



# NEWSLETTER ANTRIEP

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## Interplay between Teacher Policy and Practices

In recent years, it has been acknowledged that the teacher is the ultimate key to educational change and school effectiveness. The community of teachers has been identified as a priority area to achieve Education for All (EFA) and the Millennium Development Goals (MDGs). The International Task Force on “Teachers for Education for All” highlights that there is no Education for All without Teachers for All. There is need for 9.3 million teachers with an annual recruitment of 1.3 million teachers per year to achieve Education for All by 2015. The shortage of teachers is also far more visible in the South Asian region and Sub Saharan Africa. This trend raises major questions about teacher policy, which has captured global attention. Teacher policy plays a significant role in evolving a learning and professional community for a nation. The teacher policy, programmes, and practices demand major scrutiny to

understand not only the current practices, but also to redraw the mechanism to evolve policy to bring talented and professional teachers to the system to achieve quality education for all. Therefore, the Teacher Policies in the Asian region needs closer analysis in the context of the EFA and beyond. Acknowledging the gap in Teacher Policy and Practices, the ANTRIEP member institutions showed the enthusiasm to deliberate on this critical issue. Articles included in this issue are from AKU-IED (Pakistan), SIHRD (China) and KEDI (Korea).

The paper from Pakistan discusses teacher policy in terms of attracting bright graduates to join the teaching profession, recruitment, retention, incentives, teacher development, and salary packages, followed by key implications. While examining the educational reforms initiative of recent years within the broad perspectives of Teacher Policy in Pakistan, the paper critically emphasises that the educational reforms agenda faces major challenges of inadequate access facilities, high population growth, and lack of competent teachers. The paper further highlights that the present standard-based curriculum, focusing on student learning outcomes, requires more professionally competent teachers and female teachers in rural and disadvantaged areas. The paper has analysed teachers’ policy as a sequel to the 18th Constitutional Amendment wherein the major challenges for provincial governments are the inadequate number of teachers and quality of the teaching force. Acknowledging the absence of teacher licensing, teacher policy has been evolved in the provinces to recruit more number of contract teachers through tests conducted by independent bodies. Although the present teacher

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policy does not cover all aspects of improving status of the teaching force in the country, it has helped in streamlining teachers' recruitment on merit, deployment, development and retention. Finally, the paper has suggested that a national level study is needed to evaluate the exiting teacher policy and assess its impact with respect to recruitment, deployment, retention and social status.

The article from China emphasises that quality of teachers is one of the major issues to China's basic education. While examining the educational background and professional development of primary school teachers, the paper brings the teacher qualifications to the centre stage in relation to the efficacy of teachers. Teaching efficacy and teaching skills are relatively low in rural teachers than in urban teachers in spite of rise in professional qualifications of rural teachers. Therefore, the article endorsed enlarging the frequencies in teacher exchange between rural and urban areas. The article has illustrated the merit of in-service training and professional development activities of primary school teachers. Although most of primary school teachers are positive towards in-service training, teachers encountered many problems in their classroom practices. As a result, job satisfaction level is relatively high in primary school teachers, but the teachers are still not optimistic about the stability of their career as teachers. The paper, however, suggests that the government and schools need to pay more attention to bring professional orientation to the training of teachers.

The article from Korea examines the Teacher Policy on teacher appraisal for professional development, Open Recruiting Principal Employment System, Master Teacher System, and Reduction of Teachers' Administrative Work, and proposes ways for each policy to be carried out more effectively. Though the introduction of Teacher Appraisal for Professional Development to develop teachers' professional excellence received positive feedback over a decade, it has failed to legislate in spite of its nation-wide performance. The paper also highlights on the disagreements of the stakeholders on the selection procedures, qualification, principal certification, etc. of the Open Recruiting Principal Employment and Master Teachers' System. Emphasizing the reduction of teachers' administrative work, the paper clearly highlights the dilemma that still persists in spite of the deployment of considerable assistance and unclear role and responsibilities. Highlighting the preceding policy gaps, the paper has suggested ways for improving teacher appraisal for capacity development, transparent policy for recruitment of principals, defined role and responsibilities for master teachers, and establishing an Administrative Assistance Team.

We are extremely thankful to all the contributors of the present issue of the Newsletter. We express our heartfelt gratitude for the same. We would also like to thank all the member institutions and other academia for their continued support and overwhelming response.

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## Teacher Policy in Pakistan and its Implications

### Background

Education is a key tool to bring about social transformative changes in the country. The Ministry of Education, Pakistan (2009) recommended that 'Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, and their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan' (Ministry of Education, 2009, p.10). A number of educational reforms have been initiated in recent years and they have produced some positive results in accessibility, quality, and gender equality. These have, however, not yet fully contributed towards achieving the targets of Education for All and Millennium Development Goals. These educational reforms have also not contributed towards poverty alleviation and social inclusiveness by ensuring social mobility through education and training (Ministry of Education, 2009, p.6). In fact, poverty is alarmingly increasing every year in the country. As per estimates, more than 50% of the total population is below the poverty line, since the government does not allocate or spend adequate funds on education and human development. International donors have been providing funds to increase capacity of the education system of the developing countries, but this support has been found to be inadequate. Most of the funds are spent on administrative system instead of improving quality of education. The donor support has also made developing countries, including Pakistan, 'dependent' and 'consumers' of the grants. There is an urgent need for changing donor support policy to strengthen institutional capacity for visible impact. In this framework, the less-developed countries should learn from the experiences of better developed countries such as Malaysia, Singapore, South Korea, and Taiwan. Education needs investment to improve its quality. International reports (McKinsey Report 2007 and 2010) suggest that the education system should attract bright graduates to join the teaching profession, induct and retain them in the profession for improving access, quality and gender equality. The report indicated that

'the quality of an education system cannot exceed the quality of its teachers'. A number of countries have prepared viable teacher policies to induct and retain competent teachers for enhancing quality of education (Zafeirakou, 2007). In fact, developed countries have performed better than the developing countries due to increased allocation of funds to education, and better vision of education, i.e., educating children to become lifelong learners and contributors for furthering of knowledge economy and knowledge society. To attract bright students to the teaching profession, a number of initiatives such as Teach For America, Teach For Australia, and Teach First UK were introduced and the developing countries may benefit from these experiences.

