

TEDS-M Policy Report

**NATIONAL POLICIES AND
REGULATORY ARRANGEMENTS FOR
THE PREPARATION OF FUTURE
TEACHERS IN 17 COUNTRIES**

TEDS–M Policy Report

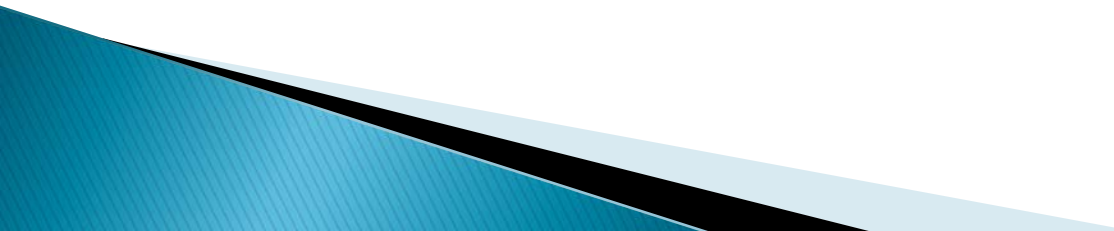
- ▶ Part 1

Development, Context and
Conditions of Teacher Education

- ▶ Part 2

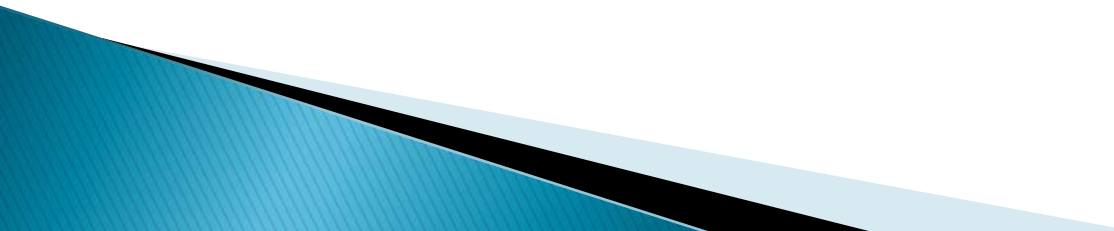
Quality Assurance Arrangements

Focus for Part 1

- ▶ Comparing Organization and Context
 - ▶ Historical Perspectives on the Organizational Dynamics of Teacher Education
 - ▶ Positions and Careers for which Teachers are Being Prepared
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Focus for Part 2

Quality Assurance Arrangements related to:

- ▶ The recruitment and selection of student entering teacher education programs
 - ▶ The assessment and accreditation of teacher education programs
 - ▶ The certification of graduates as ready to enter the teaching profession.
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Issues

- ▶ Do associations exist between
 - the strength of quality assurance arrangements and
 - the quality of graduates from teacher education programs?
- ▶ Do countries with
 - stronger quality assurance arrangements produce
 - graduate teachers who do better on tests of mathematical knowledge and mathematical pedagogy knowledge?

Recruitment/Governance

Recruitment/Governance: control of the total number of university places available for teacher education students	
Strong controls	Botswana, Chinese Taipei, Malaysia, Oman, Russia, Singapore
Mixed Controls	Canada, Germany, Poland, Thailand
Weak controls	Chile, Georgia, Norway, Philippines, Spain, Switzerland, USA

Attractiveness and status of teaching as a career

Attractiveness and status of primary and secondary teaching as a career

High	Canada, Chinese Taipei, Singapore,
Mixed	Botswana, Germany, Malaysia, Oman, Poland, Russia, Spain, Switzerland USA (secondary)
Low	Chile, Georgia, Norway, Philippines, Thailand, USA (primary)

Selection requirements (Primary)

Selection requirements (Primary)	
Graduation from secondary school – no specific mathematics requirement	Canada, Chile, Georgia, Malaysia, Philippines, Spain, Switzerland, USA
Graduation from secondary school with specific mathematics requirement	Botswana, Norway, Poland, Russia, Singapore
Graduation from secondary school and requirement for tertiary level studies	Chinese Taipei, Germany

