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This rapid review of international literature on the teaching profession and teacher development was conducted for the Strengthening Education Systems in East Africa (SESEA) project sponsored by Aga Khan Foundation Canada and the Canadian Department of Foreign Affairs, Trade and Development (formerly CIDA). This is one of a set of rapid reviews on key dimensions of school improvement developed as input to a research agenda setting process for East Africa for the Learning and Dialogue component of the SESEA project. The complete set addressed the following themes: teaching and learning, teachers and teacher development, school management and leadership, parent and community involvement and early childhood education and development.¹

The review addresses current salient issues related to the teaching profession: Selection and recruitment, initial education, hiring conditions, retention, in-service teacher development, incentives and evaluation, and gender considerations. The review incorporates information and findings from research internationally, as well as information on developing countries generally and East Africa more specifically. Several gaps in the research are noted in the final section.

Research suggests that attracting the best possible candidates to teaching is essential (OECD, 2011; SABER, 2012; UNESCO, 2013). Competitive candidates can best take advantage of initial education and, furthermore, research suggests for A,712(n)-2(o)8(1 0 0 1(c)3(an)4(d3 Tmf*EMC /P AMCI

A further concern is attracting underrepresented groups into teaching (Haugen et al., 2011; OECD, 2011; UNESCO, 2013). In the case of Africa, increasing the number of quality female teachers is seen as essential, as they seem to affect both student enrolment and performance, especially that of girls (Haugen et al., 2011). Teachers familiar with the cultural context and local language are more likely to reach the number of disadvantaged children who are learning (UNESCO, 2013, p. 37). Recruitment strategies such as affirmative action policies (UNESCO, 2013), broadening selection criteria, recognizing experience other than formal education and creating flexible teacher education options have been proven effective in some contexts (OECD, 2011).

Research suggests that quality teachers are essential to increase student learning, and quality teacher education is considered essential for teacher quality (Nag, Chhat, Torgerson, & Snowling, 2014; OECD 2011; UNESCO, 2013). The quality of teacher education depends in large measure on the quality of teacher educators, which is why UNESCO (2013) urges policy-makers to assign a high priority to their training (especially giving them adequate exposure to the challenges teachers face in the classroom, which they have not all experienced).

The expectations for teacher education, at least one that prepares teachers to help students meet contemporary learning goals, are high. Existing studies (Nag et al., 2014; OECD, 2011, UNESCO, 2013) identify an ambitious range of teacher education

Given the wide array of important yet competing curriculum goals for teacher education, there remains a lack of empirically-based consensus on what type of teacher training content and delivery strategies best enhance teaching effectiveness in East Africa or in developing countries.

In order to address critical teacher shortages, especially in the most disadvantaged areas, some countries have resorted to hiring teachers on limited term contracts (UNESCO, 2007a), rather than as public sector civil servants on permanent contracts often negotiated with teacher unions. Research suggests that some of the benefits of contract teachers include the flexibility to address teacher shortages (UNESCO, 2007a); a possible increase in the performance of struggling students (but the evidence for this is not strong) (UNESCO, 2007a); and more cost-effectiveness (possibly, as there are many hidden costs) (Bruns, Filmer & Patrinos, 2011; UNESCO, 2007a). Research on the use of contract teachers suggests that such arrangements can also

professional autonomy and decision-making power:
school reform, not just implementers of plan

Finally, several studies mention crucial ways in which school leaders and administrative
Westbrook, Durrani, Brown, Orr, Pryor, Boddy, & Salvi, 2013;
OECD, 2011; SABER, 2012; UNESCO, 2013), creating an environment that facilitates success in
which effective teachers like to work. (See further information in rapid review on School
Management and Leadership).