### Teachers Management

The teacher cadre in Pakistan is categorized as pre-primary teachers (KG), primary teachers (Class I-V), secondary teachers (Class VI-X), higher secondary teachers (Class XI-XII), college teachers (Class XIII-XIV), and university teachers (class XV-XX). These teachers are recruited, deployed, and retained by their respective management. Primary and secondary teachers are managed by district education management whereas higher secondary and college teachers are managed by provincial governments, and university teachers are managed by their respective deans or directors. Teacher management structure and teacher categories, however, vary from province to province. Pakistan education statistics indicates that there are 225413 schools, 1207907 teachers and 33339736 students in the country (Ministry of Education, 2009).

The District education management is responsible for recruiting and deploying teachers; the recruitment tests are conducted by independent institutions in order to assess candidates' performance and recommend them on merit. Based on candidates' performance in the recruitment tests, the district education management appoints/deploys primary school teachers. The provincial education management is responsible for recruiting and deploying secondary and higher secondary school teachers in consultation with district education management.

## Overview of Teacher Policy

In Pakistan, education was on the concurrent list of the Constitution. After implementation of the 18<sup>th</sup> Constitutional Amendment in the country, education (policy, planning, education standard, and curriculum) has been devolved to the provinces. This new move is perceived as a challenge for the provincial governments due to their inadequate institutional capacity. On the other hand, the quality of teaching force, the number of teachers, and teacher pay have been key concerns of teacher policy (UNESCO, 2009). This requires more investment in teachers to prepare them as 'enlightened reflective practitioners'. Zafeirakou (2007) mentioned that the developing countries require better trained teachers to achieve universal primary education, which do not seem possible in the near future. Pakistan has faced challenges of access and quality due to inadequate access facilities, high population growth, and lack of competent teachers. The present standard-based curriculum focusing on student learning outcomes requires more professionally competent teachers and deployment of teachers in disadvantaged areas. Recruitment and deployment of female teachers in rural areas is another challenge due to the law and order situation in the country.

Zafeirakou (2007) describes a number of issues of teacher policy, which include management of quality, equity, and demand and supply of teachers. The OECD Report (2005) identified key issues of teacher policy. These include attractiveness of teaching as a career choice, developing teachers' knowledge and skills, recruiting, selecting, and employing teachers, and retaining effective teachers in schools. This paper discusses teacher policy in terms of attracting bright graduates to join the teaching profession, recruitment, retention, incentives, teacher development, and salary package followed by key implications.

### Attracting Bright Graduates to Teaching Profession

In Pakistan, the teaching profession is not yet fully recognized as a profession like other professions, viz., law, engineering, medicine, and Information Technology. Successive governments have revised the salary structure and incentives for teachers but teaching is still perceived as a low-salaried profession that lacks social status. Thus, teaching has become the last choice for bright graduates. It has been observed that bright students normally prefer joining other professions and

consider teaching as a last resort. Hence, the teaching profession has failed to attract bright graduates. There is no policy for attracting high performers for profession. However, the private sector recruits relatively good graduates and develop them through in-house teacher education programmes. This practice still exists in many developing and developed countries. Public sectors still prefers hiring teachers with both academic and professional qualifications. Due to a shortage of qualified teachers in the disadvantaged areas, the government gives some relaxation in the academic and professional qualifications which seems to be a 'quick-fix' approach to deal with the situation.

In order to enhance the status of the teaching profession, the Government of Pakistan is piloting a two-year Associate Degree (Education) to replace exiting teacher education programme for primary school teachers (Primary Teaching Certificate) and elementary teachers (Certificate in Teaching), and a four-year B. Ed (Hons) for secondary teachers, which will replace a one-year B. Ed programme. This may also attract bright students to join the teaching profession; but this effort does not seem easy to handle.

Pakistan may introduce a programme in line with the Teach for America, Teach for Australia, and Teach First UK, and adapt these to its contextual needs. Such innovative teacher education programmes will encourage bright new graduates to join teaching through. There is also a need to review teachers' pay structure and incentives to raise the profile of the teaching profession.

### Recruiting Teachers

Teachers have become quite an expensive human resource. Recruitment of teachers has been an issue in the public sector due to lack of transparency in the recruitment process and increasing budgets. Pakistan has not yet introduced the policy of teacher licensing. Therefore, the quality of teachers has always been an issue. In the past, teachers were recruited on a political basis and many of them became 'ghost teachers'. A large number of schools has become 'ghost schools' due to teachers' absence and truancy, which hinder access and quality of education. Teachers are prepared through a 'supply-driven' model of pre-service teacher education, which has generated surplus teachers. This situation was further aggravated when the government

banned the recruitment of teachers a couple of years ago to reduce recurring budgetary expenditure. It might have achieved some financial gains, but access and quality badly suffered due to shortage of teachers. Effective schooling cannot work on an ad hoc basis; it requires more strategic thinking and planning.

There are two kinds of teacher recruitment: regular and contract basis. The donors and loan-giving agencies also realised that without a teacher policy and its effective implementation, the teaching profession and the quality of education will continue to suffer. Hence, the provincial governments have framed their teacher recruitment policy for hiring teachers on a contract basis (Government of Sindh, 2010). This seems to be an emerging trend in Pakistan. This has helped improve individual accountability among contract teachers; on the other hand, however, these contract teachers face an issue of inferiority complex, since they are not part of the mainstream teaching force. They are also concerned about their job security. To recruit teachers, applications are invited through advertisements in daily newspapers and tests are conducted by independent bodies. In teacher policy, there is no provision for interview to avoid any tempering with merit. Based on the candidates' performance test and their academic and professional profile, a large number of teachers were recruited on contract basis, and deployed in schools. It has been observed that newly recruited teachers who did not get their deployment near to their homes or home towns, continue to put pressure on teacher management through politicians and other influential persons, until they get a transfer to the desired location. As a result, children continue to suffer.