Accreditation systems for teacher education

Regulation of Teacher Education	Country
<p>Group 1: Unregulated teacher education systems or voluntary accreditation only</p>	<p>Chile, Philippines Georgia, Oman</p>
<p>Group 2: Countries with agencies responsible for the accreditation of higher education institutions – but limited requirements for the evaluation of specific teacher education programs</p>	<p>Germany, Spain Switzerland</p>
<p>Group 3: Countries with agencies responsible for the accreditation of teacher education institutions, but based mainly on internal evaluations conducted by institutions - no independent, external evaluation</p>	<p>Malaysia, Norway Poland</p>
<p>Group 4: External evaluation and accreditation of teacher education providers by an government, statutory or professional agency. Power to disaccredit programs</p>	<p>Botswana, Canada Chinese Taipei Russia, Thailand USA</p>
<p>Special case</p>	<p>Singapore</p>

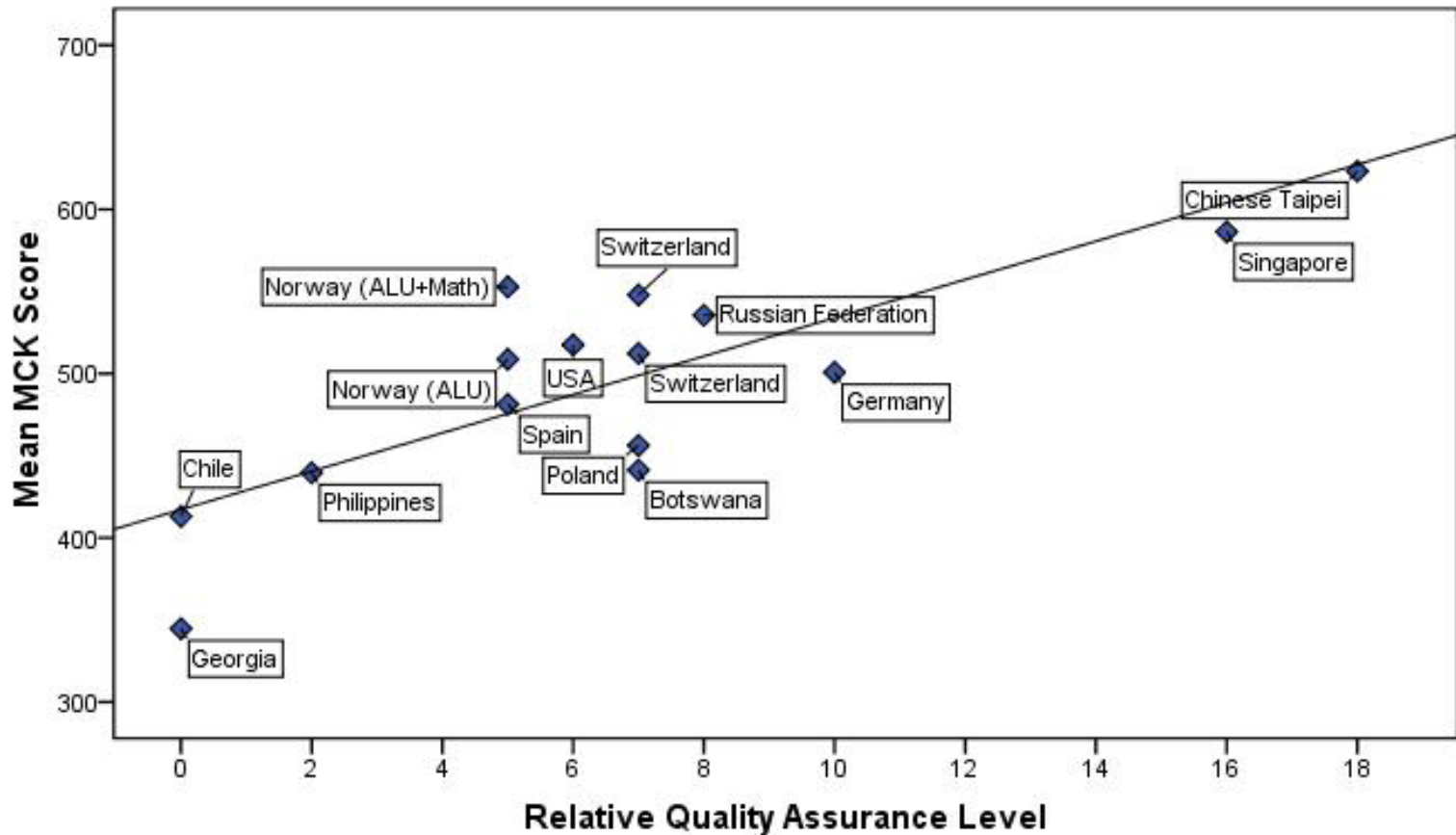
Entry to the teaching profession

Entry to the teaching profession/certification	Country
Group 1 Countries where graduation leads automatically to official entry to the teaching profession	Botswana, Chile Canada, Georgia Malaysia, Norway Poland, Russia Singapore, Switzerland Thailand
Group 2 Countries where entry to the profession depends on passing further tests set by external agencies (e.g. licensure tests of professional knowledge)	Oman Philippines Spain
Group 3 Countries where entry to the profession or gaining employments depends on passing further tests of professional knowledge and assessments of performance.	Chinese Taipei Germany USA

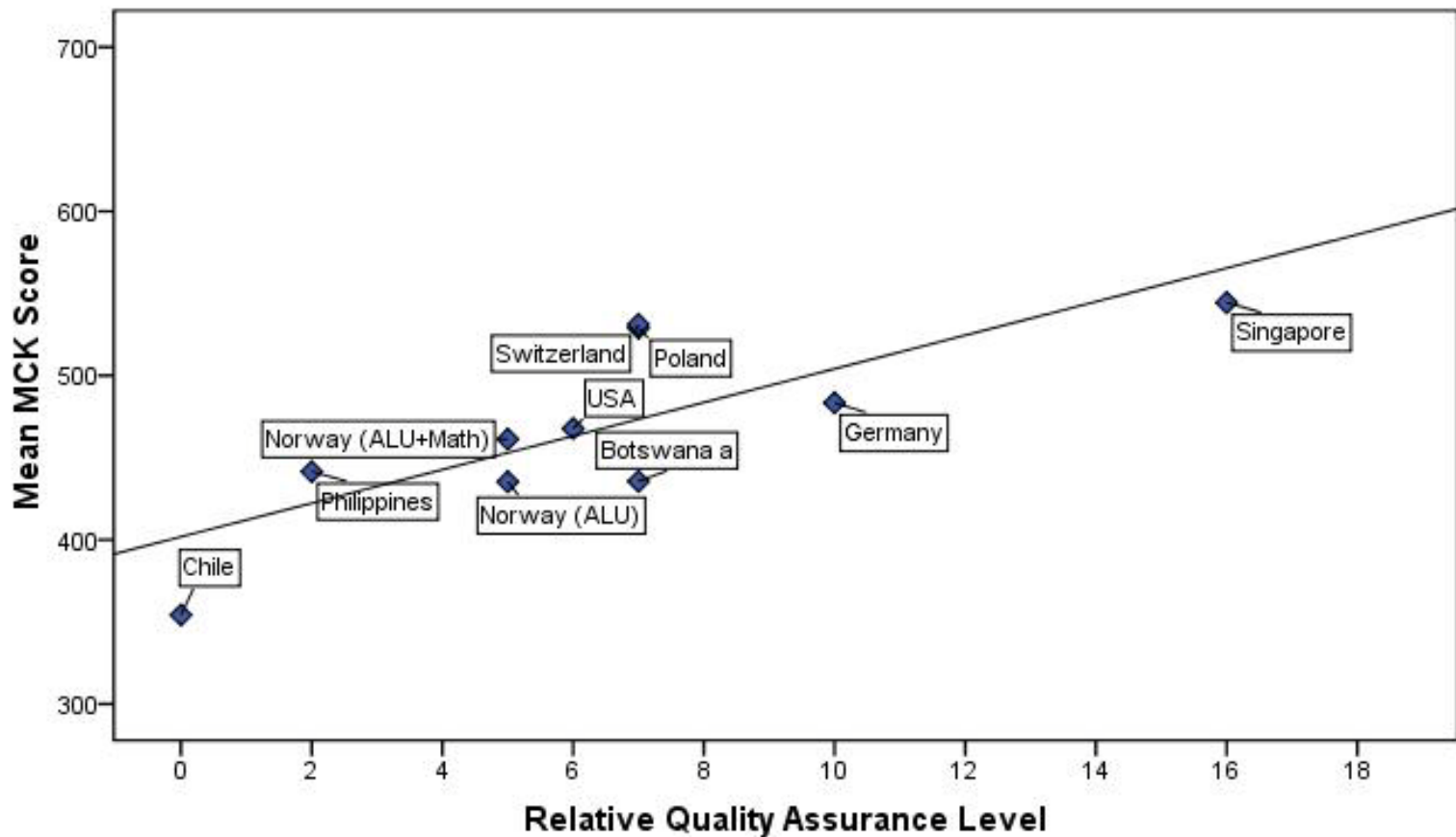
Summary of Quality Assurance Mechanisms in TEDS–M Countries

