

# Continental Teacher Qualification Framework and Standards and Guidelines for the Teaching Profession

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# PREAMBLE

- These are **reflections** on what I consider overarching issues on teacher qualification framework, professional standards and guidelines for the teaching profession.
- Logically, I will like to start with professional standards and then teacher qualification framework and guidelines for the teaching profession.
- These reflections are based not just on extensive review of literature but more than a decade of practically dealing with such issues in the field – research works, focus groups, workshops and conferences, and policy development and implementation.

# PREAMBLE

- May I humbly say that was in charge of the development of **Nigeria's Professional Standards for Teachers** (2012), which was and perhaps one of the most ambitious, covering all levels of education to the university.
- I was also hired by the European Union to develop the **Professional Standards for Sierra Leone** which is now a success story.
- I am member of the National Standards Working Group that developed the **South African professional Standards for Teachers**, etc, etc.
- I am member of the Working Group of the International Forum of Teaching Regulatory Authorities (New Zealand) charged by the International Task Force to develop **global standards for the teaching profession**. We presented our interim report at the Task Force's 10<sup>th</sup> Policy Dialogue Forum in Lome, Togo, 18-21, September, 2017 which formed basis of the Universal Declarations on the teaching profession of that year.

# PREAMBLE

- I was part of the consulting team for the Commonwealth Secretariat, London that conducted research (2008-2009) for the implementation of the **Commonwealth Teacher Recruitment Protocol**.
- I was lead researcher UNESCO Regional Office in Dakar and covered the Anglophone countries for the development of the **Teacher Qualification and Competency Framework for West and Central Africa**, etc, etc.
- I all of these, it easy to understand that I will have many prospects and challenges to chew or reflect on concerning the subject matters at hand.

- **PROFESSIONAL  
STANDARDS**

# Terminologies

- **Professional Standards** –

Standard is “a level of quality, especially one that people think is acceptable , ... a level of quality that is normal or acceptable for a particular person or in a particular situation, ... level of behaviour that somebody considers to be morally acceptable, ... a unit of measurement that is officially used...” (Oxford Advance Learner’s Dictionary,2000)

# Terminologies

- **Professional Standards** –

Therefore, *teacher professional standard* is a description of what a teacher must know (knowledge) and exhibit (skills) as well as the values, attitudes and behaviour expected in all relevant circumstances.

# Terminologies

- **Professional Standards** –

The professional standards “*provide a framework of principles that describes the knowledge, skills and values inherent in Ontario’s teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practice of members of the Ontario College of Teachers*”

(Ontario College of Teachers, Canada, 2016)



# Terminologies

- **Professional Standards** –
  - Statements about what is valued. As measures, standards will not only describe what teachers need to know and be able to do to put these values into practice; they will describe how attainment of that knowledge will be assessed, and what counts as meeting the standard. A standard, in the latter sense, is the level of performance on the criterion being assessed that is considered satisfactory in terms of the purpose of the evaluation. Teaching standards must identify the central tasks of teaching, and adapt to changing public expectations of schools. (Ingvarson, 2002:3)

# Overarching issues

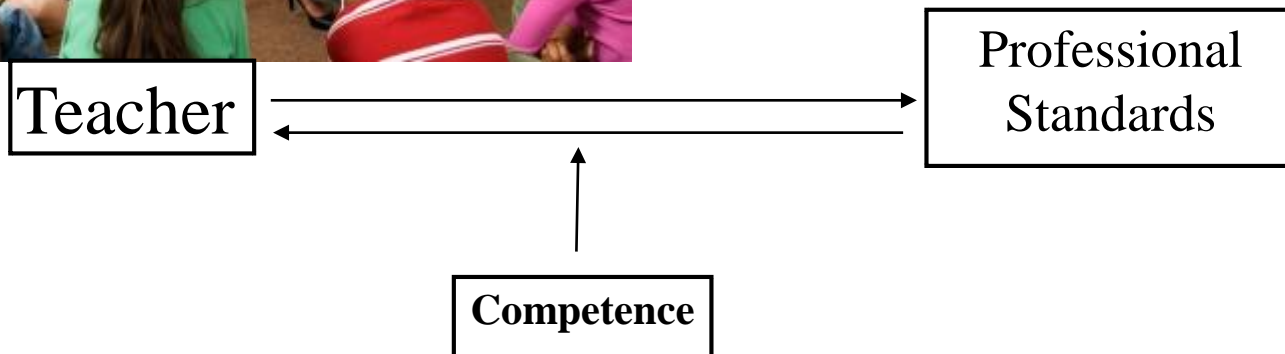
- The Declaration of the International Task Force on Education 10<sup>th</sup> Policy Dialogue Forum in Lome, Togo stated that teaching should become a **Clinical Practice, something akin to medical practice** – It is the professional standards that can provide the context/environment for clinical practice.
- In professional standards we are concerned with **Teacher Competence!**

# Overarching issues

- Teacher competence is the core consideration in teacher professional standards
- **Teacher competence** is the capability to discharge responsibilities or roles as a teacher. It also means the performances expected of a teacher at a particular stage in the career path.

## Overarching issues

**Competence is the relationship between the teacher and the professional standards**



## Overarching issues

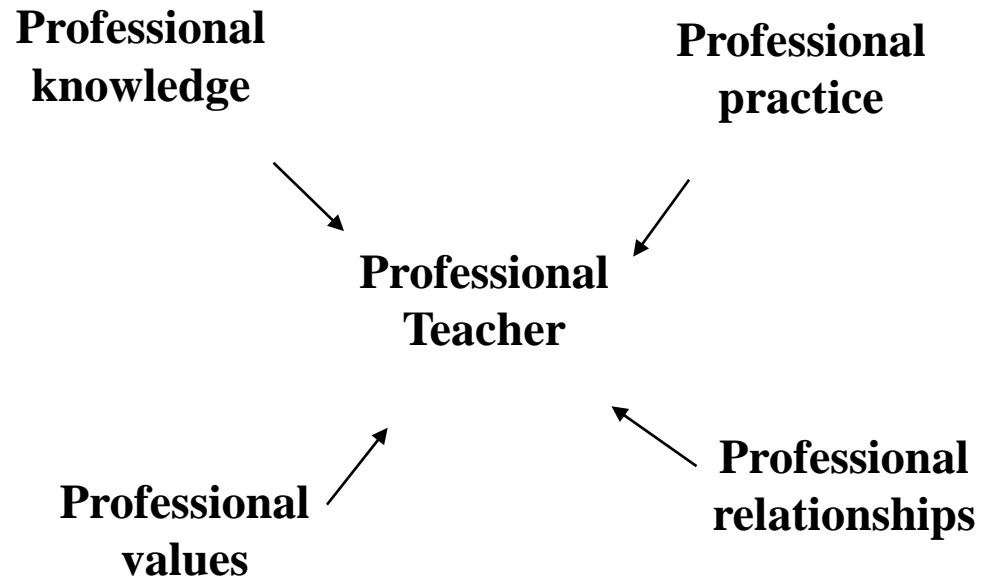
- Every teacher is evaluated against his or her ability to perform the roles and responsibilities or live up to the expectation of the standards.

