necessity for quality assurance mechanisms. This will help the key stakeholders to understand and appreciate the benefits to be derived from a standards-driven system. The general public would have exposure to the technical language and thus will be able to participate meaningfully in the discussions at the sessions organized to disseminate related information.
- Widespread discussion and dissemination of the policies and proposed practices and their benefits to the system, to the profession, and by implication, to the country. This will ensure buy-in from key stakeholder groups and the general public.
- Continuation at the national level with the development of national standards and the appraisal instruments. This will be the responsibility of the National Teaching Council or its counterpart.
- Development, pilot-testing and standardization of assessment instruments for external appraisals.
- Training of internal and external assessors. Internal assessors are teachers who will function in the school as part of the performance management process. External assessors will function as agents of the NTC in the appraisal process for re-licensing and promotion.

In addition to the above activities, the factors listed below are critical requirements for successful implementation of this quality assurance initiative.

- The relevant policy should be developed and instituted and associated legal framework should also be developed and enacted. This is absolutely necessary for sustainability.
- A comprehensive view of professionalism which should be shared by all constituents and by the key stakeholders in particular, the teachers, administrators, teachers unions and the Ministry of Education.
- A robust teacher appraisal system complemented by a school-based performance management infrastructure.
- Advocacy – there must be developed a core of “evangelists” whose role would be to spread the

good news, and to convert the unbelievers and doubters.

- The system must be put in a state of readiness to accommodate the innovation. This will entail the following:
 - a) Examination and review of the governance structure
 - b) Re-negotiation of relationships and responsibilities
 - c) Revision of the legal framework and the accompanying regulations
 - d) A clear delimitation of the professional duties of teachers and the related job descriptions.
 - e) Purposeful school development plans that incorporate teacher development and support for professional growth to meet the school's targeted development needs and those of the teachers.
 - f) Review of schools' regulations and general operating policies to accommodate the standards-driven policies.

"Teaching can be respected as a genuine profession when there is evidence that teachers are experts in their subject matter and do a good job of inducting students into that expertise. This requires a strong pre-service program and rigorous licensure standards, accompanied by effective teacher induction programs. It also requires that quality be maintained through peer review and intervention programs and ongoing professional development. When high standards are important at every point in a teacher's career, when those high standards are not suspended in the face of teacher shortages, and when being an accomplished teacher is recognized and adequately rewarded, then we will have teacher quality assurance and vastly greater confidence of providing a quality education for all students. "

Albert Shanker; Quality Assurance: What Must Be Done to Strengthen the Teaching Profession. Phi Delta Kappan. Volume: 78. Issue: 3 1996. Pg. No. 220+.

APPENDIX

Definition of Terms

Certification – the award of a teaching qualification that certifies successful graduation from a teacher education programme. Successful graduation from an accredited pre-service programme of teacher preparation certifies the individual for entry-level teaching.

Continuing professional development – Any professional learning activity beyond initial teacher preparation. It includes the range of learning programmes from formal courses leading to additional qualifications to workshops and short courses and informal collaborative activities geared to special purposes. Also is referred to as in-service professional development.

Entry-level teacher – a teacher on first teaching appointment.

Induction – a structured programme of supervised mentoring and orientation for new teachers.

Initial teacher education – the first or basic level of professional development.

In-service – refers to the period of active teaching.

Internship – a period of on-the-job professional learning for entry-level teachers.

Licensing – the process that confers the right to teach at a particular level in a particular country/state/jurisdiction.

Mentor teacher – Usually an experienced or veteran teacher who works with and supervises novice teachers

National Teaching council – a body governed by statute to regulate the teaching profession.. It devises, informs, monitors and continually updates the standards of academic and teaching competence.⁸ The Teaching Council has authority to license and discipline.

Performance assessment - the assessment of teaching competence and related tasks of the teacher

Performance management – a systematic process for monitoring, evaluating and enhancing teaching competence.

Pre-service – refers to the period of preparation for teaching before recruitment as a teacher.

Professional development - growth in competence and maturation in professional practice.

Professional register of teachers – the official list or record of teaching professionals.

Professional registration – the inclusion of professionals on the professional register.

⁸ Commonwealth Secretariat 2006 The recognition of teacher qualifications across commonwealth member states, p.5

Professional status – credential conferred by a professional body that attests that an individual has the right to practice that profession

Professional teaching license – a renewable permit that grants the right to teach within its period of validity.

Provisional teaching license – a non-renewable temporary permit that grants the right to teach at a particular level for a specified period.

Recruitment- the process of hiring for professional service;

Selection – The process of identifying suitable candidates from the recruitment pool.

Teacher appraisal - The comprehensive process of evaluating teachers' competence for purposes of retention and promotion.

Teacher Development – development that results from experience and consistent reflection and analysis of teaching, which causes teachers to grow intellectually as they mature professionally

Teacher educator – A specialist teacher of teachers.

Teaching qualifications – A certificate of teaching competence specifying the awarding body, qualification type and title, which makes the individual eligible for consideration for entry, or advancement or promotion within the teaching profession