	Recruitment and Selection			Accreditation of teacher education programs	Entry to the teaching profession	Relative strength of QA system
	Control over supply of teacher education students	Promotion of teaching as an attractive career	Selection standards for entry to teacher education			
Botswana						Moderate
Canada						Moderate
Chile						Low
Chin. Taipei						High
Georgia						Low
Germany						Moderate /High
Malaysia						Moderate
Norway						Moderate/Low
Oman (sec)						Low
Philippines						Low
Poland						Moderate
Russian Fed.						Moderate/high
Singapore						High
Spain						Moderate/Low
Switzerland						Moderate
Thailand (sec)						Low
USA						Moderate

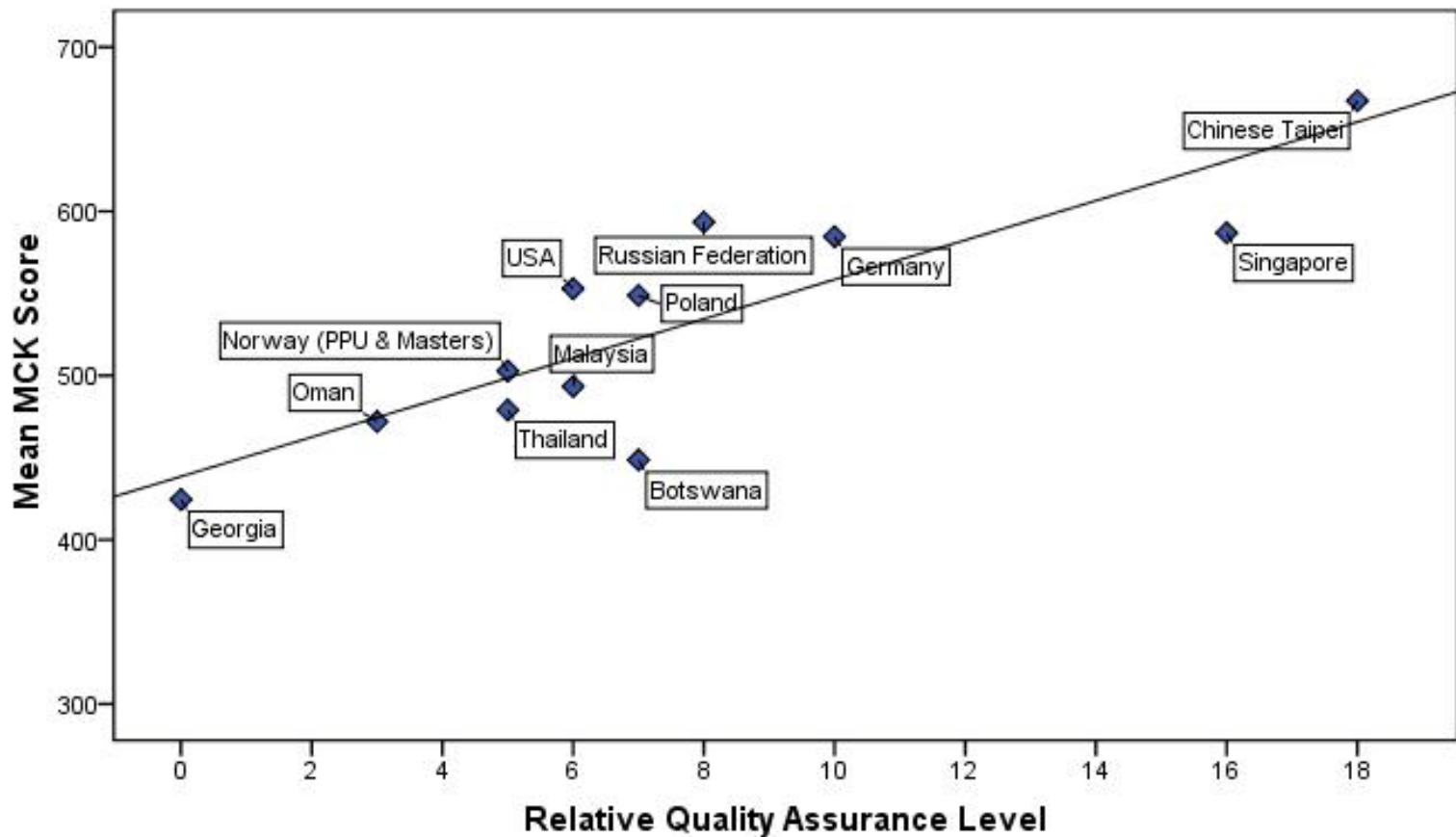