## Overarching issues

- **Professional standards are unique** because they are different from 'individual' or 'group' standards. They represent the national and international consensus about what roles are expected of teachers. They are therefore superior and overriding.

# Overarching issues

- **Domains ,**
- **Standards,**
- **sub-standards and**
- **indicators are the key words.**



Namibia Framework for the Professional Standards for Teachers, 2010



## **PROFESSIONAL KNOWLEDGE**

**Standard 1...**

**Specifics**

**Sub-standards ....**

**New Teacher**

**Proficient**

**Highly  
Accomplished**

**Distinguished**

**1.1**

**1.2**

**1.3, etc.**

**Assessment  
Guide/  
Indicators**

## **PROFESSIONAL PRACTICE**

**Standard 8...**

**Specifics**

**Sub-standards ....**

**New Teacher**

**Proficient**

**Highly  
Accomplished**

**Distinguished**

**8.1**

**8.2**

**8.3, etc.**

**Assessment  
Guide/  
Indicators**

## **PROFESSIONAL ENGAGEMENT**

**Standard 13...**

**Specifics**

**Sub-standards ....**

**New Teacher**

**Proficient**

**Highly  
Accomplished**

**Distinguished**

**13.1**

**13.2**

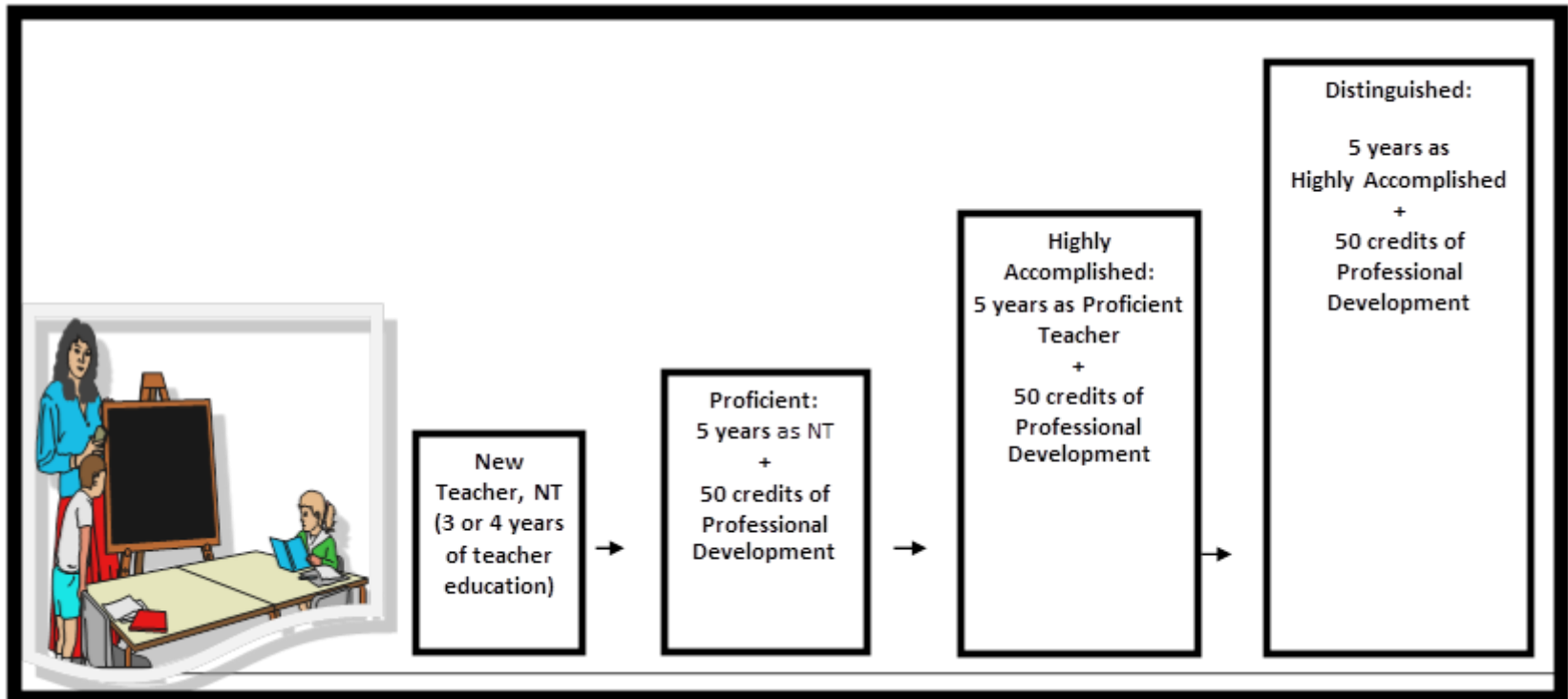
**13.3, etc.**

**Assessment  
Guide/  
Indicators**

# Overarching issues

- **The teacher career path** has become an integral part of the professional standards.
- Teacher career path is a sequencing of the knowledge, skills and values to reflect levels of proficiency and years of experience. It way it is easier to arrange and account for the implementation of the teacher professional standards. It is also easier to fit teachers properly in their roles either as beginning teachers, mentors, or leaders in the profession. There are generally four to seven career stages operating currently around the world and driving the teacher professional standards.
- Teacher career path is powerful in terms of motivation teacher to strive for excellence and provides yardstick for reward and promotion into positions of higher authority.