Ongoing teacher education is seen as key to improving education and also supporting
teachers (Westbrook et al., 2013; Hardman, Ackersb, Abrishamianc, & O'Sullivan, 2011; Nag et
al., 2014; OECD, 2011; SABER, 2012; Timperley, Wilson, Barrar, & Fung, 2007; UNESCO, 2007a;
UNESCO, 2007b; UNESCO, 2013). Even great teachers can always improve and context changes
(i.e. curriculum, student population) can bring new challenges. Many of the above listed
authors emphasize the importance of ongoing teacher education in developing countries and
Sub-Saharan Africa, where pre-service education is lacking or of insufficient quality (UNESCO,
2007a). Research suggests that in East Africa teachers rely on choral lessons and recitation of
factual information (Nag et al., 2014), and that, at least in Kenya and Uganda, the policy of
teaching primary school in English presents communication issues that affect learning
(Hardman et al., 2011). This is an important area for in-service support.

Generally, the content of in-service teacher education stressed as important is similar to
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At a summit on teacher policies organized by OECD (2011), the most controversial topic was teacher incentives and evaluation: how to define quality and evaluation criteria, protect against discrimination and unfairness, ensure quality instruments and methods, balance between teacher and school evaluations, relate evaluation to compensation, define the type of compensation (monetary or not, individual or for a group or school, etc.) and avoid distorting education by establishing narrow measures of quality. (For more details on these issues, see OECD, 2011 and Bruns, Filmer & Patrinos, 2011).

Even though controversy exists regarding how to conduct teacher evaluation (standardized testing or observations, linked or not to student performance, etc.), many advocate it as necessary to improve education (OECD, 2011; SABER, 2012). Evaluation can identify areas of needs in order to provide feedback, identify good practices and support for teachers as well as to inform policy (the improvement function) (OECD, 2011; SABER, 2012). It

though teachers were in school, they were not necessarily in the classroom; in Kenya, while teachers were absent from school 20% of the time, they were absent from class 27% of the time.

Can incentives such as monetary bonuses or sanctions improve teacher attendance? The research evidence is mixed, with only some studies showing improvements in teacher attendance. In a program in Kenya where school principals rewarded teacher presence with bonuses, teacher attendance did not increase. Nor did teacher attendance increase in programs

On the other hand, a program in India that used cameras to monitor teacher presence did result in increased teacher

teachers so their daughters could win the scholarships) (Kremer & Holla, 2009). An additional consideration is that often teacher absences are related to low morale and poor job satisfacti0 1 4493hYbMC

- Effective strategies for recruitment and hiring, especially to attract underrepresented groups into teaching and also to motivate teachers to work in hard-to-staff schools.
- Effective practices of initial teacher education (Westbrook et al., 2013) and also which flexible strategies for providing this education may prove most adequate for different East African contexts.
- The qualities of effective initial teacher education providers (Timperley et al., 2007) and studies of effective teacher educators (i.e. how they are inducted and trained, how they develop their practice over time, how they participate in peer collaboration, etc.) (Westbrook et al., 2013).
- Benefits and drawbacks of contract teachers, especially in the long-term.
- The mentoring of beginning teachers (Timperley et al., 2007).
- Interventions that support novice teachers becoming more effective experienced teachers (Westbrook et al., 2013).
- Studies about more specific aspects of in-service training, such as characteristics of effective peer collaboration (Westbrook et al., 2013), and further research on distance programs and use of new technologies (Timperley et al., 2007).
- The cost-effectiveness of different types of professional development (Westbrook et al., 2013).
- Teacher incentives and evaluation practices and outcomes.
- Effective strategies for hiring more female teachers and for eliminating barriers to their employment.

1. The series of rapid reviews utilized a strategic search method in order to identify key resources related to the review focus including existing systematic reviews, literature reviews, reports and other grey literature from well-known and reliable sources on school improvement in general as well as in the contexts of developing countries and East Africa specifically. To this end our team identified search terms for, conducted, and recorded more than 765 individual searches (465 in Google and 362 in Google Scholar). We combed through and collected links to potential sources from approximately 4,135 pages of Google and Google Scholar search results. After the initial search was completed we identified 1) key sub-themes; 2) prominent authors and organizations; and 3) created a list of documents to be considered for the rapid review. We sorted through and summarized key resources making note of significant findings, the evidence-base supporting these findings, and any knowledge gaps identified in the literature. The final documents included in the series of rapid reviews focused primarily on knowledge from extensive systematic reviews of the literature related to the sub-themes of this series,

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