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# GUIDING PRINCIPLES FOR TEACHER POLICIES IN LATIN AMERICA AND THE CARIBBEAN. PROPOSALS OF THE REGIONAL STRATEGY ON TEACHERS



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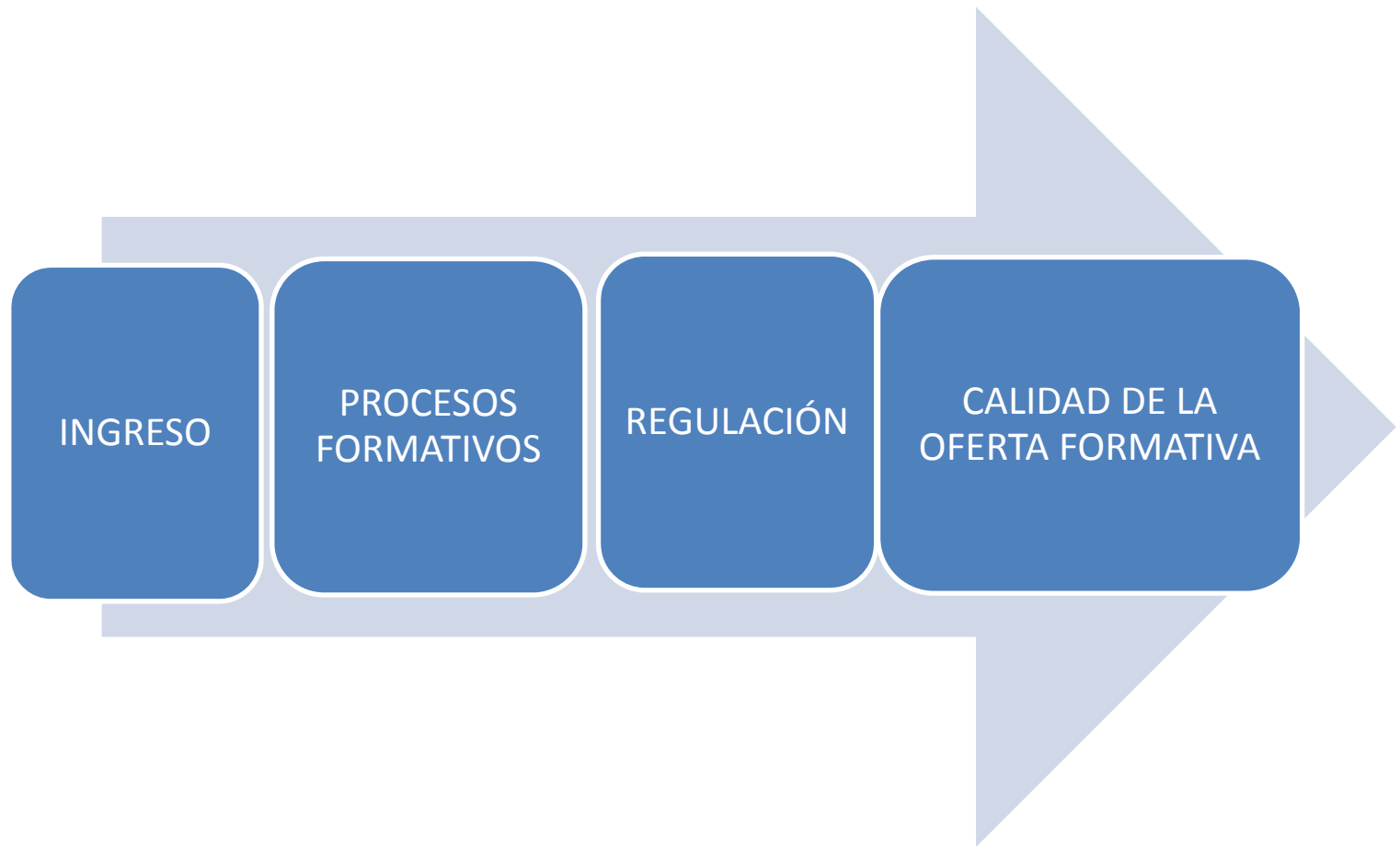
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# Policy guideline areas regarding Initial Teacher Training





