



# GLOBAL NETWORK OF DEANS OF EDUCATION

First Draft of a Position Paper

**Teacher Education & Development for 2030**

**The Essential Role of Education Faculties in Serving their Students, Communities, States/Countries and the Global Community**

## Premise & Principles:

*The overwhelming majority of teachers are recruited, educated and subsequently accredited in all education systems by publicly funded and accountable education faculties/schools of education. The purpose of initial and on-going teacher education and development is to prepare qualified professionals, with relevant content expertise in their assignments matched by attributes and skills in managing students and proven as well as innovative pedagogy and teaching/learning strategies. Faculties or schools of education provide that initial teacher education and play a leading role in ongoing professional development while also conducting research to improve policy, programs and practices as well as serving local, regional or international communities.*

**The teacher** is the single most important element of the learning process at the school level that can be most easily and effectively supported through public and professional investments. The local school district/education authority, employer of teachers and other education personnel, is the single most important agency responsible for hiring teachers and providing positive work environments and opportunities for ongoing professional development in cooperation with their local teacher unions. State or national education ministries create and maintain long-term teacher and workforce development policies and programs that establish or delegate teacher certification requirements, provide funding for teacher salaries and teaching/learning conditions and define the core goals and curricula to be delivered in their schools. Other ministries and agencies define the roles and provide the training/support for other personnel that work with teachers to support learning and teaching.

**Faculties or schools of education** are the single most important element of the workforce development process that creates a pool of qualified, effective and dedicated teachers for local education authorities and education systems. Initial teacher education programs recruit candidates into the profession, provide and certify their initial training and additional qualifications, help to induct and retain teachers in the system, provide timely and relevant research on teaching and learning to guide curriculum development and implementation as well as other school and professional practices. Education faculties offer career pathways for recruiting prospective teachers from or to serve minority, isolated and disadvantaged communities or for upgrading the skills and capacities of those assigned to teach without adequate preparation due to ad-hoc/short-term strategies responding to emergency or other circumstances.

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**Deans of education** faculties guide and support students, staff and faculty members in their learning, teaching, research and service to others. The Dean is often a mentor, initiator and conduit to the many different parts and people within the faculty as well as an inspiration and leader in maintaining an effective learning organization. For those seeking to improve the quality of education and teaching, the Deans of education are an essential partner and access point to their faculties, staff and students.

### **Key Messages**

This paper contains these key messages:

- Governments, universities, schools/faculties of education and donors should work together to develop and maintain systems-based, capacity-building approaches to teacher education to address the current and future challenges in education, teaching and learning in contextually relevant, sustainable ways.
- Teacher education and development should be based on career-long, carefully staged and structured opportunities for teachers to develop as autonomous, accountable professionals in response to the needs of students, their respective education systems and their own professional goals.
- Human interaction is the core of the art and science of teaching and learning. Consequently, initial teacher education and ongoing professional development should be based on a humanistic approach built by a professional, socialization activities such as collegial university teaching/research/service and subsequent coaching and mentoring in their teaching, support and leadership practices.

### **Purposes**

The goal of this paper, which has been developed through consultations with regional and state associations representing Deans of Education, many individual institutions and international organizations representing experts in teacher education, educational foundations, educational equity and education researchers is to create a framework and touchstone for institutional, state/national and global discussions about the key roles that education faculties play in supporting education systems and teacher education/development at the community, regional, state/national and global levels. The paper briefly describes these teaching, research and community service roles, discusses some of the urgent and important challenges facing education systems today, in the future, and documents the organizational and system capacities needed in different contexts.

