

**International  
Council on  
Education for  
Teaching**



***World Assembly***

INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING  
54th World Assembly

***Maintaining Strategic Agility: Managing change  
and assuring quality in education for teaching***

December 14-17, 2009

Muscat, Oman

*College of*

**Education**

Sultan Qaboos University





COMMONWEALTH *of* LEARNING



# WHERE IS IT?



**Vancouver**  
(Headquarters)



**New Delhi**  
(CEMCA)

# **The Commonwealth of Learning (COL)**

**Learning for  
Development**

# The Commonwealth of Learning

## WHAT IS IT FOR?

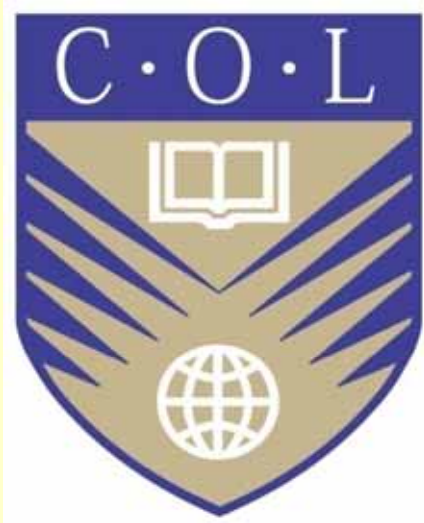
To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development

# EDUCATION

- Open Schooling
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth

# LIVELIHOODS & HEALTH

- Skills Development
- Learning for Farming
- Healthy Communities
- Integrating eLearning



Using freely available software and inexpensive hardware to develop remarkable educational applications

Commonwealth Educational Media Centre for Asia (CEMCA) in New Delhi (Ramamurthy Sreedher)



**International  
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***World Assembly***

# ***How do we recruit and train 10 million teachers?***

**Sir John Daniel**  
Commonwealth of Learning

*College of*

**Education**

Sultan Qaboos University



JOHN S. DANIEL

open &  
flexible  
learning  
series



# MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL

ROUTLEDGE



# Education as a Human Right

THE UNIVERSAL DECLARATION  
OF **H**uman **R**ights



ADOPTED BY THE UNITED NATIONS GENERAL ASSEMBLY AT  
ITS 183RD MEETING, HELD IN PARIS ON 10 DECEMBER, 1948

*Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*

*Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*

*Parents have a prior right to choose the kind of education that shall be given to their children.*

Universal Declaration of Human Rights, Article 26. 1948



1990

The World Conference on  
Education for All

Jomtien, Thailand

1990

The World Conference on Education  
for All  
Jomtien, Thailand

“was convened because in 1985 some 105 million children aged between six and eleven were not in school, the majority of them girls. Forecasts suggested that the number of out-of-school children might double to 200 million by 2000”



# Education for All by 2015

An international commitment



## The Dakar World Forum on EFA 2000



World Bank

Education for All (EFA)

=

Universal Primary Education (UPE)