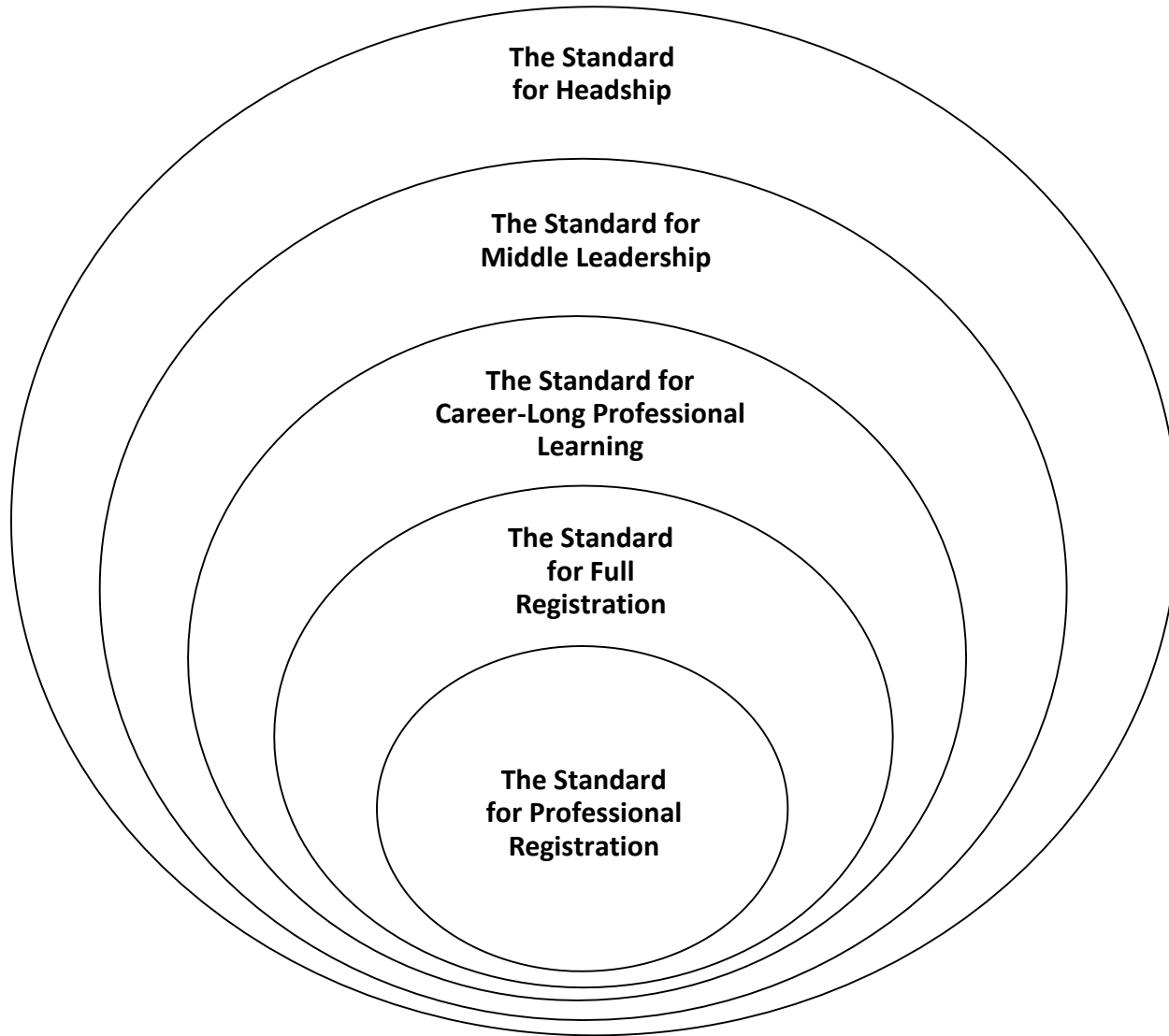
# Sierra Leone Teacher Career Path, 2017



# Overarching issues

- **School leadership** has often been treated with levity as a professional responsibility that requires no specialised knowledge, skills, values and orientations. This has accounted for the woeful failure of many education systems as scholars who have reviewed literature of high impact schools assigned over 60 per cent of the success factor to the competences of school leadership.
- Too often we forget that the school head ought to be both the instructional and organisational leader cum manager and that in the 21<sup>st</sup> century such roles require standards and qualification. Therefore, we now emphasise professional standards not just for teacher but also for school leadership. The standards for school leadership bring to the fore the transformational role of the head of the school and the competences required to do so.

# Professional Standards in Scotland, UK (2018)



# **PROFESSIONAL STANDARDS FOR SCHOOL LEADERS**

## **Standard 1...**

<b>Specifics</b>	<b>Sub-standards ....</b>
<b>1.1</b>	
<b>1.2</b>	
<b>1.3, etc.</b>	
<b>Assessment Guide/ Indicators</b>	



## Moving Forward

- We have the benefit of **existing national and regional teacher and school leader professional standards in Africa** which can be the building blocks for continental standards.
- Nigeria, Namibia, Sierra Leone, South Africa, etc.
- UNESCO Dakar has also pioneered such standards (called competency framework) for West and Central Africa. The SADC is working on a similar project.
- **Outside Africa**, a very good example of a country with independent regional education systems yet with a classical national professional standards framework is **Australia**.
- The articulation of a **continental framework** will require an extrapolation of the best practices in these African and other global cases.

# Latest versions of Professional Standards in Africa: **Sierra Leone**

**SIERRA LEONE TEACHING SERVICE COMMISSION**



**Funded by the  
EUROPEAN  
UNION  
DELEGATION,  
SIERRA LEONE**



**Professional Standards**  
*For Teachers and School Leaders in Sierra Leone*

**Developed by this author**

# Latest versions of Professional Standards in Africa: **South Africa**



**\*\*\*With this author as member of the SA Professional Standards Working Group**

- **TEACHER  
QUALIFICATION**

# Terminologies

- **Qualification** –

*"Qualification is an activity by which a recognized body, independent of the parties concerned, gives written assurance that an organization, a process, a service, a product or professional competencies comply with requirements specified in a referential". It applies to all kinds of human, industrial, agricultural, organic, medical or qualification activities."*

- Law Dictionary –

# Terminologies

- **Qualification** –

The official confirmation, usually in the form of a document, certifying the successful completion of an education programme or a stage of a programme. Qualifications can be obtained through: i) successful completion of a full education programme; ii) successful completion of a stage of an education programme (intermediate qualifications); or iii) validation of acquired knowledge, skills and competencies, independent of participation in an education programme. This may also be referred to as a 'credential'.  
(UIS, 2011:82)

# Terminologies

- **Qualification** –  
This is a **certification** awarded by approved educational institution to an individual deemed to have attained a stated level of knowledge, skills and values as defined by the educational laws, policies and practices of the country or region.
- **An attestation/endorsement that a teacher education programme has capacity to do what it claims.**