### **Vision and Values that Should Drive the Education of Teachers and Education Faculties**

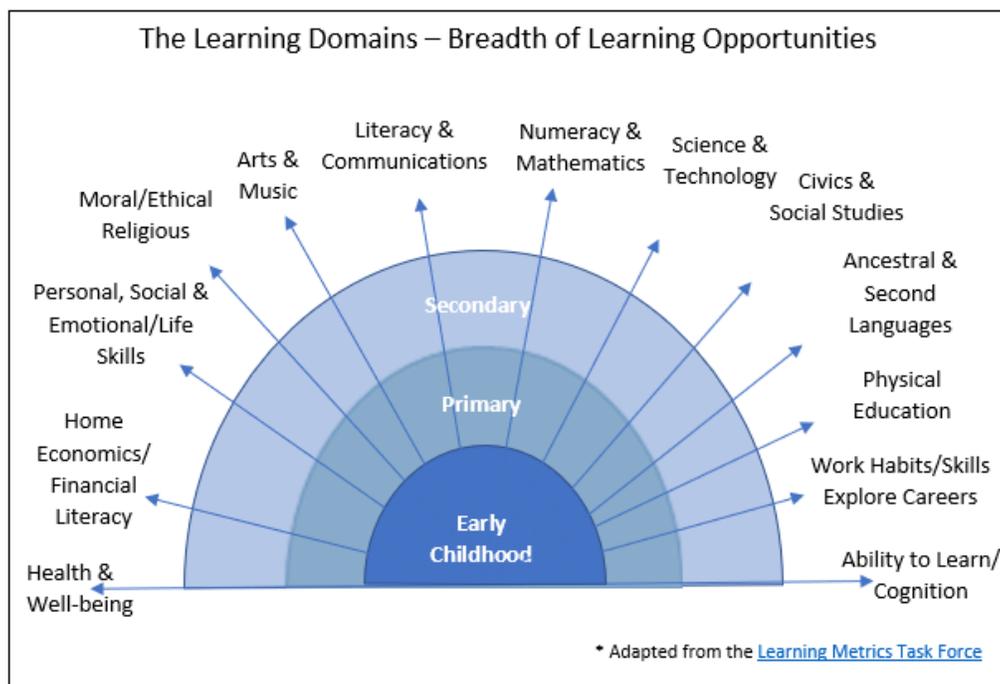
This paper identifies some of the social, economic, technological and political challenges that will confront student futures and educational systems. One inescapable conclusion (cite OECD, Brookings, Education Commission, UNESCO etc.) when examining these challenges is that education systems must offer a broad range of educational opportunities and pathways to increasingly diverse student populations as well as ensure that the needs of the whole child are met throughout their life-long education. This breadth is reflected in the UN Sustainable Development Goals for 2030 and should be a cornerstone of all national/state education systems and the education faculties that are part of those systems.

This means that governments and post-secondary education leaders should ensure that education faculties/schools of education can and do offer a wide range of education and development programs, within a coherent and planned workforce development strategy, to serve the wide variety of educational positions and

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careers. These include early childhood education, primary school, secondary school specialists, indigenous and immigrant programs, guidance counsellors, school administrators, senior school leaders and several types of specialists in psychology, technology, and other disciplines.

The breadth of educational opportunities for primary and secondary students depicted below should be supported by teacher education and development programs as well as educator-driven research and community-based programs in each faculty of education to the fullest degree possible or offered through a systems-based plan where these diverse needs are met somewhere within the overall post-secondary system of education faculties.



## Values

All students have the right to be taught, counseled and supported by skilled professionals who truly make a difference in their learning and overall development. The selection, preparation and guidance of teachers and other educators through their initial teacher education and subsequent stages of development is crucial. Long-term national/state education work force development planning and investments in strong, diverse and responsive post-secondary institutions to facilitate evidence-based, data-driven and experience-tested strategies and programs to recruit, educate, induct, develop, certify additional qualifications and nurture post-graduate scholars is essential.

The student-teacher relationship is at the centre of the learning process. The local school, working in concert with their students, parents and local community agencies, is the place where the whole child develops intellectually and academically, acquires healthy social, ethical and personal values, learns about work and potential careers and begins to act as a citizen in their community, society and the world.

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It is essential that decisions about teaching and learning be made at the local level as much as possible within the frameworks, policies and guidelines established by national and state governments as well as by local educational authorities and schools. However, as global environmental, economic and social trends and forces have demonstrated, we are all connected. It is increasingly evident that international cooperation through global organizations and UN agencies concerned with education has become easier and more effective through a variety of information and communications technologies.

The voice and contributions of Deans of Education should be part of the many global initiatives that will have an impact on education and education faculties. GNDE will work with relevant UN agencies and other global initiatives to inform education Deans about these initiatives, how to provide input and to shape their discussions to take into account the views and value of initial teacher education, graduate studies, community service and research provided by faculties of education.