### **Retaining Teachers**

Although there has been little attrition in the teaching force, there is a need to review teachers' salary and other incentives. Presently, teachers are given a good salary package along with other ad-hoc allowances, annual increment, promotion to the next teaching cadre (e.g., from primary to elementary/secondary and school heads, and direct recruitment for senior positions within teaching management positions). Efforts need to be made to further enhance the status of the teaching profession through establishing professional bodies, associations, forums, clubs, etc.

### **Teachers' Incentives**

In order to provide incentives for teachers, teacher management has awarded a special incentive titled 'time scale' (Government of Sindh, 2010), which indicates that primary school teachers (BS-7) can get BS-15 after the completion of 25 years. Similarly, elementary teachers (BS-9) can get BS-16 after the completion of 25 years. High school teachers (BS-15) can get B-19 after the completion of 21 years. Higher secondary teachers (BS-17) can get BS-18 after completing nine years. The National Commission for Government Reforms (2008) also suggested that 'After teaching, having acquired 5 years' experience, either in schools or college, having aptitude for management, can apply for selection to the management cadres in schools and college streams' (p.226).

### **Professional Support**

The quality of the teaching force is unsatisfactory. Teachers are provided with ample opportunities for improving professional knowledge and skills. The desired impact of such programmes, however, is hardly observed. In order to address this concern, the provincial governments have made an attempt to revamp continuing professional education and improve management structure to institutionalise teachers continuing their professional education for sharpening professional knowledge and skills. In this regard, cluster-based teacher mentoring programmes have been initiated to link teachers' further development to classroom practices.

### **Teachers' Salary**

Teachers' salary, allowances and other incentives are determined as per their teaching cadres. These include: primary school teachers (BS- 9), junior secondary teachers (BS-14), high secondary school teachers (BS - 15/16), higher secondary school teachers (BS-17/18), college teachers (BS- 17-20), and university teachers (BPS 18-21). There has been an increase in teachers' salary; the salary package, however, needs to be further improved to retain good teachers in schools.

### **Implications of Teacher Policy**

- Teacher policy has provided clear paths to teacher managers for recruiting, retaining, incentivising, and developing teachers for achieving target of access, quality, gender



equality, poverty alleviation, knowledge economy, and knowledge society.

- Policies are normally criticised because of their poor implementation. Teacher managers who are normally senior teachers lack the ability — with a few exceptions — to comprehend policy and implement it in letter and spirit.
- Good policies always require both intensive and extensive consultations with the concerned stakeholders, otherwise policy will remain as ‘rhetoric’ rather than ‘reality’.
- Policy also needs internal as well as external review for further improvement and effective implementation.
- Although the present teacher policy does not cover all aspects of improving status of teaching force in the country, it has helped in streamlining teachers’ recruitment on merit, deployment, development, and retention.
- It is proposed that a large-scale study at the national level be conducted to evaluate the existing teacher policy and assess its impact. The United Nations Educational, Scientific, and Cultural Organisation (UNESCO) may be interested in commissioning such a study in Pakistan.

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## Primary School Teachers in China: Critical Reflection on Professional Preparation and Development

### Context

The essence of high-quality teachers is a global challenge towards educational development of a nation. Professional quality of primary school teachers has a direct impact on the quality of overall education. China has the world’s largest group of professional primary school teachers. There were 5,600,000 full-time primary school teachers in 2009. In recent years, the professional qualities of primary school teachers have been continually improving and the gap between urban and rural areas has been significantly reduced. Still, the demand for quality of teachers has remained as one of the major issues in basic education in China.

### Sources and Adequacy of Primary School Teachers

Teachers’ colleges, especially local/provincial are the main primary school teacher training institutes in China. Non-normal colleges have increasingly been taking part in the in-service teacher training, but their advantages are still not apparent. These institutions have not gained any social reputation in pre-service teacher training. The demand for rural primary school teachers need to be further expanded in the future. In order to address this issue, innovative mechanisms should be continually activated to recruit more teachers in the rural areas to set special positions for rural primary school teachers. To enlarge the frequencies in teacher exchange between rural and urban areas needs

to increase more scholarships for rural primary school teachers in college. In 2009, the teacher-student ratio was 17: 1 in rural primary schools, while the teacher-student ratio was 18:1 in urban school.

### **Pre-Professional Preparation of Primary School Teachers**

Research studies and surveys have revealed that the vast majority of primary teachers have participated in pre-professional preparing training in China. Data analysis showed that the training objectives on the knowledge of teaching have been achieved, but the training on teaching skills should be given more importance. The teachers also have strong interests on teaching methods and skills. The training on educational information technology remained inadequate for the teachers who teach information technology courses in primary schools. The contents of current curriculum in primary school teacher training mainly consist of the principles of education, psychology, and other professional preparation programmes with greater emphasis on theory. These problems have been identified long ago, but curriculum revision has not received full attention, except for some attempts in a few universities. Therefore, the contents and teaching methods need to be re-designed to address the emerging issues and concerns in China.

### **Educational Background of Primary School Teachers**

The educational background has multiplier effects and plays a decisive role in a teacher's professional development as well as teaching practice. The level of education background of rural primary school teachers in China have been increased substantially over the years. The gap between urban and rural teachers has also been significantly reduced. In the Eleventh Five Year Plan, the qualification rate of primary school teachers remained at a higher level. In 2009, primary school teachers' education qualification reached 99 per cent. The teachers with two years' college and higher educational background have exceeded three quarters over the period. Survey results confirm that the educational level of teachers has a positive impact on teaching. Teachers with lower academic qualifications use information technology in general less than those with higher academic background. As to the self-evaluation on teaching skills in classrooms, teachers with lower academic backgrounds feel lower teaching efficacy.