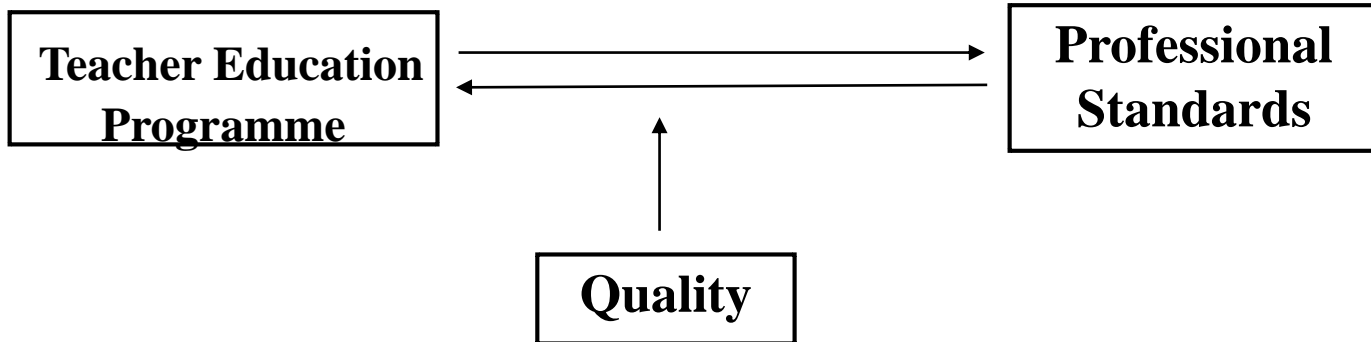
# Overarching issues

- Teacher qualification is about teacher education
- When we talk about the professional standards we focus on the teacher and competence; when we talk about teacher qualification, we focus on teacher education and quality
- In this context, quality is the ability of teacher education to produce graduates that meet the professional standards, measured basically by **programme outcome** and **graduate impact**.