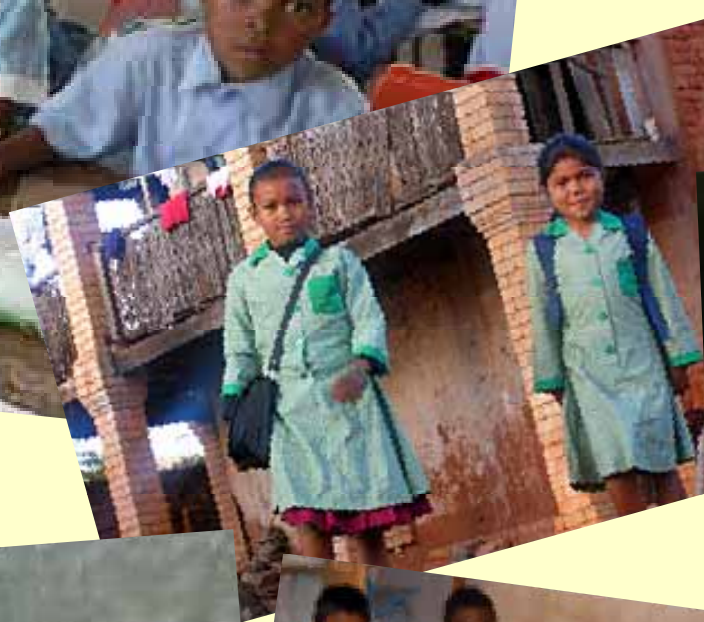
# SUCCESS

In sum, there were 40 million more children in school in developing countries in 2006 than in 1999

# FAILURE

In 2006 75 million children, 55% of them girls, were still not in primary school. Furthermore, on present trends there will still be some 29 million of children out of school by 2015

# SUCCESS



# IN SCHOOL



The education of girls may also be the most powerful tool against climate change



Women with secondary education have, on average, 1.5 fewer children than those with only primary schooling. A one-child difference per woman represents 3 billion more or fewer people on the planet by the middle of this century.

# Surging to Secondary



400 million youth



*Professor  
Keith Lewin*

If the unit cost of

**SECONDARY**

is more than double

**PRIMARY**

a country will **NEVER** achieve

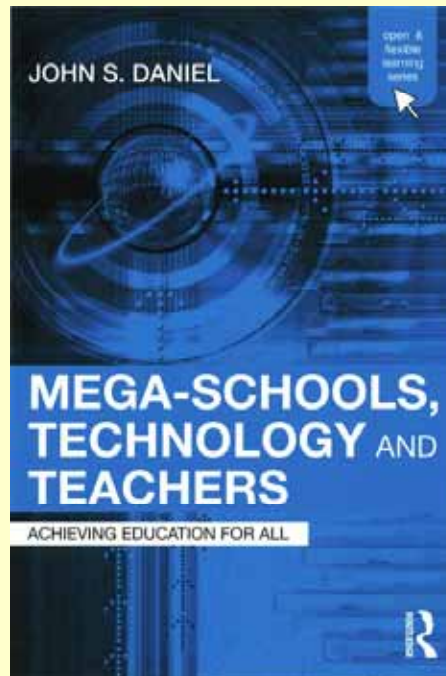
**UNIVERSAL SECONDARY  
EDUCATION**

# TWO OPTIONS

to cope with the secondary surge:

## ALTERNATIVE METHODS

such as Open Schooling



# TWO OPTIONS

to cope with the secondary surge:

# ALTERNATIVE METHODS

such as Open Schooling

# REDUCE COSTS

lower salaries, fuller timetable, etc.

# EXPANDING TEACHER EDUCATION

“...recruiting and educating large numbers of teachers is a necessity for rich and poor countries alike...”

*(30,000 untrained teachers in California)*

# EXPANDING TEACHER EDUCATION

Causes of the teacher shortage:

- Complete Universal Primary
- Expand Secondary
- Wave of retirements
- Deaths from AIDS

# EXPANDING TEACHER EDUCATION

- 10 million additional teachers required by 2015 (UNESCO)
- Current global teaching force = 75 million

# TEACHER EDUCATION

Two issues:

- How to expand supply?
- What kind of training?

# TEACHER RECRUITMENT

A three-way correlation:

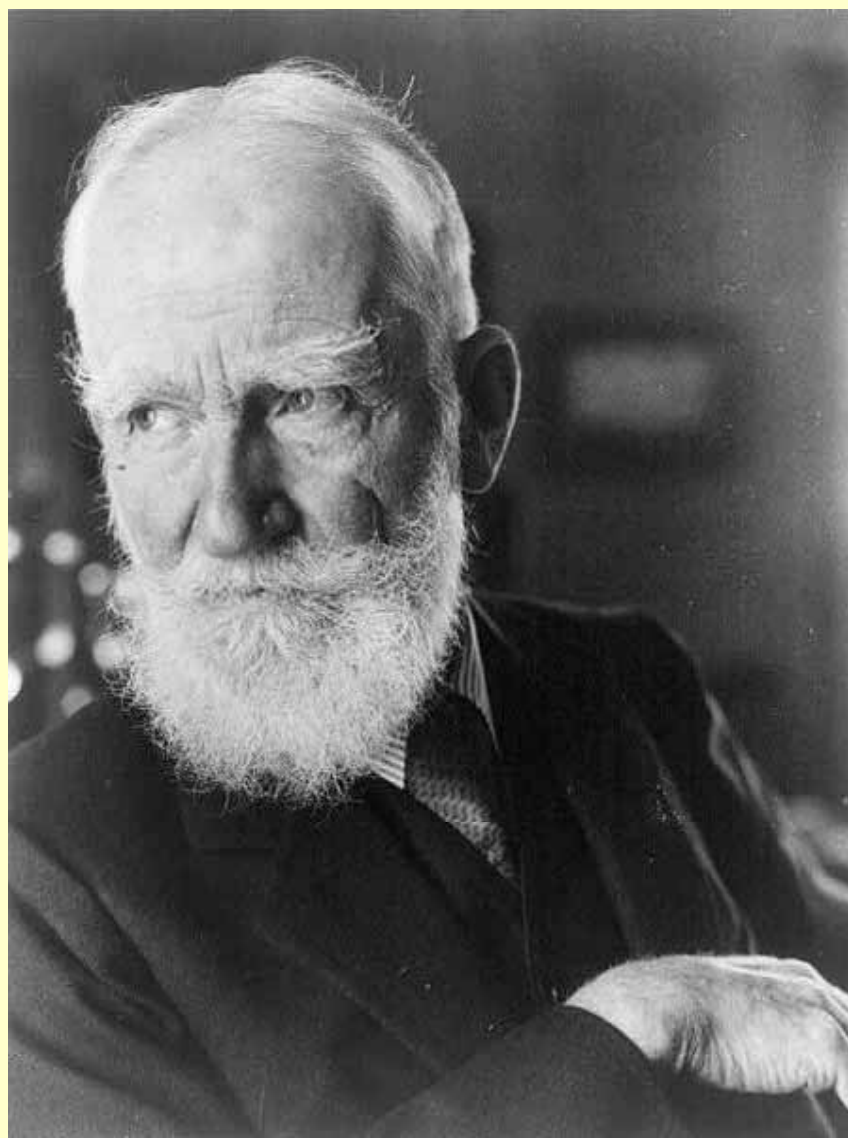
- Status of profession
- Ease of recruitment
- Pupil performance

# TEACHER RECRUITMENT

## Status of profession

Shared blame:

- Teachers: absenteeism, etc.
- Governments: conditions  
(poor salaries, corruption)



George Bernard  
Shaw

*“Those who  
can do;  
those who  
can’t teach”*



The UK's Secret Intelligence Service, MI5, advertised for teachers this year, seeking their 'relationship-building skills'

*The combination of the low status of the profession and the attractiveness of teachers' skills in the wider labour market no doubt explains why 50% of teachers in the US leave the profession within five years of completing their training (UNESCO, 2007).*

# UNTRAINED TEACHERS

cynical ploy or hard necessity??

*“(Large expansion) para-teacher schemes where pre-service training is compressed or abandoned completely, wages are lowered, working conditions are poorer and career paths are limited. They are being used by many governments to cut the costs associated with expanding educational access to all children. The price such governments are forced to pay is the quality of training”* (Nock, 2006).

“sending people into the classroom with minimal initial training can be a very good strategy for our times if they are then provided with appropriate on-the-job training”

**TEACHFORAMERICA**



**Teach First**  
LEARNING TO LEAD

**Teach First**  
LEARNING TO LEAD



BETH  
LOMAX  
ROSHAN  
NEELWERA  
LAURA  
HOVIZ  
BEN  
BARTLETT

**Join in, stand out.**

Teach First is a national nonprofit organization that recruits and places the nation's top college graduates in high-need schools to transform education. If you're a recent college graduate with a passion for teaching, you could be the next great teacher. Find out more at [teachfirst.org](http://teachfirst.org).