Mean MCK by QA Index: Primary generalist teachers



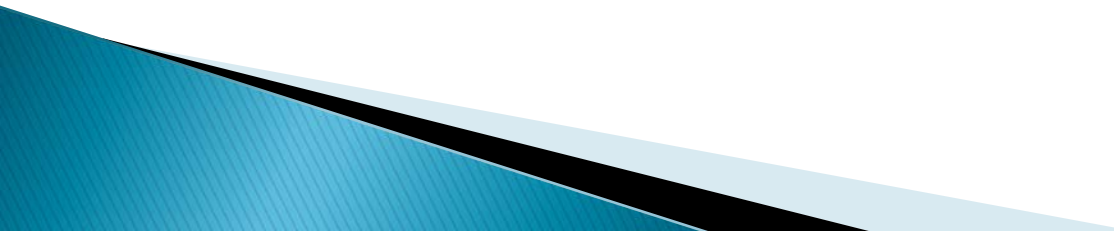
Mean MCK by QA Index: Secondary teachers to Grade 10



Mean MCK by QA Index: Secondary teachers to Grade 12



Conclusions

- ▶ There is variation among countries in:
 - policies related to entry to teacher education programs,
 - the accreditation of teacher education programs and
 - the quality of graduates who gain full entry to the teaching profession
 - ▶ There is an association between:
 - Ratings of quality assurance arrangements, and
 - Mean scores on TEDS–M tests of mathematical content knowledge
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Thank you

Questions
Comments