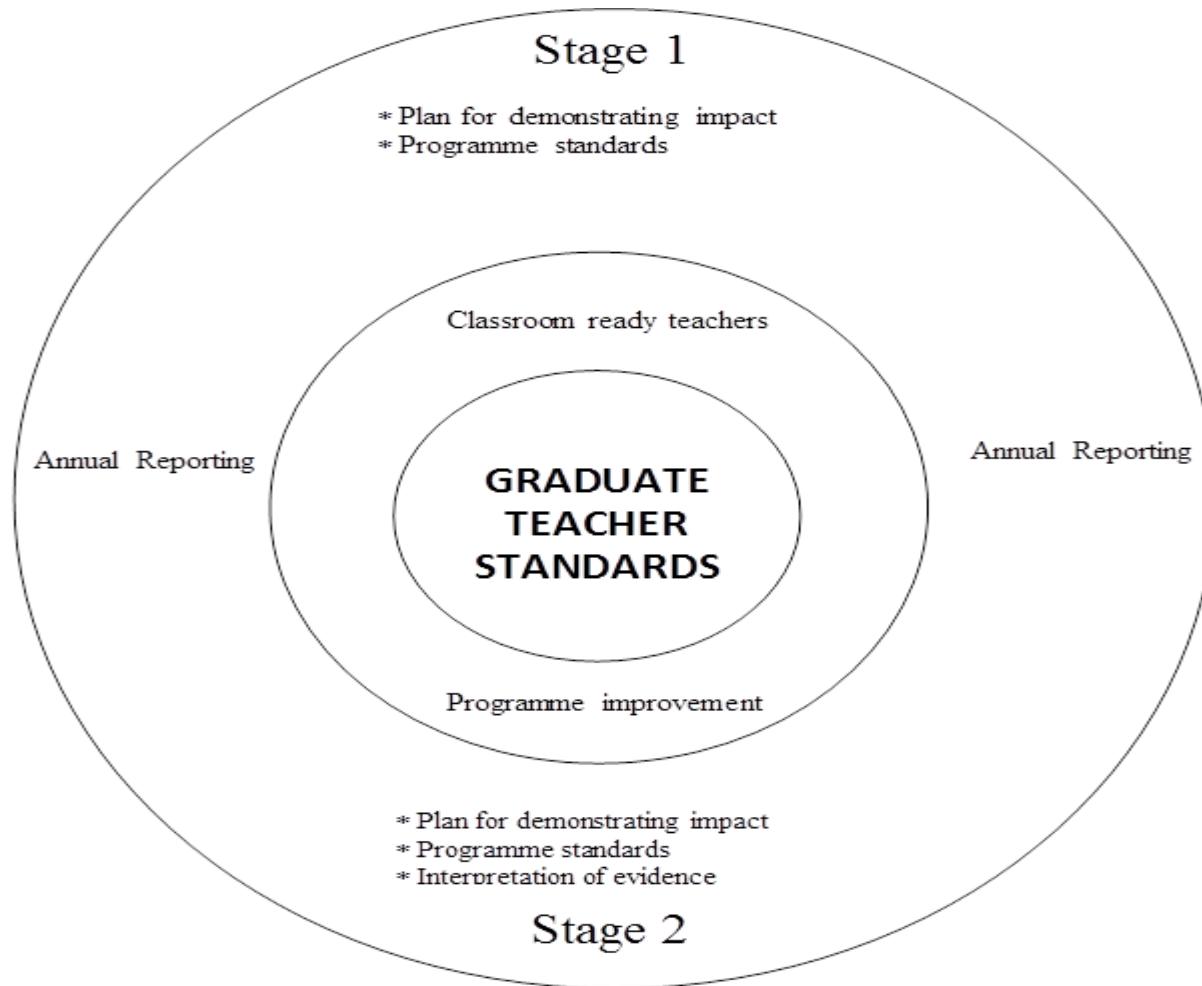


# Overarching issues

**Quality is the relationship between the teacher education and the professional standards**

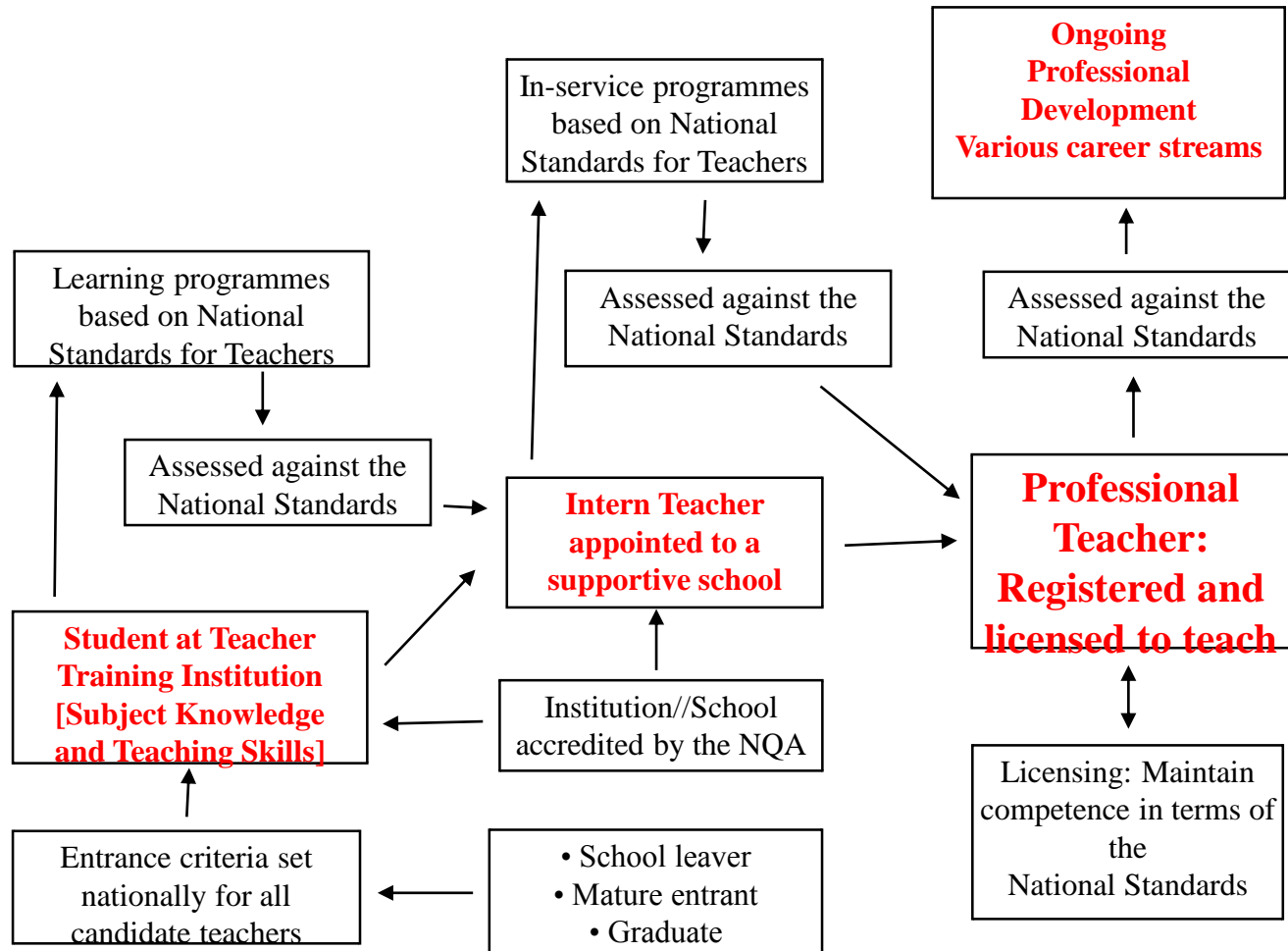


# The Australian Teacher Education Accreditation Model



Source: Australian Institute for Teaching and School Leadership, AITSL (2015:6)

# Namibian Standards-based Model for Teacher Education and Development, 2010



# Overarching issues

- Namibia's **TE/CPD model** is indeed a network/web of professional standards. The **artery** or **life-wire** of the the ITE and CPD are professional standards.
- This is about the best demonstration of how important professional standards are for TE. There is nothing we can say about TE without talking about standards and the best TE system is one that perfectly mirrors the professional standards.

# Overarching issues

- Since quality is the primary concern in teacher education, the TE accreditation authorities are basically concerned with:
  - **TE quality framework,**
  - **TE quality indicators and**
  - **TE accreditation process?**

# Overarching issues

- But **Quality**, they say, is like **beauty** – beauty is in the eyes of the beholder. The concept is nebulous. However, a favourite view is that quality means “fitness for purpose”
- Therefore quality in teacher education means its fitness for professional standards
- Therefore, TE Accreditation authorities try to determine the quality of TE by checking its ‘**fitness for purpose**’, i.e. by checking how much it meets the professional standards.

## Overarching issues

- In other words, quality is **abstract**, we can neither see nor touch quality! But we determine its presence or absence by comparing TE programme specifics with the tenets of the professional standards.

- Thus, there is a huge resource base on TE quality framework and indicators –
- Every single TE accreditation manual or document



- The Commonwealth of Learning and National Assessment and Accreditation Council of India (2006; 2007a; 2007b) alone provided **75** TE quality indicators extrapolated from **7** Key Areas and **25** Quality Aspects. These apply to both ITE and CPD.

## National Assessment and Accreditation Council & Commonwealth of Learning (2007:11-12)

Key Area (KA)	Quality Aspect (QA)	Quality Indicator (QI)
<b>I. Curriculum Design and Planning</b>	1. Institutional Vision	QI 1
	2. Process of Curriculum Design	QI 2, QI 3 & QI 4
	3. Curriculum Content QI 5,	QI 6, QI 7, QI 8 & QI 9
	4. Curriculum Revision	QI 10 & QI 11
<b>II. Curriculum Transaction and Evaluation</b>	5. Induction / Orientation	QI 12 & QI 13
	6. Transaction of Theory	QI 14, QI 15, QI 16 & QI 17
	7. Transaction of Practical Experiences	QI 18, QI 19, QI 20 & QI 21
	8. Assessment and Evaluation	QI 22, QI 23, QI 24 & QI 25
	9. Teacher and Teaching	QI 26, QI 27 & QI 28
<b>III. Research, Development and Extension</b>	10. Research and Development	QI 29, QI 30, QI 31 & QI 32
	11. Community Engagement	QI 33 & QI 34

## National Assessment and Accreditation Council & Commonwealth of Learning (2007:11-12).

Key Area (KA)	Quality Aspect (QA)	Quality Indicator (QI)
<b>IV. Infrastructure and Learning Resources</b>	12. Physical Infrastructure	QI 35 & QI 36
	13. Instructional Infrastructure	QI 37
	14. Human Resources	QI 38, QI 39 & QI 40
<b>V. Student Support and Progression</b>	15. System Efficiency	QI 41, QI 42 & QI 43
	16. Feedback Mechanism	QI 44, QI 45 & QI 46
	17. Diagnosis and Remedial Programme	QI 47, QI 48 & QI 49
	18. Guidance and Counseling Service	QI 50, QI 51 & QI 52
	19. Admission Procedure	QI 53 & QI 54
	20. Social, Cultural and Leisure Activities	QI 55 & QI 56
<b>VI. Organisation and Management</b>	21. Internal Coordination and Management	QI 57, QI 58, QI 59, QI 60 & QI 61
	22. Academic Calendar	QI 62 & QI 63
	23. Faculty Recruitment	QI 64, QI 65 & QI 66
	24. Financial Governance	QI 67, QI 68, QI 69, QI 70 & QI 71
	25. Academic Quality and Management	QI 72, QI 73, QI 74 & QI 75

