

Programmes and Policies to Apply the Guidelines for Arab Teachers Performance Standards



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The vision of the professional development system in Arab states should be based on the following policies:

- Selecting the best students to enroll in education colleges
- Apply methods of exchanging experiences and peer learning to create supporting relationships for both teachers and learners
- Create programs that guarantee self evaluation for teachers
- Evaluate the performance of teachers by using various tools to collect data on teachers performance (expertise – class notes – self evaluation – tests)
- Establish new systems to ensure the continuous improvement of the professional, social and economic status of teachers and the creation of more incentives

The vision of the professional development system in Arab states should be based on the following policies:

- Establish a system for teacher licensing
- Allow teachers' unions and associations to participate in setting and evaluating policies for professional development and teacher empowerment
- Eliminating any discrimination against teachers on the basis of specializations, grade level and gender
- Encourage the participation of development partners to develop education, and identify performance standards, evaluation policies, promotion and sustainable professional development
- Strengthen and develop accountability systems in accordance with clear professional criteria, ensure transparency and make use of self – evaluation methods

The vision of the professional development system in Arab states should be based on the following policies:

- Establish an Arab Commission to accredit education colleges
- Support research and development efforts in the field of professional development for teachers
- Support the qualification and training of specialists in the field of performance evaluation and development
- Create new professional paths for teachers (junior teacher, expert teacher, trainer, mentor, educational leadership and curriculum development), and set the standards for these paths

The vision of the professional development system in Arab states should be based on the following policies:

- Develop new programs to bridge the gap between the development programs available for teachers currently, and the desired level of qualification. These programs should be developed in accordance with the guidelines for performance standards, and they should be implemented with a selected network of educational colleges, they should also be accompanied with supporting researches and studies
- Strengthen cooperation between the Arab States in the field of professional development, and encourage the exchange of experiences and visits between teachers from the various Arab countries

Projects and Structures:

The Responsible Body for the proposed Projects and Programs

- The League of Arab States shall be the main responsible entity for all programs and projects aiming to ensure professional development and the application of the new guidelines. The League shall work with ALESCO and cooperate with international partners
- A council of experts will manage and follow up the progress of the projects. This council will be formed by the Education and Scientific Research Department in the League of Arab States



Project 1: The Intellectual Forum for Arab Teachers

A non – governmental cultural organization that includes teachers, leaders in the field of education, people interested in this domain, teachers' associations and unions, teachers' colleges and civil society activists

Project 1: The Intellectual Forum for Arab Teachers

The Project will address the following challenges:

- The dominant culture among Arab teachers impedes the development process and transformation toward professionalization
- Lack of developmental and cultural opportunities available for teachers
- Insufficient research and development efforts that address the professional needs of teachers in the Arab States
- Lack of Arab contributions in the educational field on the international level

Project 1: The Intellectual Forum for Arab Teachers

Goal:

Develop new educational thinking that is based on the concepts of rights, humanity and participation. The new line of thought and mentality would help turning Arab societies into knowledge societies and promote the concepts of citizenship, human rights, equality and democracy through creating a cultural environment that supports the transformation of teaching from a bureaucratic job to a profession that requires knowledge and linking between education and other social sciences. The new approach should aim to generate new knowledge and ensure the participation of teachers in this process.

Project 1: The Intellectual Forum for Arab Teachers

Activities:

- Organize seminars and conferences
- Conduct researches and studies on education and culture
- Exchange experiences with other countries in the world to create a new mentality for a new world
- Create technology based social networks to exchange information and promote partnership, communication and networking between regional and international forums
- Establish sub – forums
- Establish lines of communication with Arab Parliamentarians to discuss legislations and budgets to upgrade the performance of Arab teachers
- Develop a media strategy that sheds light on the importance of teachers' participation

Project 2: The Arab Academy for Teachers and Educational Studies

A leading center for education in the Arab world that aims to increase the participation of Arab States on the international level and enhance the professional level of teachers

Project 2: The Arab Academy for Teachers and Educational Studies

The Project will address the following challenges:

- There is a dire need for restructuring the evaluation and professional development systems in some of the Arab states. There is also a great need to develop performance standards in states where not available, and where they exist the documentation should be enhanced
- Available data on teachers' performance have not been collected by accurate scientific tools. This represents a major challenge that impedes the development of policies for professional advancement
- Lack of qualified Arab staffs trained to conduct research and analysis in the field of professional development. The Academy will try to overcome this problem, and qualify the required experts

Project 2: The Arab Academy for Teachers and Educational Studies

Goal:

- Develop plans, programs and policies by using the findings of researches on advancing the performance of teachers, and allow for the discussion of educational policies in the Arab world
- Design innovative programs to bridge the gap between the current methods of qualifying teachers and the desired developments in accordance with the identified guidelines. These programs should be implemented with a selected network of education colleges, and teachers should be trained to conduct and publish papers and studies
- Develop an Arab educational approach that is based on our values and best practices in addition to contemporary approaches

Project 3: The National Council for Education

The council shall include representatives for the deans of faculties of education, ministries of education, teachers' unions, schools' networks, parents, Civic Society Organizations, quality assurance bodies, private sector and local experts. Members shall be carefully selected to ensure full representation and transparency

Project 3: The National Council for Education

The Project will address the following challenges:

- The participation of civil society, teachers' unions and businessmen in identifying the decisions and policies on developing education is still not taken seriously in most of the Arab States, as their opinions are neither taken into consideration nor are they considered effective
- Developing education and achieving comprehensive professional development for teachers is a cultural change and societal movement; that is why it requires wide social participation and consultation with all stakeholders. The suggested national councils may help in closing the gaps and resolving contradictions between official education policies and the educational and cultural needs of the civil society.

Project 3: The National Council for Education

Goal:

- Manage the national dialogue on education policies with increasing participation
- Coordinate between the relevant governmental departments in the field of education
- Coordinate between the public education system and the private education system
- Set the general direction for the educational policies and teachers' training

Project 4: Establish Partnerships and Networks between Schools and Education Colleges

These networks shall link between education colleges and teachers training programs in schools located in the same area (on the level of governorate/ Directorate) according to the capacities of the college and the services it provides

Project 4: Establish Partnerships and Networks between Schools and Education Colleges

The Project will address the following challenges:

- Lack of experience and inefficient performance of teachers in classrooms
- Separation between theoretical training and the actual challenges they face on the ground

Project 4: Establish Partnerships and Networks between Schools and Education Colleges

Goal:

- Establish lines of communication between teachers specialized in the same field in both schools and colleges
- Coordinate between the theoretical and practical training of teachers
- Suggest topics for researches and studies to be conducted by schools and education colleges

Project 5: Teachers' Development Centers

A regional network with branches in all Arab States; the network should include ministries of education, faculties of education, professional development academies, Civil Society organizations and the League of Arab States shall participate in this network

Project 5: Teachers' Development Centers

The Project will address the following challenges:

- Lack of experience in developing standards and evaluating teachers
- Lack of qualified staff and capacities to develop policies and bodies to evaluate teachers' performance and ensure professional development

Project 5: Teachers' Development Centers

Goal:

Providing qualified staff on the national level that have the required knowledge and skills to develop and evaluate teachers' performance

Project 6: Professional Development Units in Schools

These units consist of the school's administration and a number of professional teachers and leaders of the local community who are interested in professional development

Project 6: Professional Development Units in Schools

The Project will address the following challenges:

- The pervasive problems in the Centralized Arab systems in the field of evaluation and training. There is an urgent need to observe principles of reform in schools. An efficient educational system is one that entrusts the responsibility of professional development and making decisions to people who have sufficient information and experience in a given subject, which makes school teachers the ones capable of assessing their own training needs and the capacities they have to develop. Therefore it is better to entrust them with the responsibility of developing plans for performance evaluation programs
- Professional Development Units in schools help in strengthening the social and professional interaction between teachers, encourage the exchange of experiences and allow for peer consultation and learning

Project 6: Professional Development Units in Schools

Goal:

Develop and design professional development programs in Arab schools, in addition to developing evaluation procedures to ensure compliance with performance standards.

Project 7: Develop Participatory Mechanisms to develop and review performance standards and evaluation within well identified and disseminated guidelines

Teachers should feel that they own the profession and participate in its development and the management of relevant knowledge. This would help them comply with performance standards they participated in developing

Project 7: Develop Participatory Mechanisms to develop and review performance standards and evaluation within well identified and disseminated guidelines

The Project will address the following challenges:

Studies and researches confirm that teachers' participation in the development process remains to be the weakest link in professional development systems. The teachers and educators are still resisting complying with standards they have not participated in developing.

Project 7: Develop Participatory Mechanisms to develop and review performance standards and evaluation within well identified and disseminated guidelines

Goal:

Start a local dialogue on evaluation and performance standards for teachers, in which teachers, principles, advisors, educational leaders, parents, businessmen and media will participate

Thank you