### **Professional Title of Primary School Teachers**

In rural primary schools, the proportion of both Senior Grade Teacher and Intermediate Grade Teacher has increased rapidly, but the regional disparity is still large. In 2009, more than half of the rural primary school teachers owned the professional titles with Senior Grade Teacher or Intermediate Grade Teacher, compared with the year of 2005, the rate increased more than 10 percentage points. In the Western Region, the proportion of Senior Grade Teachers is about 45 per cent, in the East and Central Region, the rate is higher by about 10 percentage points. At the elementary school level, the number of teachers with Intermediate Grade is slightly higher than the number of teachers with Junior Grade titles. Seniority is the main factor that influences the promotion of titles.

### **Professional Quality of Primary School Teachers**

The professional quality of primary school teachers is apparently still different between urban and rural areas. Rural primary school teachers were found weak in multiple dimensions. Teaching efficacy is relatively low amongst rural teachers, and self-evaluation of teaching skills was also significantly lower than urban teachers.

The application of information technology and the actual frequency of using information technology in teaching are generally low, along with a very low level of technology. Although the government also demands that all teachers should receive training of information technology, it is still difficult to integrate the use of educational technology in the actual teaching practices.

Research activities in teaching are deeply rooted in the professional life of primary school teachers. To a certain extent, those activities promote the professional development of teachers. The role of teachers is no more *Jiaoshujiang*, which means "a smith of teaching". Teachers are getting more accustomed to engage themselves in both teaching and research in their professional activities. The teaching practices have been improved through research activities.

### **In-Service Training of Primary School Teachers**

In-service training and professional development activities are regularly organised for primary school teachers with a comprehensive training content. Internal motivation is the main incentive to receive training for primary school teachers. The finding of a research study shows that primary school teachers are

proving themselves as lifelong learners. Teacher training programmes have obtained the recognition of most primary school teachers, but teachers still look forward to more effectiveness and are eager to see more innovation in training. Almost all primary school teachers are positive towards the in-service training and have enriched their knowledge in educational theories, broadening the professional practices, and interpersonal relationships. It should also be noted that many problems encountered in their classroom is still not reflected in the content of the training. Teachers proposed that training activities should be more effective and more targeted.

#### **Job Satisfaction of Primary School Teachers**

The overall job satisfaction level is relatively high in primary school teachers but teachers are still not optimistic about the stability of their career. Surveys

have revealed that although the level of teaching effectiveness is high, the distribution is not balanced; the level of general education efficacy is relatively low. China's primary school teachers are confident in their classroom teaching skills, but their self-evaluation suggested that they are far less confident about the impact of their teaching and their influence on students and schools. Therefore, the governments and schools need to pay more attention to bring transformation in the professional orientation and training of teachers.

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## **A Study on the Incumbent Government's Teacher Policies and Ways for Improvement**

### **Introduction**

Education shapes a human being into a mature member of the society through the interaction of students, curricula, and teachers. Teachers play a leading role in this interaction. As a well-known phrase states: "the quality of education depends on the quality of teachers". Teachers are responsible for leading students to the right direction. Therefore, it is no exaggeration to say that the quality of training programmes for teachers decides the quality of students and education. In this respect, previous Korean governments had introduced various teacher policies in order to enhance teacher capacity, motivate them for better performance, and support them to be committed in their profession. Since the incumbent government was no exception in these efforts, it has set achieving teachers' professional excellence as a key educational agenda and introduced new teacher policies to address unresolved and newly emerging issues. Some examples of the newly introduced teacher policies are: Teacher Appraisal for Professional Development, Open Recruiting Principal Employment System, Master Teacher System, and Reduction of Teachers' Administrative Work. The objective of this study, however, is to review these policies and propose ways for each policy to be carried out more effectively.

### **1. Teacher Appraisal for Professional Development**

Teacher Appraisal for Professional Development was introduced in late 2005 to develop teachers' professional excellence as part of School Education Skill Promotion project. It was designed to fulfill the shortcomings of the teacher evaluation system "Teacher Appraisal for Performance" and to improve its functions. With different purposes, procedures and application methods, the new system was operated until 2009, and was officially implemented nationwide. The test operation of the system till 2009 received relatively good feedbacks and the nationwide implementation in 2010 was also rated positive. But since it has failed to be legislated into law, in spite of being introduced nationwide, the system ended up operating under the mandate of provincial education offices in 2010, and under a presidential decree in 2011. With continued failure to enact the system into law, many are paying attention to how this would affect the implementation and operation of the system in the future.

### **2. Open Recruiting Principal Employment System**

The Open Recruiting Principal Employment System was test-run in 526 schools and implemented six times between 2007 to August 2010. The system was revised from the principal selection system, adopted in 1996,



in an attempt to employ a competent candidate even if he or she did not possess principal certification.

Since September 2010, the system has been operating along with the prior promotion system. As of March 2011, the Open Recruiting Principal Employment system has been implemented by 1,329 elementary, middle, and high schools. It is approximately 12 per cent of the entire public schools in Korea. There are still disagreements among stakeholders regarding principal recommendation and selection procedures, applicants' qualification and requirements, whether applicants should have principal certification or not, and the degree of changes in school with the introduction of the new system. Also, concerns have been raised continuously over the issue that the system has been running against its original purpose. For example, schools prefer a principal selection method in which only applicants with principal certificates can apply for the job, and those without principal certification are not welcomed by schools as principal applicants (Kapsung Kim, 2010).