# National Council for Accreditation of Teacher Education (NCATE) USA, 2008

<b>S</b>	<b>NCATE Standards</b>
<b>N</b>	
<b>1</b>	Candidate Knowledge, Skills, and Professional Dispositions
<b>2</b>	Assessment System and Evaluation
<b>3</b>	Field Experiences and Clinical Practice
<b>4</b>	Diversity
<b>5</b>	Faculty Qualifications, Performance, and Development
<b>6</b>	Governance and Resources

# Council for the Accreditation of Educator Preparation, (CAEP), USA 2018

SN	CAEP Standards
1	Content and Pedagogical Knowledge
2	Clinical Partnerships and Practice
3	Candidate Quality, Recruitment and Selectivity
4	The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.
5	The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

# Council on Higher Education, South Africa (CHE), South Africa, 2004

## Stage 1

Areas	Relevant aspects	Criterion
<b>1. Programme design</b>	<ul style="list-style-type: none"> <li>• Relation to institution's mission and planning</li> <li>• Needs of students and other stakeholders</li> <li>• Intellectual credibility</li> <li>• Coherence</li> <li>• Articulation</li> <li>• Characteristics and needs of professional and vocational education</li> <li>• Learning materials development</li> </ul>	1
<b>2. Student recruitment, admission and selection</b>	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>Legislative issues</li> <li>Widening of access</li> <li>• Equity</li> <li>• Assumptions of learning</li> <li>• Professional needs</li> <li>• Capacity of the programme to offer quality education</li> </ul>	2
<b>3. Staffing</b>	<ul style="list-style-type: none"> <li>• Qualifications</li> <li>• Teaching experience</li> <li>• Assessment competence</li> <li>• Research profile</li> <li>• Staff development</li> <li>• Size and seniority</li> <li>• Full-time and part-time staff</li> <li>• Legislation and conditions of service</li> <li>• Procedures for selection, appointment, induction and payment</li> <li>• Contractual arrangements</li> <li>• Administrative and technical staff</li> </ul>	3  4
<b>4. Teaching and learning strategy</b>	<ul style="list-style-type: none"> <li>• Importance of promotion of student learning</li> <li>• Institutional type, mode(s) of delivery and student composition</li> <li>• Appropriate teaching and learning methods</li> <li>• Upgrading of teaching methods</li> <li>• Targets, implementation plans, and ways to monitor, evaluate impact, and effect improvement</li> </ul>	5

## Council on Higher Education, South Africa (CHE), South Africa, 2004

<b>Areas</b>	<b>Relevant aspects</b>	<b>Criterion</b>
<b>5. Student assessment policies and procedures</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> <li>• Monitoring of student progress</li> <li>• Validity and reliability of assessment</li> <li>• Recording of results</li> <li>• Security</li> <li>• Recognition of prior learning (RPL)</li> </ul>	6
<b>6. Infrastructure and library resources</b>	<ul style="list-style-type: none"> <li>• Venues</li> <li>• IT infrastructure and training</li> <li>• Size and scope of library resources</li> <li>• Integration of library resources into curriculum</li> <li>• Management and maintenance of library resources</li> <li>• Library support and access to students</li> </ul>	7
<b>7. Programme administrative services</b>	<ul style="list-style-type: none"> <li>• Provision of information</li> <li>• Identifying non-active and at-risk students</li> <li>• Dealing with the needs of a diverse student population</li> <li>• Ensuring the integrity of certification</li> </ul>	8
<b>8. Post graduate policies, regulations and procedures</b>	<ul style="list-style-type: none"> <li>• Policies, regulations and procedures</li> <li>• Equity and access</li> <li>• Preparation of students</li> </ul>	9

# Council on Higher Education, South Africa (CHE), South Africa, 2004

## Stage 2

Areas	Relevant aspects	Criterion
<b>1. Programme coordination</b>	<ul style="list-style-type: none"> <li>• Mandate and responsibilities of the programme coordinator(s)</li> <li>• Student input and participation</li> <li>• Implementation of policies for ensuring the integrity of certification</li> </ul>	10
<b>2. Academic development for student success</b>	<ul style="list-style-type: none"> <li>• Student and staff development</li> <li>• Curriculum development</li> <li>• Additional student academic support</li> </ul>	11
<b>3. Teaching and learning interactions</b>	<ul style="list-style-type: none"> <li>• Guidance to students on programme integration and outcomes</li> <li>• Teaching and learning methods</li> <li>• Suitable learning opportunities</li> <li>• Student involvement</li> </ul>	12
<b>4. Student assessment practices</b>	<ul style="list-style-type: none"> <li>• Integral part of teaching and learning</li> <li>• Internal (or external) assessment</li> <li>• Internal and external moderation</li> <li>• Reliability</li> <li>• Rigour and security</li> </ul>	13  14
<b>5. Coordination of work based learning</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Recording system</li> <li>• Monitoring system</li> <li>• Mentoring system</li> </ul>	15
<b>6. Delivery of post graduate programmes</b>	<ul style="list-style-type: none"> <li>• Management of the postgraduate programme</li> <li>• Assessment</li> <li>• Implementation of policies for student admission and selection</li> <li>• Implementation of criteria for selection and appointment of supervisors</li> <li>• Implementation of guidelines on roles and responsibilities of supervisors and students</li> </ul>	16



