

# University Leadership and the Teacher Education Strategy

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# Teacher Education Strategy Quiz

How familiar are you with the Teacher Education Strategy (TES)?

1. I have never heard of this strategy
2. I am vaguely or barely familiar with the TES
3. I have read the TES and know about some of the details of the TES
4. I am very familiar with the details of the TES and its many policy ramifications.

# Teacher Education Strategy Quiz

The Teacher Education Strategy....

A) ...is a general policy document that has nothing to do with Palestinian higher education.

B) ...provides specific policy recommendations for improving the quality of instruction in schools.

C) ...aims to improve the working conditions for university faculty.

# The Teacher Education Strategy

- The TES sets up a massive capacity building challenge that could dramatically affect the Palestinian teaching community.
- The TES attempts to define:
  - what a teacher should know
  - how a teacher should teach
  - how their performance should be measured

# The TES Challenge

- The TES requires all in-service teachers who have a bachelors degree but lack an education diploma, or conversely, have an education diploma but lack a bachelors degree, to earn the relevant credential to be “qualified”.
- Any existing teacher who does not have both of these is officially “unqualified.”
- This strict definition applies to 7 out of 10 public school teachers in the West Bank and may ultimately affect more than 30,000 teachers.

# The TES Challenge (part two)

- The TES recommends the higher education institutions (HEIs) assume a leadership role in upgrading the skills and qualifications of these teachers.
- Universities must develop innovative education programs that to include:
  - learner-centered teaching methods
  - lots of time for reflection
  - action research & school-based activities
  - some tasks that are delivered online
  - a school practicum for pre-service teachers
  - recognizing prior learning for in-service teachers

# Are Universities Ready?

Several studies indicate universities may not be prepared to respond to the TES:

- 1) Universities do not have sufficient faculty to start training thousands of in-service teachers
- 2) Teaching practices are generally not learner-centered
- 3) Pre-service teacher programs are very traditional and outdated

# Are Universities Ready

- 4) No programs exist for early childhood education, counseling, music, art...
- 5) Universities do not have well-developed school practicum components or experience assessing prior learning
- 6) In general university faculties of education are not familiar or far from the issues and challenges of public school teachers

# Opportunity & Leadership

- USAID, the World Bank and other donors are ready to support capacity building of universities to support the TES
- Overall the funding opportunities and incentives to universities to improve education programming will be significant in the future
- Vision and leadership from university presidents and deans is needed to encourage bold reforms

# Concluding Question

Do you think universities and faculties of education are prepared to significantly change how they train teachers?

1. Palestinian universities and colleges are not prepared to change how they train teachers.
2. Universities and colleges are prepared to change, but this will take a long time and much effort.
3. Universities and colleges are already changing, improving and are meeting to the TES challenge.