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# POLICY GUIDELINES : INITIAL TEACHER TRAINING

- 1. Promote admission of better students, raising the requirement level.**
- 2. Strengthen the quality of initial teacher training programs: Curriculum, training strategies and learning assessment, and quality of instructors.**
- 3. Offer pertinent training for education work with disadvantaged social groups.**
- 4. Establish quality control systems for training programs and their graduates.**



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# DEBATES AND EXPERIENCES REGARDING ITT GUIDELINES

- **Admission requirements:** Tension between equity and ensuring minimum conditions for training good teachers.  
Experiences of minimum scores in Chile and Peru. The cases of Argentina and Uruguay  
Academic and/or vocational requirements?
- **Incentives to attract outstanding students:** Experiences in Chile and Peru (scholarships) and their limitations.



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# DEBATES AND EXPERIENCES REGARDING ITT GUIDELINES

- **Practical training:** Growing incorporation in the majority of countries and institutions but varying degrees of intensity and linkage with theoretical training (university vs. student teacher training).
- **Curricular standards or guidelines and assessments:** Need to establish parameters of quality / risks of standardization and loss of academic liberty; experiences in Brazil, Chile, Mexico, Peru, and El Salvador.
- **Support for training institutions:** Risk of requirements that do not have support for the skills and resources of training institutions. Experiences of performance agreements in Chile.
- **Instructor skills:** Tension between expansion of training systems and quality of instructors. Experiences of instructor development in Mexico.



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# DEBATES AND EXPERIENCES REGARDING ITT GUIDELINES

- **Training for work with students from disadvantaged social groups:** Specialized training for bilingual intercultural education, for education in rural and poor urban areas, or general training for work in diversity? Experiences in training for interculturality in Bolivia, Peru.
- **Regulation of initial training:** Centralized definitions on increasing the supply of training or autonomous decisions of institutions, depending on the models with the State playing a greater or lesser role.
- **Accreditation systems of training institutions:** Debates about their scope and consequences. Experiences in Chile, Peru.
- **Graduation assessments:** Debates on responsibility of institutions and students, and consequences. Linkage with admission to the teacher career. Experiences in Colombia



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# POLICY GUIDELINES : CONTINUOUS TRAINING

- 1. Ensure the right to relevant continuous training for teachers, focused on student learning and the needs of schools.**
- 2. Promote collaborative learning in the school context.**
- 3. Build professional development career paths, distinguishing stages in the teacher's life.**
- 4. Implement regulation mechanisms of continuous training institutions.**



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# DEBATES AND EXPERIENCES REGARDING CONTINUOUS TRAINING GUIDELINES

- **The right to a relevant continuous training:** To what extent can continuous professional development of all teachers be guaranteed, according to available resources.? How to move forward in this direction? Definition of priorities in time.
- **Training focused on student learning and the needs of schools:** Tension between individual professional development needs and the requirements of educational communities. How to achieve impact on schools? Training for a comprehensive quality education, or raising national exam results?





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# DEBATES AND EXPERIENCES REGARDING CONTINUOUS TRAINING GUIDELINES

- **Collaborative learning:** Experiences with intra-school, inter-school, or teacher networks by area. Time and resource limitations. Examples of experiences in Brazil, Chile, Colombia, and Nicaragua.
- **Professional development careers:** Consideration of the various stages and teacher diversity (training, experiences). Induction of novice teachers: linking with initial training; mentoring and alternatives regarding their selection and training. Experiences in Argentina, Chile, Colombia, and Ecuador.
- **Implement regulation mechanisms of continuous training:** The challenge of quality assurance in the face of diversity of training institutions, both public and private.