## **INDIA: Criteria for Assessment and Weightages in Indian higher education accreditation**

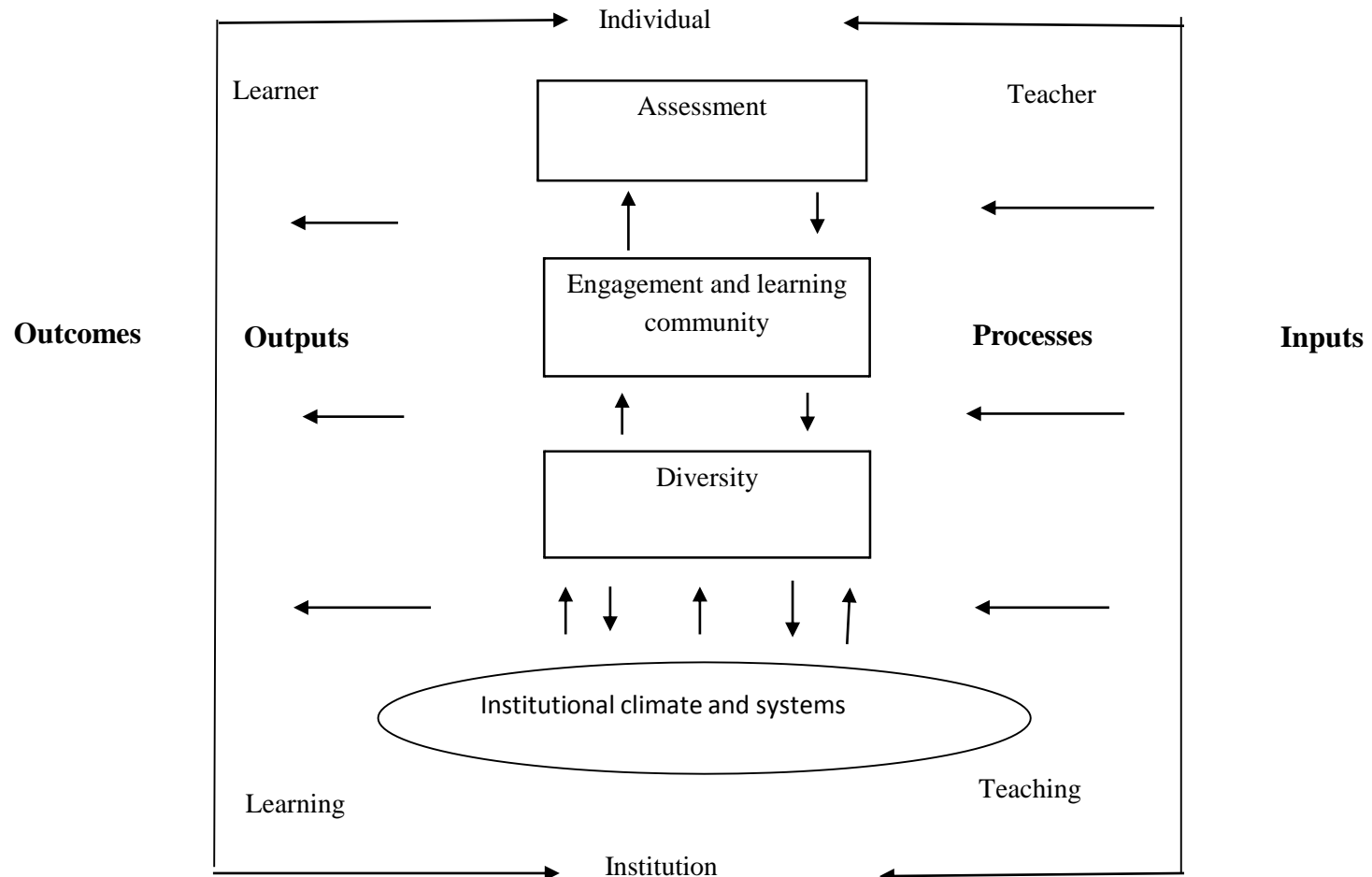
<b>SN</b>	<b>Criteria</b>	<b>University level institutions</b>	<b>Affiliated/ Constituent College</b>	<b>Autonomous College</b>
1	<b>Curricular Aspects</b>	15	10	15
2	<b>Teaching-learning and evaluation</b>	25	40	30
3	<b>Research, consultancy and extension</b>	15	05	10
4	<b>Infrastructure and learning resources</b>	15	15	15
5	<b>Student Support and progression</b>	10	10	10
6	<b>Organization and management</b>	10	10	10
7	<b>Healthy Practices</b>	10	10	10

Prasad (2005:9)

# Teachers Registration Council of Nigeria, 2018

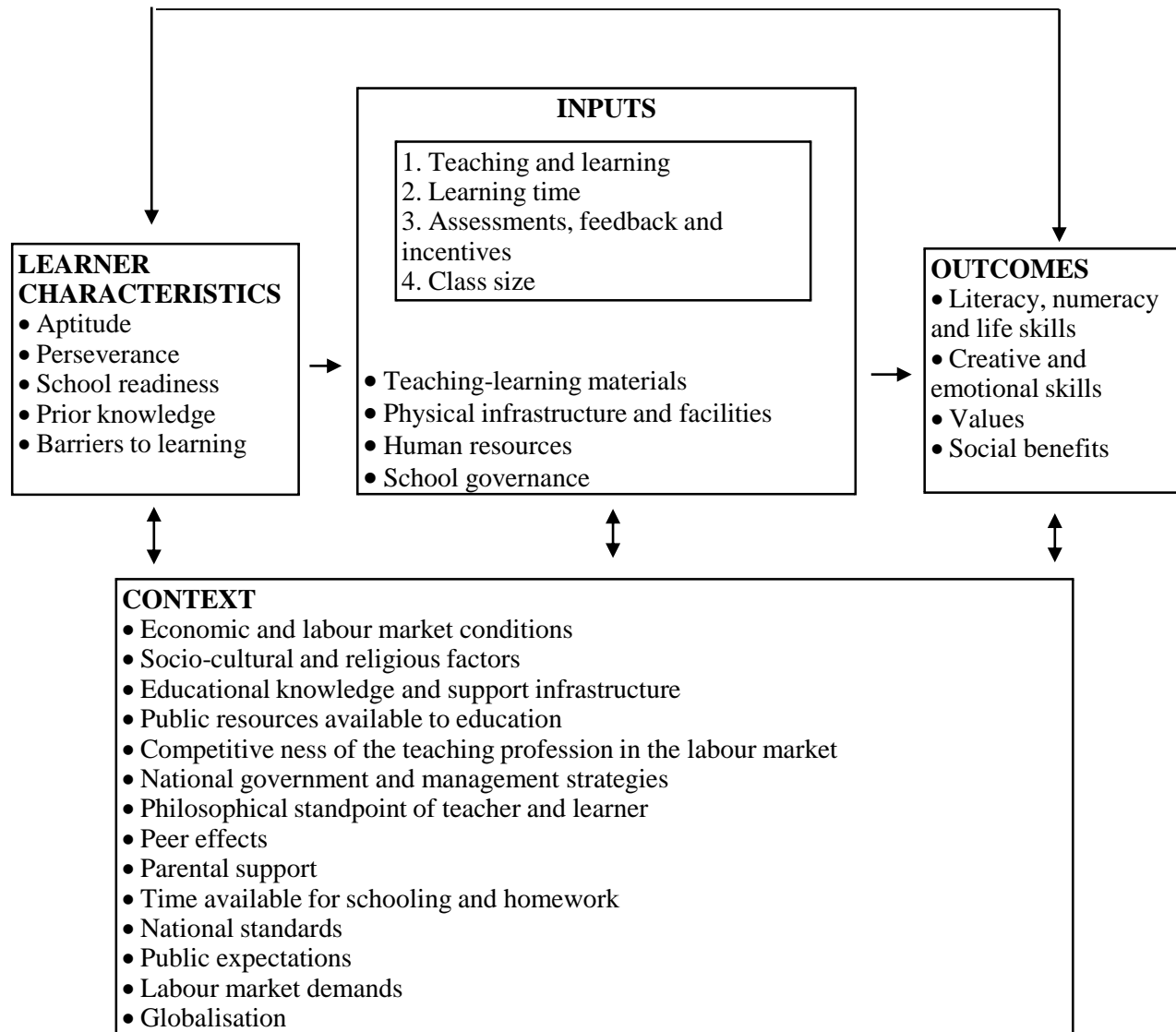
SN	Issues	Score 1,2,3,4,5
1	Evidence of law establish the institution	
2	Philosophy and objectives of the programme	
3	Copy of letter that accredited the institution (by NCCE or NUC)	
4	Adequate time table and academic calendar	
5	Course contents and course outlines	
6	Adequate classroom sizes, numbers and capacity	
7	Samples of course materials	
8	Adequacy of library and volume of books	
9	Availability of students handbook	
10	Adequacy of course lecturers, qualifications and experiences (years)	
11	Appropriate teaching practice assessment format	
12	Availability of moderated teaching practice results	
13	Availability of moderated question papers and results	
14	Availability of list of teachers and students with student/teacher ratio	
15	Adequate number of departments and students population	
16	Availability Of the current edition of National Policy on Education	
17	Fees chargeable	
18	Project supervisors/patterns	
19	Sample of question papers	
20	Final results and sample of certificates issued to PDE graduates	
21	List of students and their qualifications	
22	Availability of effective physical facilities: classroom, audio-visual laboratory, e-library, micro teaching laboratory, journals, etc.	
23	Internal controls are put in place to preserve the integrity of students' records	
24	Coverage of curriculum	