### **3. Master Teacher System**

The Master Teacher System is designed to acknowledge the efforts and devotion of teachers who are committed to teaching. The system also aims to benefit qualified teachers rather than principals or vice principals by promoting teachers to take various roles in teaching their classes as well as teacher training. The adoption of such a system was first discussed in a research conducted by KEDI in 1978, and the term "master teacher" was used for the first time in 1981. Since then, there had been an ongoing discussion on the model of Master Teacher System and the Presidential Committee on Education Reform finally selected the Master Teacher System as an agenda for "Improvement Plan of Teacher Policy" in 2006 (Young-Sook Park et al., 2009). The Master Teacher System has been test-operated since 2008 and there were 333 master teachers in 2010. In 2011, it is expected that there will be a total of 765 master teachers nationwide. There are, however, still unresolved problems such as applicants' qualification, the scope of their role, the responsibility befitting their role, and incentives.

### **4. Reduction of Teachers' Administrative Work**

Reduction of Teachers' Administrative Work System aims to reduce the teachers' workload to engage themselves in teaching activities. A majority of teachers say that the administrative work occupies significant

time, giving less time for teaching. In order to address these problems, the government has reduced official documents distributed to each school to more than 50 per cent and introduced various systems such as the National Education Information System (NEIS) and the Education Finance E-System (Edufine), and deployed nearly 20,000 assistants to support teachers' administrative work. There are, however, still challenges such as difficulties in putting the system into practice, unclear role and responsibilities of assistants, as well as their lack of professionalism and enthusiasm.

### **Ways for Improvement:**

#### **1. Teacher Appraisal for Professional Development**

Teacher Appraisal for Professional Development was test-operated in 2005 and has been implemented in all elementary, middle, and high schools nationwide since 2010. While the system is strongly supported by parents, it is not welcomed by teachers. Phone survey conducted among parents by the Ministry of Education, Science and Technology in 2009 and 2010 indicated that many parents strongly supported the programme and their rate of support remained high from 76.3% in March 2009, 77.8% in December 2009, to 77.2% in April 2010. Another survey conducted among teachers at schools that test-operated Teacher Appraisal for Professional Development showed positive results on development of teachers expertise in professional knowledge and to understand students' need for better quality lessons (Kapsung Kim et al., 2008; Kapsung Kim, 2010).

Teachers have already recognised the effectiveness of Teacher Appraisal for Professional Development and, therefore, the system is necessary. The system is essential to enhance teachers' expertise under the current teacher employment policy that guarantees teachers' job until the age of retirement without any restrictions. In order to implement the system in a well-established nationwide programme, the following efforts should be made:

- The system should be operated with a clear purpose of developing teachers' professional capacity without using the results of the appraisal for rating teachers' performance.
- Selecting teachers with poor appraisal results to receive mandatory training need to be carried out with great caution as the reputation of those teachers would suffer greatly.

- Proper rewards should be given to teachers with high appraisal results. The teachers may receive material rewards, but it is necessary to establish an “Accreditation System for Qualified Teachers” to select and certify the teachers and to create the so-called “Outstanding Teachers Database” to manage and share the expertise and excellence of the teachers.

## 2. Open Recruiting Principal Employment System

Among all the teacher policies of the incumbent government, The policy on open Recruiting Principal Employment System is most strongly opposed by the teacher. Younger teachers are afraid of the uncertainty the policy will bring in the future and older teachers who have been preparing for promotion are worried that the policy may limit their opportunity for promotion. Also, incumbent principals are skeptical of employing a candidate without a principal certificate. Surveys conducted among teachers indicate that teachers are skeptical of the effectiveness of the principal selection method as they believe the system is not operated according to its original purpose and will not dispel corruption scandals related to principal selections.

Open Recruiting Principal Employment is a very radical policy because it involves great efforts to change our 60 year-long promotion-oriented culture that has set top priority of teachers as being promoted to a higher position. This policy is recognized as an alternative method to eliminate excessive competition among teachers and promotion-related corruption scandals as well as a tool to reform schools by hiring competent and skilled principals. Open Recruiting Principal Employment is already well-established in major countries such as the USA, the UK, Germany, France, and Japan. In Germany and Japan, principals are selected even if they do not hold a principal certification, but a teaching certificate is required. Furthermore, ordinary people can be employed as a principal in Japan since a revised 2001 School Education Law Implementation Policy was introduced.

In order to put the policy into practice, the following efforts should be made:

- First, Open Recruiting Principal Employment should focus on selecting a competent and capable principal candidate to realize consumer-oriented education by meeting each school’s demand and needs; the policy should not be recognized as a tool to address promotion-related problems.

- Second, principal candidates should improve their qualifications. To do so, training institutes for teachers should establish principal training programs as a doctoral course.
- Third, screening and evaluation of principal candidates should be strengthened to guarantee fairness and transparency.
- Fourth, the policy should be expanded gradually, rather than rapidly.

## 3. Master Teacher System

Contrary to the Open Recruiting Principal Employment System, the Master Teacher System is strongly supported by teachers. The introduction of the system has been discussed over the past 30 years and now is the time to decide whether or not to put the policy into practice nationwide. The policy is considered necessary given that it is important to develop teachers’ expertise, ease the promotion-oriented culture that drives teachers to focus only on promotion, and reward competent teachers according to their performance.

The Master Teacher System is already well-established in other countries. The UK operates AST (Advanced Skills Teachers) and ET (Excellent Teachers) system. In the USA, Tennessee state runs a four-step career ladder programme, viz., apprentice teachers, professional teachers, senior teachers, and master teachers. Singapore categorizes teachers’ positions as professors, administrators, or full-time researchers under the Education Service Professional Development and Career Plan (EDU-PAC). Among the three categories, professors are further divided into “Senior Teacher,” “Master Teacher 1,” and “Master Teacher 2” (Young-Sook Park et al., 2009).

In order to put the Master Teacher System into practice, the following efforts should be made:

- The title “Master Teacher” should be recognised as a kind of a certificate not as a tool for promotion. If the Master Teacher System is considered as another job position, then the system simply creates another route to be promoted which goes against the original purpose of the system to eradicate promotion oriented culture. Therefore, the title “Master Teacher” should be given to outstanding teachers that they may play a role befitting the title, such as training fellow teachers, managing the Teacher Appraisal for Professional Development programme, and planning school curricula.
- Master teachers should receive roles and responsibilities befitting their credentials. What is more

important than their title are the responsibilities they take on. Therefore, when master teachers are provided with their own specific roles and responsibilities, they will be able to perform their duties diligently and willingly accept the responsibilities.