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# POLICY GUIDELINES : TEACHER CAREER AND WORK CONDITIONS

- 1. Design and implement careers geared towards strengthening the teaching profession and attracting good candidates, considering improved compensation and work conditions.**
- 2. Structure the teacher career around the improvement of professional development, recognizing different stages (from accompaniment of new teachers to assignment of support roles to teachers with greater expertise).**
- 3. Develop valid and agreed systems of teacher performance assessment linked to the teacher career and with a training purpose.**
- 4. Provide transparent mechanisms for access to teaching roles and for the assignment of duties.**



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# DEBATES AND EXPERIENCES REGARDING TEACHER CAREER GUIDELINES

- **Attraction and retention of good teachers:** Need for better compensation and work conditions and the high cost of these policies. Prioritize the strengthening of the teaching profession. Insufficient advances in the region's countries.
- **Teacher career for the improvement of professional development:** The difficult transition from bureaucratic or salaried careers to authentically professional ones. Link between careers and teacher training. Experiences in development: Colombia, Chile, Mexico, Peru.
- **Recognition of different stages of professional career paths:** From new teachers to the role of more experienced teachers. Teachers that assume administrative roles vs. careers that are focused on in-classroom teaching.



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# DEBATES AND EXPERIENCES REGARDING TEACHER CAREER GUIDELINES

- **Teacher performance evaluation:** The complex challenge of forging agreements with teachers in regards to a training assessment that favors professional development. Different models regarding instruments, evaluators, consequences, etc. Experiences in development in: Chile, Colombia, Ecuador, Mexico, Peru.
- **Transparent admissions systems and access to teacher positions:** Tension between admissions requirements that ensure basic conditions and the need for in-classroom teachers. The pressure for management positions and cronyism. Experiences of admissions regulations (contests, exams) in Colombia, Ecuador, Peru. The challenge of a new Mexican education reform.



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# GUIDELINES ON INSTITUTIONS AND TEACHER POLICY PROCESSES

- 1. Prioritize teacher policies from a systemic perspective.**
- 2. Achieve greater effectiveness of policies by reconciling criteria of continuity and change.**
- 3. Promote the participation of social actors in the creation of policies, especially teacher organizations.**
- 4. Strengthen public institutionality for the development of teacher policies.**



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# DEBATES AND EXPERIENCES ON INSTITUTIONALITY OF TEACHER POLICIES

- **Priority of teacher policies:** Difficulty in maintaining this priority when faced with multiple needs and urgencies, many of which are of lower cost and/or greater political impact. Efforts can be found in recent policies and legislation in Mexico and Chile.
- **Systemic Vision:** Institutional barriers (internal structures of ministries) tend to isolate teacher policies from other areas (curriculum, assessment, etc.), and fragment several dimensions of teacher policy (training, salaries, incentives, etc.)
- **Continuity and change:** Risks in starting from zero due to change in government, a fear of change, and innovation when faced with resistance.



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# DEBATES AND EXPERIENCES ON INSTITUTIONALITY OF TEACHER POLICIES

- **Participation of social actors:** Need and complexity of social dialogue. Chilean experiences in assessment of teacher performance and professional careers.
- **Institutionality of teacher policies:** Institutional weakness associated with discontinuity of public policies. Advances in experiences in Argentina, Chile, the Dominican Republic.





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# FINAL SYNTHESIS

- Despite several levels of development of teacher policies and diversity in educational contexts, countries of the region share significant challenges in professionalising teaching: Pertinent and quality initial and continuous training; social valuing of the profession and teacher careers that promote and recognize good performance; institutional priority and solidity of teacher policies.
- The countries of the region have developed multiple significant policies but they are generally lacking a systemic vision, and aren't linked to educational and social policies as a whole.
- As such, there is still a long way to go in the perspective of the Education 2030 goals.





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