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
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.
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**: control of the total number of university places available for teacher education students

<table>
<thead>
<tr>
<th>Strong controls</th>
<th>Botswana, Chinese Taipei, Malaysia, Oman, Russia, Singapore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed Controls</td>
<td>Canada, Germany, Poland, Thailand</td>
</tr>
<tr>
<td>Weak controls</td>
<td>Chile, Georgia, Norway, Philippines, Spain, Switzerland, USA</td>
</tr>
</tbody>
</table>
### Attractiveness and status of primary and secondary teaching as a career

<table>
<thead>
<tr>
<th>Attractiveness and status of primary and secondary teaching as a career</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
</tr>
<tr>
<td><strong>Mixed</strong></td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
</tbody>
</table>
## Selection requirements (Primary)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation from secondary school – no specific mathematics requirement</td>
<td>Canada, Chile, Georgia, Malaysia, Philippines, Spain, Switzerland, USA</td>
</tr>
<tr>
<td>Graduation from secondary school with specific mathematics requirement</td>
<td>Botswana, Norway, Poland, Russia, Singapore</td>
</tr>
<tr>
<td>Graduation from secondary school and requirement for tertiary level studies</td>
<td>Chinese Taipei, Germany</td>
</tr>
</tbody>
</table>
# Accreditation systems for teacher education

<table>
<thead>
<tr>
<th>Regulation of Teacher Education</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: Unregulated teacher education systems or voluntary accreditation only</td>
<td>Chile, Philippines, Georgia, Oman</td>
</tr>
<tr>
<td>Group 2: Countries with agencies responsible for the accreditation of higher education institutions – but limited requirements for the evaluation of specific teacher education programs</td>
<td>Germany, Spain, Switzerland</td>
</tr>
<tr>
<td>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</td>
<td>Malaysia, Norway, Poland</td>
</tr>
<tr>
<td>Group 4: External evaluation and accreditation of teacher education providers by an government, statutory or professional agency. Power to disaccredit programs</td>
<td>Botswana, Canada, Chinese Taipei, Russia, Thailand, USA</td>
</tr>
</tbody>
</table>

Special case: Singapore
## Entry to the teaching profession

<table>
<thead>
<tr>
<th>Entry to the teaching profession/certification</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1 Countries where graduation leads automatically to official entry to the teaching profession</strong></td>
<td>Botswana, Chile, Canada, Georgia, Malaysia, Norway, Poland, Russia, Singapore, Switzerland, Thailand</td>
</tr>
<tr>
<td><strong>Group 2 Countries where entry to the profession depends on passing further tests set by external agencies (e.g. licensure tests of professional knowledge)</strong></td>
<td>Oman, Philippines, Spain</td>
</tr>
<tr>
<td><strong>Group 3 Countries where entry to the profession or gaining employments depends on passing further tests of professional knowledge and assessments of performance.</strong></td>
<td>Chinese Taipei, Germany, USA</td>
</tr>
</tbody>
</table>
## Summary of Quality Assurance Mechanisms in TEDS–M Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Recruitment and Selection</th>
<th>Accreditation of teacher education programs</th>
<th>Entry to the teaching profession</th>
<th>Relative strength of QA system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Canada</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Chile</td>
<td>Low</td>
<td>Moderate</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Chin. Taipei</td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Georgia</td>
<td>Low</td>
<td>Moderate</td>
<td>Moderate/Low</td>
<td>Moderate/Low</td>
</tr>
<tr>
<td>Germany</td>
<td>Moderate/Low</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate/Low</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Norway</td>
<td>Moderate/Low</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate/Low</td>
</tr>
<tr>
<td>Oman (sec)</td>
<td>Low</td>
<td>Moderate</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Philippines</td>
<td>Low</td>
<td>Moderate</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Poland</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Russian Fed.</td>
<td>Moderate/high</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate/high</td>
</tr>
<tr>
<td>Singapore</td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate/Low</td>
</tr>
<tr>
<td>Spain</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Thailand (sec)</td>
<td>Low</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>USA</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
Mean MCK by QA Index: Primary generalist teachers

[Graph showing a scatter plot with countries labeled and a linear trend line.]
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
Thank you

Questions
Comments