#### **4. Reduction of Teachers' Administrative work**

Although administrative work is a part of the duties of teachers, they think administrative work hinders them from preparing and conducting their classes. Teachers tend to think they must perform the administrative duties closely related to students, while considering other administrative tasks as "miscellaneous work." It is difficult, however, to decide whether an administrative task is closely related to educating students or not. Regardless of such difficulty, many teachers still consider administrative work as a big burden even when the actual workload of administration tasks does not hinder their teaching work.

In order to address the above-mentioned issue, the government has assigned close to 20,000 assistants to help with school administration, data process, and science experiments. While teachers made a positive review on the government's efforts, they are still skeptical about the effectiveness due to unclear roles and responsibilities of assistants, lack of staff, and difficulty in distinguishing administrative work from teaching work.

Since the teachers' primary duty is to provide quality education, it is a serious problem if they are prevented from offering high quality education to students due to extra administrative work. Therefore, it is inevitable that the amount of administrative work be reduced for teachers so that they can be more committed to their primary duty. To do so, the following efforts should be made:

First, the administrative work disproportionately assigned to a few teachers should be re-distributed fairly and proportionately to all teachers. Also, teachers with excessive administrative workload should be given an opportunity to receive a promotion or financial rewards.

Second, the authority to approve plans and projects currently dominated by a principal should be extended to the vice principal or head teachers so that the decision process can be simplified.

Third, official documents should be issued only when there are educational needs and specific purposes.

And fourth, establishing a tentatively named 'Administrative Assistant Team' led by a vice principal and the team members is necessary to strengthen the roles of vice principals and reduce teachers' administrative workload, which will lead teachers to fully concentrate on their teaching job.

#### **Conclusion**

Teachers play a key role in education. The quality of education could be very different depending on the teacher's capacity. Since providing quality education is an important task and the responsibility of a nation, the government should make every effort to provide every citizen with quality education, and the efforts should begin with the professional development of teachers. This is the reason why the Korean government has continued to introduce and implement various teacher policies.

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## News from Member Institutions (July-December 2010)

### **Research Centre for Educational Innovation and Development (CERID)**

*Kathmandu, Nepal*

- Organised a three-day training programme on Electronic Data Keeping System in Schools with the support of the Ministry of Education, Nepal and the Ministry of Education and Research, Norway, from 24 to 26 October 2010, to enable the head teachers and teachers of 62 community schools from 16 districts of Nepal.
- A study on ELDS has been undertaken to validate Early Learning and Development Standards for the children of 48 to 60 months. The study suggested hundreds of indicators against which the development of individual children can be checked with the standard child development index.
- Conducted a research study on Transition from Primary to Secondary Education: Review of Policy Experiences in Nepal. The study tried to focus on the policies, programmes, and strategies pertaining to transition of students from primary to secondary education from 2006 to 2009. Emphasis was also given to see how changes/ measures introduced in the School Sector Reform Plan 2009-2010 would affect the transition rate and process.
- Completed a Study on Situation Analysis of Primary Schools in Banke and Dang to find ways to ensure that the children from disadvantaged communities not only enroll in school, but they also have access to quality education, remain in school, and have the opportunity to continue their education at least up to the secondary level.

### **Centre for Multi-disciplinary Development Research (CMDR)**

*Dharwad, India*

- Completed a major study on evaluation of “Nali Kali” (Joyful Learning) sponsored by SSA Unit of Karnataka. The focus of the study was to understand the impact of the

programme on the learning efficacy of the students and to find out possible corrective measures to strengthen the same.

- Initiated the DISE evaluation study, which is sponsored by the SSA Karnataka. The project aims to validate the DISE data collected by SSA.

### **Institut Aminuddin Baki (IAB)**

*Pahang, Malaysia*

- Organised the Educational Leadership and Management Course from 4-16 July 2010 for eight participants from Namibia, consisting of rectors and deputy rectors along with eight local rectors. The major objectives of the course were to provide an opportunity for participants from both countries to exchange ideas and experiences, particularly in the management and development of students in schools.
- The Minister of Education from the Islamic Republic of Iran visited the IAB along with eight senior officials on 6 July 2010 to look into the operational aspects of educational leadership training institute and to obtain first hand information on IAB’s key areas of practices.
- Organised the 17th National Seminar on Educational Leadership and Management with the theme ‘High Level Leadership’ from 19 – 22 July 2010. This seminar provided the platform for the sharing of ideas and experiences in the field of leadership and management from different educational institutions.
- School Improvement Partner (SIP) was designed by the Ministry of Education, Malaysia with IAB as the lead agency to improve the student achievement level in all 10,000 schools. SIP entails a comprehensive effort to provide support and motivation for school leaders to improve in terms of student achievement in their respective schools.
- Organised National Colloquium on Instructional Leadership and Management of Under Enrolled Orang Asli Penan Schools

2010 from 8-10 August 2010. The colloquium focused on the sharing of ideas, experiences and success stories amongst school leaders .

- Organised International Comparative Education Programme For Educational Leaders (ICEPEL) – seminar with the theme ‘ *Educational Leadership for Innovation and Reforms in Culturally Diverse Environments*’ from 3 – 8 October 2010 to share the perspectives amongst outstanding educational leaders and managers from ten developing countries along with twenty local participants .
- Conducted annual Forum for High Officials of Basic Education of 19 SEAMEO Members and Associate Members from 9-12, November 2010. The forum provided a platform for high officials to exchange ideas, visions and experiences on significant policies concerning educational issues, possible reforms and best practices within the region.
- Organised Educational Leadership and Management Training for ten school principals of Lao People’s Democratic Republic, along with twelve local school principals from 5-17, December 2010, to assist in improving the standard of leadership amongst educational leaders.