### **Background/Rationale for this Paper:**

- The art and science of teaching and learning is being scrutinized even more than ever as technologies redefine our economies, our access to information/knowledge and our personal, group and cultural interactions, as climate change threatens our planet and as social, economic and political changes alter our ways of living together in families, communities, countries and at the global level. (Note: We need a broader, but still brief, listing of these challenges here and their impact on teaching and learning in the future...perhaps with cautions about how these challenges will play out in different contexts and how suitably stable education systems have been to false calls from band-wagon/band-aid “reforms” in the past) (Also need a list of potential changes coming from within education)
- These environmental, technological, economic and cultural changes are leading to significant migrations, both voluntary and involuntary, to urban centres and across national borders. Teachers are among the most mobile of professions. A diverse teacher workforce offers both a wider range of skills and knowledge to school systems as well as an innate and powerful force for social cohesion. These opportunities bring the challenge of ensuring quality and integration in teacher recruitment and education.
- All countries have recognized this as a transformative time and have articulated a broad set of sustainable development goals for all countries to achieve by 2030. Education is one of these 17 goals and is seen by senior UN leaders as the centre-piece or backbone for achieving all these goals (add citations and brief summary here)
- Several reports and global initiatives have been launched or revised by UN agencies, donor organizations and even multi-national companies These include (need to be listed here. They include: Incheon Declaration/Framework for Action, OECD PISA and Education 2030, GPE Paper, World Bank (SABER System), EWI (report & follow up), Teacher Task Force (Priorities & Plans/Forums) etc. Note: Many of these will find their way into national education policies and plans. Indeed, this is the stated goal of these many initiatives. (Describe how these initiatives often are narrow in focus, unrealistic and often ineffective. Systemic, continuous improvement strategies have long since replaced massive, “reform” strategies based on linear logic models instead of understanding large, complex organizations and

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systems change.

- Teachers and sustainable teacher education and development programs must be at the heart of these discussions

### **Social, Economic, Cultural, Environmental Challenges**

We live in transformative and tumultuous times. The new and continuing environmental, social, economic and technological trends, challenges to and opportunities education, teaching and learning have been identified in several recent reports<sup>12, 3, .</sup> They include:

- An impending climate and environmental crisis leading to dramatic shortages of water, food and habitats necessary for life as we know it. Huge voluntary and involuntary migrations and dislocation of people across countries and regions as well as urbanization within countries place new demands on public and private services. Education for sustainable development, both in the environmental or ecological sense as well as in the equitable distribution of scarce resources, including between generations must be embedded in all aspects of schooling.
- Technology as a transformation in our daily and work lives, as new medium for learning and living as well as a strategy for dramatically different ways to teach, learn and administer schools. Aspects of this transformation include artificial intelligence, virtual environments, de-coupling learning from school systems, greater opportunities to interact and form communities across geographical and cultural barriers, depersonalization, moral disengagement and invasions of privacy.
- Gross and growing inequalities in many societies and across the regions and countries of the world. Equity in terms of access, processes and the educational success/outputs of school systems has never been more urgent and a goal that is not solved only by increasing economic outputs or leveling educational opportunity.
- Gender equity and stereotypical gender-based role models (including girls/females as an equity issue and boys/males as a socially disruptive factor)
- Challenges to social cohesion within societies, countries and across countries and regions of the world are numerous, with open conflicts, discrimination, hate, indifference, alienation, isolation, moral and civic disengagement erupting world-wide. Once marginal political parties and movements seeking to exclude different groups have become mainstream in many parts of the world. Personal, social and

*“Education systems must be relevant and respond to rapidly changing labour markets, technological advances, urbanization, migration, political instability, environmental degradation, natural hazards and disasters, competition for natural resources, demographic challenges, increasing global unemployment, persistent poverty, widening inequality and expanding threats to peace and safety.”*

UNESCO et al (2016) Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4 p 26

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moral development are a critical need at the same time that the social fabric once supported by strong families, charitable and respectful faith-based institutions, responsible mainstream media and stable communities have declined.

