



KEY ELEMENTS OF ACCOMPLISHED TEACHING SCHEMES

Student achievement depends to a large extent on the knowledge, skills and application of their teachers. Greater value therefore needs to be placed on the work of teachers who attain accomplished teaching standards and to provide significant incentives for all teachers to develop their professional practice.

If greater value is to be placed on good teaching, it is necessary to increase our ability to evaluate teacher performance in ways that are valid, reliable and fair.

In this context the IEUA believes that the following key elements should be evident in the development and implementation of any systemic approach to identifying and recognising accomplished teachers.

1. Defining accomplished teaching

- Standards for defining accomplished teaching should be research-based, and subject to rigorous validation.
- Standards for evaluating teacher performance should reflect the full scope of what teachers are expected to know and be able to do, and factors that are under their control.

- The knowledge and skill underpinning effective teaching is sophisticated and complex – standards for accomplished teaching and methods for gathering evidence need to reflect this complexity.

2. Assessing accomplished teaching

- Valid methods for evaluating teacher performance focus directly on evidence about what students are doing, learning and experiencing as a result of conditions for learning established by the teacher.
- Systems for recognising accomplished teaching should be based on high teaching performance standards, not on quotas. (It is in everyone's interest for all teachers to achieve high teaching standards)
- Such systems have a different purpose from annual reviews of performance based on contractual duties that are the responsibility of employers: they are intended to support major stages of career advancement.

- A valid system for assessing teacher performance does not narrow or distort the curriculum that teachers are expected to teach
- Valid systems for assessing teacher performance require schools with conditions that enable teachers to teach as well as they can
- Valid systems for assessing teacher performance take into account the context of specific teaching-learning environments
- Fair systems are not onerous processes, and do not take the teacher away from their core work of teaching

3. *Implementing systems for identifying and recognising accomplished teaching*

- Governments, employing authorities, registration bodies, the teaching profession and their unions all need to be involved in designing and implementing systems for identifying and recognising accomplished teaching.
- A system for identifying accomplished teachers needs to be administratively feasible, publicly credible, professionally acceptable, legally defensible and appropriately funded.
- Systems for identifying teachers who attain high standards of teaching should be profession-wide and provide teachers with a widely-recognised portable certification.
- Promotional positions need to be available in schools for teachers who are awarded professional certification to capitalise on their expertise and capacity for teacher leadership.
- An effective system for recognising accomplished teachers will require additional recurrent funding from governments.
- Effective systems for identifying accomplished teachers provide incentives and information that lead to improved teaching practices