#### **Korean Educational Development Institute (KEDI)**

*Seoul, South Korea*

- Signed Memorandum of Understanding with China National Institute for Education Research (CNIER) and National Centre for Education Development Research (NCEDR) on Nov. 3, 2010 in Beijing, China, and with Beijing Normal University (BNU) on Nov. 11, 2010 for sharing of information and expertise, undertaking joint research, organising seminars, and mobilising resources and support.
- Organised the Korea-OECD International Seminar on Globalization and Linguistic Competences: Sharing experiences across borders on Oct. 22, 2010, to share ideas and knowledge on the relations between languages and cultures and various linguistic opportunities and challenges.

- The meeting with Elizabeth King, Director of Education in the Human Development Network, World Bank was held Oct. 28, 2010. The discussion focused around main policy/priority strategy in Education, Innovative & Creative Human Resource Development, Higher Education and Education ODA and the possible demands and requirements to strengthen the future collaboration between World Bank and educational research institutions in Korea including KEDI.
- 20 delegates from Iraq visited KEDI on Mar. 24 – Apr. 9, 2011 to understand the successful cases of educational policy and experiences from Korea.
- Participants of Advanced Training Program (ATP) of the International Institute for Educational Planning (IIEP) visited Korea for the study visit. The study visit was organised by the Korean Educational Development Institute (KEDI) in cooperation with the Ministry of Education, Science and Technology and Korea International Cooperation Agency (KOICA).

#### **South East Asian Ministers of Education Organisation, Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH)**

*Manila, the Philippines*

- On the 40 years of SEAMEO INNOTECH, celebrates and renews partnerships Organised a forum on July 16 to celebrate its long-standing partnerships with other institutions to renew commitments towards relevant and effective education solutions for the region and beyond.
- Dr. Erlinda C. Pefianco handed over the leadership of SEAMEO INNOTECH to Dr. Ramon C. Bacani at a turning-over ceremony on 30 July, 2010. Dr. Bacani earlier served as Undersecretary for Operations of the Philippine Department of Education (DepED) and Governing Board member of SEAMEO.
- Organised **District Education Officials Touch Base with Community Stakeholders through a leadership programme** of the



Department of Education to give them insights on the state of education in the country.

- Trained SEAMEO Core Group of MLE Educators from SEAMEO member countries for adapting curricula and developing materials for use of non-dominant languages in instruction. The SEAMEO Multi-lingual Education (MLE) Core Group went on a brief study tour in Thailand and China to gain exposure on the actual implementation of effective and sustainable mother tongue-based MLE programmes.
- SEAMEO INNOTECH successfully migrated to the International Organization for Standardization (ISO) 9001 version 2008 for quality management system, following the conduct of an external audit on September 10. The certification guarantees that the Centre applies formalized business processes.
- Officials from the National Institute for the Development of Teachers, Faculty and Staff and Education Personnel (NIDTEP) in Thailand participated in a capacity building program on Teaching and Learning Excellence in School Leadership for Southeast Asia (TEACHeXCELS) from September 9 to 15, 2010. The weeklong activity is part of the knowledge and technology transfer agreement on the eXCELS programme between the Centre and the Ministry of Education (MOE) in Thailand.
- The National Educators' Academy of the Philippines (NEAP) under the Department of Education (DepED) will soon implement the next offerings of the ICeXCELS programme. This development is in line with the agreement signed between SEAMEO INNOTECH and DepED concerning the transfer of the ICeXCELS technology to the NEAP.
- The Lao PDR Department of Nonformal Education (DNFE) under its Ministry of Education, in coordination with the UNESCO Bangkok and AusAID, engaged SEAMEO INNOTECH for a weeklong study visit to benchmark on non-formal education and mobile teaching programmes in the Philippines.

- In partnership with UNESCO's Asia and Pacific Programme of Education for All (APPEAL), SEAMEO INNOTECH organized the Regional Experts Meeting on Developing a Resource Pack on Creating and Sustaining Literate Events from November 24 to 26, 2011.

#### **State Institute of Educational Management and Training (SIEMAT)**

*Allahabad, Uttar Pradesh*

- Conducting several researches under SSA - Study of status of Skill Development Programme for Girls in KGBVs, Urban Schooling: Status, problems and needed reforms, Status of Inclusive education in respect of CWSNs at Elementary level in U.P etc.
- Five days' training programmes on Educational Development Index- in seven batches were organised for 158 District level educational functionaries during July-August 2010.
- Three days' Training Programme on Right to Education Act for 30 officers of Education Department in two batches was organized during July-August 2010 and two days training programme in eight batches were organised for 310 district level functionaries during August-December 2010.

#### **National Council of Educational Research and Training (NCERT)**

*New Delhi, India*

- In pursuance of the developments in Indo-Afghanistan Collaboration in MHRD, an MoU at NCERT was signed between NCERT and the Government of Afghanistan for training of Afghan Students towards teacher preparation. Accordingly, a 20-month diploma course in English and English Language Teaching is being offered.
- The Minister of Human Resource Development, Government of India, has established a Technical Cooperation Fund with the support of DFID to build the capacity of NCERT faculty and through NCERT the capacity of the states to bring International best practices and achieve professional

standards in the National Achievement Surveys being conducted in the Sarva Shiksha Abhiyan (SSA).

- A three-day workshop was organised for the professional development of teachers in the multilingual and multicultural context. The Development of Action Plans for education of linguistic minorities for enhancing quality of school education in Union Territories/ States with high tribal population is also in progress.
- Capacity building programme for the heads of teacher education institutions in the emerging perspective of school education was organised at NIE, New Delhi, from 13-17 September, 2010. The faculty members were oriented in the areas of in-service education, educational technology, planning & management, etc.
- A five-day training programme on Educational Planning, Management and Evaluation was conducted at the School of Pedagogical Sciences, Kannur University, Kerala, from 6-10 December, 2010. DIET faculty working in the planning and management branch from Southern States & Union Territories, namely, Kerala, Tamil Nadu, Karnataka, Andhra Pradesh, Puducherry, and Lakshadweep participated in the programme.

