Thematic Session on Teachers for the Future We Want
Main priority actions

• To enhance the social status of teachers, professionals as those in other professions (attracting, retention);
• To improve professional development system;
• To strengthen teacher support system;
• To target the disadvantaged schools and groups (equity).
Social status, professionals

• competitive salary structure/scale;
• job security and working conditions, eg. housing, insurance;
• qualification standard;
• teachers’ professional tracks, promoted to be high level civil servants;
Improve professional development system

• clear articulation of teacher professional development in the policies, including qualification to be a teacher, different types of training (pre-service and in-service), TP standards;
• needs-based curriculum for continuous teacher education and training;
• professional ladder, a clear career path;
• teacher performance appraisal and assessment, linked to incentives;
• induction programme for new teachers;
Strengthen teacher support system

• investing in teacher educators (mentors, facilitators for the teachers);
• consider teachers’ workload, including multiple responsibilities;
• peer support through school, cluster schools, and also from the subject specialists;
• supporting aging teachers to adopt innovative teaching methods;
Targeting the disadvantaged schools and groups

• recruit teachers from ethnic minority groups and provide them necessary support, responsive to ethnic and language diversity;
• deploy excellent teachers to the difficult schools (most needed);
• prepare and train teachers in special education to match the learning needs of students with special needs;
Indicators proposed

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<th>Overarching goal</th>
<th>Ensure equitable and inclusive quality education and lifelong learning for all by 2030.</th>
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<td>Target 6</td>
<td>By 2013, all governments ensure all learners are taught by qualified, professionally-trained, motivated and well-supported teachers. (The definition and # of years (or hours) of what we say “trained teachers” should be internationally agreed (just like ISCED).)</td>
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**Indicators:**

6.1 Every country has established an independent professional body* to oversee and develop professional standards and accreditation of teachers by 2030 at all levels (ECCE to post-secondary education, including TVET and HE) and in all sectors (formal and non-formal).

6.2 National competency standards for teachers at all levels (ECCE to post-secondary education, including TVET and HE) and in all sectors (formal and non-formal) have been clearly formulated, implemented** and monitored to guide teacher development from pre to in-service teachers.

6.3 National competency standards for school leaders have been clearly formulated, implemented** and monitored.
6.4 The provision of technology and tools for teacher education and teaching practices is ensured in order to enhance innovative pedagogy to support the future of learning in 2030;

6.5 Every country has established and implemented the comprehensive performance appraisal system;

6.6 Education budget has been earmarked for pre and in-service teacher development;

6.7 There will be gradual decrease in the teacher attrition rate each year reflecting retention of the experienced teachers;

6.8 Salary scales of teachers have been competitive to other professions of the country.

Note:
*Independent professional body: it should include teachers and teachers voice should be heard in the development of standards and accreditation of teachers.
**Implemented: includes incorporating into teacher curriculum, providing continuous training and rewarding the acquired competencies.
Thank you!