- Challenges to physical and mental health are reducing life expectancy in many HR countries while still limiting life chances in LR and conflict/disaster-affected countries (hunger, disease, stress, obesity/overweight,

Many countries are introducing reforms and innovations into their education systems in response to these trends, challenges and opportunities. Several UN and global organizations are responding with policy and other guidance, including UNESCO<sup>4</sup>, OECD<sup>5</sup>, the World Bank<sup>6</sup>, the Education Commission on Education Financing<sup>7</sup>, the Global Partnership for Education<sup>8</sup> and others. Many of these new and continuing demands on education systems are reflected in the 2030 Sustainable Development Goals, primarily through Goal #4 (Education). We suggest that:

- Curriculum transformation and need for a new coherent paradigm for teaching and learning be based on offering a wide breadth of learning opportunities that truly serves the needs of the whole child. Otherwise private-sector interests and narrow employment driven, competitive views on education may take away from the intellectual development and socialization role of schools. New cross-curricular competencies are being defined but are often disconnected from the prevailing and still valuable curricula/subjects that build knowledge, skills and attitudes/beliefs in proper scope and sequence within established disciplines and domains that exist and govern the world outside and after schooling.
- Coherent, revised and improved long-term strategies to teacher education and development with the faculties/schools of education as a key partner and delivery system are essential. The roles, requirements and resources provided to Faculties/Schools of Education should be allocated within a systems-focused work force development strategy<sup>9, 10, 11, 12, 13</sup>.

*“We commit to quality education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED).”*

UNESCO et al (2016) Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal Four (Education) p. 8

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### **The Roles of Education Faculties**

The roles of education faculties include those listed below. This initial draft of these roles has been started from a brief review of various publications and research on the accreditation of teacher education programs<sup>14, 15, 16, 17, 18</sup>:

- Recruiting prospective educators into the education sector
- Preparing a wide variety of teachers and other educators for current and predicted teaching/working assignments
- Cooperating with other faculties to prepare non-education professionals to work with and within schools (nurses, social workers, psychologists, learning specialists, teaching aides, police officers, security personnel, community and youth workers, sports/recreation professionals and others
- Certifying professionals for different teaching and other educational assignments or working with governments or professional associations to do so
- Providing practicum and induction programs to encourage new teacher readiness, relevance and retention
- Offering additional certificates and qualifications as part of long-term strategies for career advancement and diversification with individual careers
- Encouraging and conducting open-ended and policy/practice driven research into teaching and learning
- Advising governments on curriculum and program design, maintenance, sustainability
- Working with local school districts/education authorities to improve education and teacher/school administrator effectiveness in cooperation with their respective professional associations and unions

### **The Capacities of Education Faculties**

The systemic, organizational and professional capacities needed for these roles and to address the educational challenges noted above Include:

(Note: We need to identify find capacity-based models in TED – this list based on WHO adapted document for K-12 education. )

(Note: GNDE is applying for funding to conduct a survey of organizational and system capacities in TED. This survey will focus on education faculties but also examine the roles and support provided by education ministries and local education

Insert summary of results of global survey of education faculty capacities here with links to results and papers

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- The MOE publishes regular predictions on estimated teacher staffing levels and their related work force development plans. Policy and curriculum changes estimate changes or new requirements for teacher qualification or staffing when deciding on policies and programs.
- Basic levels of staffing and human resources provided on a realistic and documented staffing levels are provided as part of the base funding provided to universities that offer initial teacher education programs
- Careful consideration of the instructional/student learning time available in initial teacher education programs (4/5-year programs, one year programs, recruiting/catching up for minority/disadvantaged students etc.
- Regular, visible support for long-term TED strategies from government ministers and senior MOE officials
- Regular consideration of long-term work force development strategies geared to local, national or state needs/educational plans
- Funding and staffing are required for education faculties to reach out and recruit from a diverse set of sectors and communities to attract potential teachers and educators into teaching careers. These include indigenous, minority and disadvantaged communities, specialists in second language learning, in learning disabilities and other disciplines, students completing or contemplating their undergraduate studies as well as others who have been in other sectors of the workforce and wish to share their knowledge and experience.
- Staffing assigned to encourage inter-disciplinary cooperation in teaching and research within the education faculty and with other faculties about school-related professionals
- Publications, faculty/staff events and joint professional development activities on the latest research about teaching, learning and education
- Ongoing work force development and knowledge exchange among faculty and staff
- Visible and tangible support for post-graduate student research
- Visible and tangible support for local community-service projects involving faculty and students
- Regular global, national, and institutional reporting on the number of teachers in initial training, teacher retained, their qualifications and experience related to various categories and types of