#### **National University of Educational Planning and Administration (NUEPA)**

*New Delhi, India*

- Organised National Meet on Collaboration IN HIGHER EDUCATION WITH FOREIGN Universities on July 16, 2010. Vice Chancellors & Experts from different Universities participated in the programme to discuss issue of Internationalisation of Higher Education, to analyse Modes and Potential benefits of International collaboration in Higher Education and to discuss Policy strategies to enhance collaboration with foreign Universities.
- Conducted a Workshop On School Improvement Planning For Implementation Of Right To Education from August 16-20, 2010. The major objectives of the

programme were to understand the process of School Improvement Planning in the context of RTE and the probable implications to generate a set of indicators of School Improvement Planning with the help of base line information on Schools and to prepare and share individual School-based Improvement Plans. BRC and CRC Coordinators, personnel from SSA, Heads of Elementary schools participated in the workshop

- XXXI - Diploma Programme in Educational Planning and Administration Phase-I September was organised from 1-Nov. 30, 2010 (91 Days) for DEOs/ Officers dealing with planning & management in education departments of the state, faculty members of SCERTs/ SIEs and DIETs, faculty members from Education Department of selected Universities.
- Orientation Programme in Leadership Development for Women Administrators in Higher Education was organised from September 13-17, 2010. Women Administrators in Higher Education including College Principals, Heads of Postgraduate Departments In Universities were participated to discuss the issues and challenges in higher education and to enhance the managerial capacities for effective leadership
- A National Workshop on Roles and Responsibility of Local Authority Structures under Right to Education (RTE) Act November was organised from 8-12, 2010 for State level officers, NGO representatives, representatives from funding agencies and Local Authority Representatives. The major objectives of the programme were to identify emerging problems and issues relating to planning and implementation of 'Right to Education' by the Local Authority structures visualised in the RTE Act, to develop an understanding of the implication of the SMC-RTE interface for the existing participatory structures of community participation in education and to work out measures to be taken, and rules and regulations to be formulated for making local governance of RTE effective in the school set-up.

## ANTRIEP Member Institutions

1. Academy of Educational Planning and Management (AEPAM), Ministry of Education, Taleemi Chowk, G-8/1, P.O. Box 1566, ISLAMABAD, Pakistan (<http://aepam.edu.pk>)
2. Australian Council for Educational Research (ACER), 19 Prospect Hill Road, Private Bag – 55, Camberwell, Melbourne, VICTORIA-3124, Australia ([www.acer.edu.au](http://www.acer.edu.au))
3. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian), Office for Educational and Culture Research and Development (Balitbang Dikb) Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan, JAKARTA – 12041, Indonesia.
4. Bangladesh Rural Advancement Committee (BRAC) 75, Mohakhali Commercial Area, DHAKA – 1212, Bangladesh ([www.brac.net](http://www.brac.net))
5. Campaign for Popular Education (CAMPE), 5/14, Humayun Road, Mohammadpur, DHAKA – 1207, Bangladesh ([www.campebd.org](http://www.campebd.org))
6. Centre for Multi-Disciplinary Development Research (CMDR), D.B. Rodda Road, Jubilee Circle, DHARWARD - 380 001, Karnataka (INDIA) ([www.cmdr.co.in](http://www.cmdr.co.in))
7. Centre for Education Leadership Development, (CELD), National Institute of Education (NIE), Meepe Junction, Padukka, Sri Lanka ([www.nie.lk](http://www.nie.lk))
8. Institut Aminuddin Baki (National Institute of Educational Management), Ministry of Education, Sri Layang 69000, Genting Highland, PAHANG, Malaysia
9. International Institute for Educational Planning (IIEP), 7-9 rue Eugene-Delacroix, 75116 PARIS, France ([www.iiep.unesco.org](http://www.iiep.unesco.org))
10. Korean Educational Development Institute (KEDI), 92-6 Umyeon-Dong, Seocho-Gu, SEOUL 137-791 KOREA, ([www.kedi.re.kr](http://www.kedi.re.kr))
11. National Academy for Educational Management (NAEM), Dhanmodi, DHAKA – 1205, Bangladesh ([www.naem.gov.bd](http://www.naem.gov.bd))
12. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal ([www.nced.gov.np](http://www.nced.gov.np))
13. National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016 (INDIA) ([www.ncert.nic.in](http://www.ncert.nic.in))
14. National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, New Delhi –110016, India ([www.nuepa.org](http://www.nuepa.org))
15. Research Centre for Educational Innovation and Development, Tribhuvan University, P.O. Box 2161, Balkhu, Kathmandu, Nepal, ([www.cerid.org](http://www.cerid.org))
16. Shanghai Institute of Human Resource Development (SIHRD), 21 North Cha Ling North Road SHANGHAI - 200 032, China
17. South-East Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology, SEAMEO INNOTECH P.O. Box 207, Commonwealth Avenue, U.P. Diliman, Quezon City 1101, Philippines ([www.seameo-innotech.org](http://www.seameo-innotech.org))
18. State Institute of Educational Management & Training (SIEMAT), 25 P.C. Banerjee Road, Allenganj ALLAHABAD, Uttar Pradesh, India
19. The Aga Khan Education Service, Pakistan (AKES,P) House No.3 & 4, F-17/B, Block VII KDA Scheme 5, Clifton, Karachi-75600, Pakistan ([www.akdn.org/akes](http://www.akdn.org/akes))
20. The Aga Khan University-Institute for Educational Development, (AKU-IED), 1-5/B-VII, F. B. Area Karimabad, P.O. Box No.13688, Karachi-75950, Pakistan (<http://www.aku.edu>)

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