# Teaching:

“tough and demanding”

# Postgraduate Course:

“too slow”

“too theoretical”

“too boring”

# Teacher education needs radical revision!

*although*

“more policy attention was given to teacher education in the 1990s than in all the hundreds of years of history that preceded it. And most of the activity has focused around quality”

*Moon, 2008*

# 1990s policy irrelevant because:

- it focused on long programmes of pre-service training

*whereas*

teachers need continuous professional learning

# 1990s policy irrelevant because:

- upgrading of teachers without reference to school needs

so

it encourages teachers to move jobs instead of becoming more effective

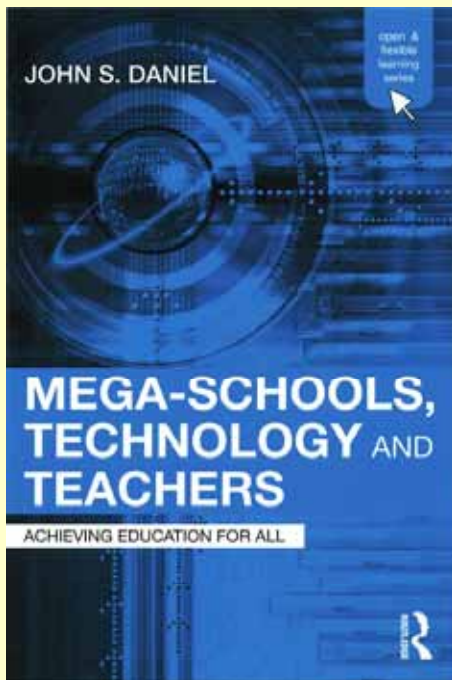
# 1990s policy irrelevant because:

- teacher education ignored the development of distance learning enhanced by ICTs and Open Educational Resources

*although*

distance learning is the only way to conduct classroom-focused continuous professional development

*“The locus of continuous professional learning must be the school and its focus must be the classroom. This has always been the strength of distance learning systems for teacher education”*



# Profiles of Eight Distance Learning Teacher Education programmes

*PERMAMA – Canada/Quebec 1970s*





## Top average scores for mathematics

Chinese Taipei	549
Finland	548
Hong Kong China	547
Korea	547
<b>Quebec</b>	<b>540</b>
Netherlands	531
<b>Alberta</b>	<b>530</b>
<b>Canada (overall)</b>	<b>527</b>
<b>Ontario</b>	<b>526</b>
Macau China	525
<b>British Columbia</b>	<b>523</b>
Japan	523
New Zealand	523

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# CalStateTEACH

A California State  
University Multiple  
Subject Preparation  
Program for  
Elementary School  
Teachers

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CalStateTEACH is a non-traditional program that offers both a student teaching and an intern program for qualified candidates interested in earning their credential without attending traditional college classes. Instead, the curriculum is delivered online.



The Open University

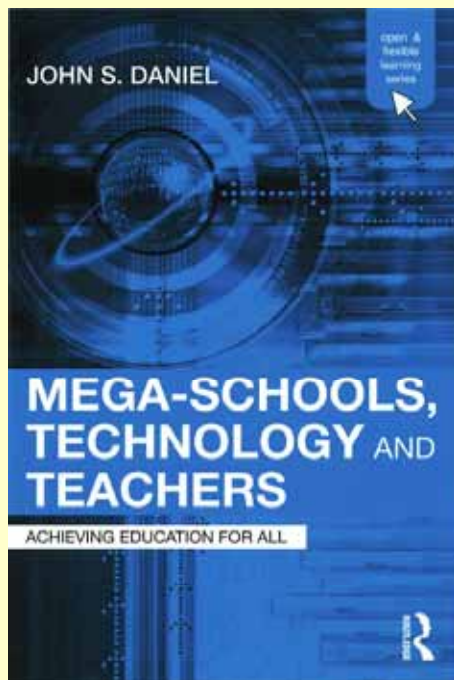
# Contributions of ICTs

- Creation of communities of practice through computer conferencing:

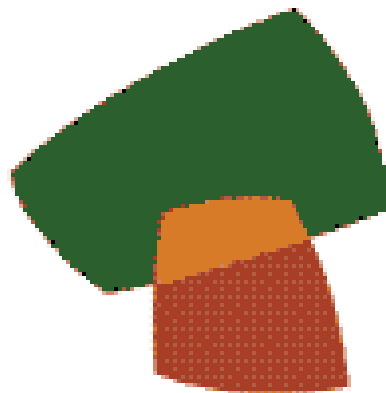
*novices can gain experience through contact with veteran practitioners.*

# Contributions of ICTs

- **Open Educational Resources**  
an Internet powered worldwide community effort to create an education commons.



# Profiles of Eight Distance Learning Teacher Education programmes

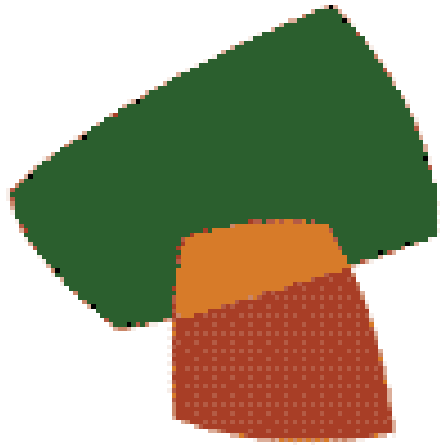


# TESSA

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**Teacher Education in Sub-Saharan Africa**

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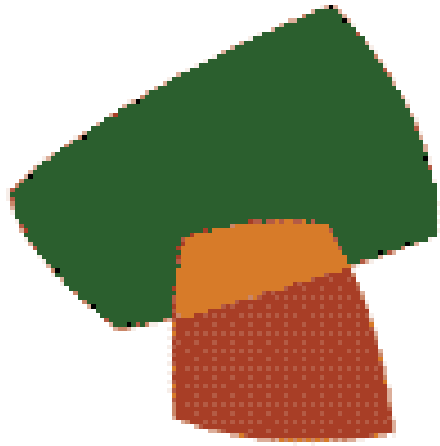
# TESSA

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**Teacher Education in Sub-Saharan Africa**

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a consortium of 13 African universities, the UK Open University and five international organisations. It works across nine African countries – with more participating informally – by creating teacher education materials in Arabic, English, French and Kiswahili.



# TESSA

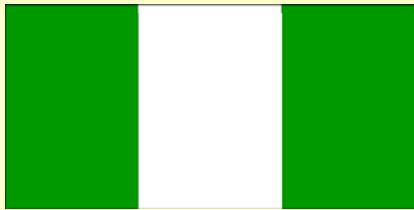
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**Teacher Education in Sub-Saharan Africa**

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*Last year nearly half a million African teachers worked with materials and resources produced through the TESSA community. Since these are classroom-based in-service materials they have a direct impact on millions of children through their use in the classroom*

OERs can be adapted to local needs:



University of Fort Hare

Devereux, Jane  
&  
Amos, Sandra  
(2005)

The University of Fort Hare's learner-centred Distance Education Programme

*Open Learning* 20(3) 277-284.

# CONCLUSION

Teacher Education

in the context of

the campaign for

**Education for All**



# CONCLUSION

10 million additional teachers  
required by 2015



# CONCLUSION

The locus of continuous professional learning must be the school and its focus must be the classroom

# CONCLUSION

Teacher education institutions will have to give themselves the capability to offer distance learning programmes in order to reach teachers in their schools.

Today information and communications technology can make distance learning a richer experience than learning in a university classroom.

# CONCLUSION



## Top average scores for mathematics

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**THANK  
YOU**

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