Asia-Pacific Regional Review of the status and rights of teachers
Objectives of the study

- Review the current status and working conditions of teachers
- Examine the rights and privileges of teachers;
- Devise policies and strategies to attract qualified teachers and motivate them to remain in the teaching profession
8 Case Studies

- Uzbekistan
- Mongolia
- Republic of Korea
- Samoa
- Pakistan
- Sri Lanka
- Cambodia
- Indonesia
Diversity

- Diverse region
  - Geographies
  - Histories – effects of colonialism, wars, civil wars…
  - Political systems
  - Economies

- Diverse education systems
  - Huge variation between the systems
  - Each education system is unique and has specific challenges and issues
Common factors

Each of the studies highlighted the following:

- The need for a “quality” education system
- The centrality of teachers to achieve a “quality” education system and to improving student learning
- The importance of recruiting high calibre candidates into the profession
- Recognition that teachers need to have good knowledge, a range of pedagogical skills, and attitudes & behaviours
Emerging issues concerning teachers

- How do you attract not only academically high calibre candidates but ones with the necessary dispositions and attitudes?
- How to make pre-service training more effective and relevant? – many systems are in transition
- How to ensure that professional development is relevant to the needs of teachers at various stages throughout their careers?
- How to ensure a more realistic workload for teachers that takes into consideration administrative and other duties?
Emerging broader issues

- How do you effectively implement policy? – lots of legislation, policies that are good on paper, but it seems there is a policy-practice gap
- How do you effectively assess teachers? Who assesses? What is assessed?
- Teachers’ pay – what is considered an attractive salary?
- What are the most effective ways of matching teachers to the needs of schools? Issue of deployment, especially in rural areas
- Shadow education
Tentative policy recommendations

- More rigorous selection of recruits into teaching – not just selecting academically good students but also those with the ‘right’ motivation – a heart for education…
- Pre-service training – greater relevance in preparing teaching candidates for the type of schools they will teach in, and in learner-centred methodologies
- Professional development for teacher trainers
- Increased support for professional development on an ongoing basis for teachers. School-based. Follow-up. PD needs to be related to needs of teachers at each stage of their career
- Clear career pathways – linked to salary increases or other incentives?
- Strengthening assessment procedures – different for newly qualified teachers, those with few years and ‘expert’ teachers. Change in assessment culture – working with teachers so they see it positively
- Improving remuneration of teachers
- Strengthening training of school leaders – especially in their role in assessing their staff
- Giving teachers an effective voice – different for each country,
- More realistic teacher workloads that takes into consideration administrative and other duties.
Future research?

- Examining working hours of teachers
- Impact of teachers’ workloads
- Issues in teaching in urban and rural schools – how do you attract teachers to commit to work in rural areas?