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teaching/educational assignments

- Institutional capacity for designing and encouraging research should be funded as part of the package for faculty funding

### **Public Reporting/Accreditation/Improvement Planning**

Fair and proven methods of institutional accreditation, public reporting on TED capacity or self-directed/accountable improvement planning within education faculties: (This section should be included as a brief part of the statement. It can draw from various position papers on accreditation available)

- Regular public reporting on evidence-based and experience-tested performance criteria (that have been subject to consultations with TED institutions and their respective associations can be effective for self-improvement planning and accreditation purposes
- The accreditation process should be open, transparent and credible
- More importantly, basic funding to education faculties should include funds to support faculty and staff to identify specific annual improvement objectives as part of their regular program planning processes.
- The national/state education planning should include specific objectives and criteria for teacher education and development as well as institutional/organizational capacity within education faculties

### **Applications of this Type of Systems-based, Capacity-Building Approach**

(This section could identify 3 or 4 examples of how this type of capacity-based framework has been used successfully.)

### **Applications of this Systems-based, Capacity-Building Approach to Global Initiatives**

(Close the paper with a GNDE offer to advise and support current and future global initiatives)

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## References

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- <sup>1</sup> UNESCO et al (2016) [Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4](#) p 26
- <sup>2</sup> OECD Education 2030 (2018) [The Future We Want: A Position Paper](#), Paris, OECD, Education 2030 Initiative
- <sup>3</sup> Education Commission (2019) [Transforming the Education Workforce: Learning Teams for a Learning Generation](#), New York, NY, International Commission on Financing Global Education Opportunity, pp. 42-43
- <sup>4</sup> UNESCO (nd) [Futures of Education initiative](#), Paris, UNESCO
- <sup>5</sup> OECD (nd) [The OECD Learning Compass 2030](#), Paris, OECD
- <sup>6</sup> World Bank (nd) [Systems Approach for Better Education Results \(SABER\)](#), Washington, DC, Author
- <sup>7</sup> Education Commission (2019) [Transforming the Education Workforce: Learning Teams for a Learning Generation](#), New York, NY, International Commission on Financing Global Education Opportunity, pp. 47-49
- <sup>8</sup> Kwame Akyeampong (2019) [Improving Teaching & Learning: A Knowledge and Innovation Exchange Discussion Paper](#), Washington, DC, Global Partnership for Education
- <sup>9</sup> World Bank (nd) [Workforce Development-Tools & Resources](#), Washington, DC, World Bank
- <sup>10</sup> World Bank (nd) [What Matters Most for Teacher Policies: A Framework Paper](#), Washington DC, World Bank
- <sup>11</sup> The International Task Force on Teachers for Education 2030 (2019) [Teacher Policy Development Guide](#), Paris, UNESCO
- <sup>12</sup> Weldon, Paul R. (March 2015). [The Teacher workforce in Australia: Supply, demand and data issues](#). Policy Insights, Issue 2. Melbourne: ACER.
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- <sup>14</sup> American Association of Colleges for Teacher Education (2016) [Principles for National Accreditation in Educator Preparation](#), Washington, DC, AACTE
- <sup>15</sup> The General Teaching Council for Scotland (2016) [Accreditation of Programmes of Initial Teacher Education in Scotland](#), Edinburgh, Author
- <sup>16</sup> Council for the Accreditation of Educator Preparation (2013) [CAEP Standards](#), Washington, DC, Author
- <sup>17</sup> Khushbakht Hina (2017) [The USAID Pre-Service Teacher Education Program and Teacher Professionalization in Pakistan](#), Cambridge Scholars Publishing
- <sup>18</sup> Hirotooshi Yamasaki (2016) [Teachers and Teacher Education in Japan](#), Bull. Grad. School Educ. Hiroshima Univ., Part III, No. 65, 206, 9—28