# The context of quality indicators in teacher education



Chalmers (2008:10)

# From IICBA: Framework for understanding and assessing education quality



Adapted from Sanyal (2013:22)

- Overall, TE is a play ground of a myriad of variables with complex relationships one with another. Quality therefore entails and isolating and examining the impact of these variables individually and collectively on TE.
- Indeed, teacher qualification is not just the piece of paper called certificate, it is actually what transpired at the TEI.

# The case for standard classification and coding of education data: ISCED 2011

- Comparison of teacher qualification either at the local, national, regional, continental or global levels are near impossible unless there is standard classification and coding of education data.
- This is a serious gap that the UNESCO Institute of Statistics (UIS) International Standard Classification of Education (ISCED) has filled globally. No teacher qualification framework can go far without presenting its classification, coding and data within ISCED.

# ISCED 2011

- As national education systems vary in terms of structure and curricular content, it can be difficult to benchmark performance across countries over time or monitor progress towards national and international goals. In order to understand and properly interpret the inputs, processes and outcomes of education systems from a global perspective, it is vital to ensure that data are comparable. This can be done by applying the International Standard Classification of Education (ISCED), the standard framework used to categorise and report cross-nationally comparable education statistics.
  - UIS, 2011:iii

# ISCED 2011

ISCED LEVEL	Description	Duration	
0	Early childhood	no duration criteria, however a programme should account for at least the equivalent of 2 hours per day and 100 days a year of educational activities in order to be included.	
1	Primary education	4 to 7 years, typically 6 years	
2	Lower secondary education	2 to 5 years, typically 3 years	
3	Upper secondary education	2 to 5 years, typically 3 years	
4	Post-secondary, non tertiary	6 months to 2 or 3 years	
5	Tertiary education	Short-cycle tertiary education	2 to 3 years
6		Bachelor's or equivalent	3 to 4 or more years when directly following ISCED level 3, or 1 to 2 years when following another ISCED level 6 programme
7		Master's or equivalent	1 to 4 years when following ISCED level 6, or from 5 to 7 years when directly following ISCED level 3.
8		Doctoral or equivalent	Minimum of 3 years

Source: Extract from UIS (2011)



## The Case for TE Curriculum Framework

- Curriculum is the medium for the delivery of Teacher Qualification (or TE ) – In TE reality runs in form of a curriculum, which is the sum total of the learning experiences designed for the programme.
- A Teacher Qualification Framework will be form without content if it does not deal with the issue of curriculum. This is not about curriculum content but curriculum framework. In other words, it does not have to prescribe content in absolute terms but it must deal with the generic, irreducible minimums expected of the content of a teacher qualification programme at the relevant ISCED levels.

# The Case for TE Curriculum Framework

- One good approach to the issue of an African curriculum framework was the Research tagged “Tuning Africa: The Harmonisation of Higher Education - The African Experience” endorsed by the AU and whose findings were once presented here in the AU by our colleague, **Professor Matete Madiba** of the University of Pretoria during the 2013 PACTED & COMEDAF.
- The Research took up the challenge of conducting an African continent-wide research to determine the competences expected of teacher education graduates in Africa which led the research team to delve into a study of the related curriculum for the best Teacher Qualification programmes that could be continentally relevant.

## Overarching issues

- Teacher qualification routes – the West versus Africa – in the West this is limited but in African seems infinite. This is a problem in itself.
- The issue of minimum teaching qualification – in the West this has become almost universally a university degree in education or degree in any other field plus PGDE. In Africa, it is a full market of minimum entry requirements, including six month post secondary education. In one of the African countries I learnt about a new type of teachers: the ‘undocumented teachers’.

# Tiers of The Frameworks

- Whether Professional Standards of Teacher Qualification Framework, the best results are guaranteed when these are existing robustly at the national, regional and continental levels. Therefore, the existence of the frameworks at these levels must be encouraged.



Morrow & Keevy (2006:5), Nwokeocha (2013)

# The aspirational nation of the frameworks

- Standards and teacher qualification frameworks are aspirational/ideal. They are determined based on national and international visions and not fixed to serve or uphold the existing weaknesses of the education system, e.g. unqualified teachers.

# Guidelines for the Teaching Profession

- This looks as the critical summary of the things required to put the teaching profession on a sound footing in any country. Top on the list, is the need to enact a law to make teaching a profession which includes the establishment of a teaching regulatory authority.
- This is mentioned by AFTRA all the time and re-echoed by the Declaration of the International Task Force on Teacher for Education 2030 at Lome, Togo in 2018.

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- Other critical indices are entrenchment of the professional standards, teacher qualification framework, professional registration and licensure, professional salary structure, and a lot more.
- These are issues that are before the AU, AFTRA and other important stakeholders to deal with in the months and years ahead. A comprehensive and validated guidelines on the Teaching Profession will help to propel teacher professionalism in Africa.



**Thank**

**You.**

**Questions**

**are**

**welcome**

