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Professional Standards Setting Body for Teachers and Teaching: a White Paper

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Professional Standards Setting Body for Teachers and Teaching: a White Paper

Executive Summary

1. Standards for teachers and teaching are being used in many countries across the globe to serve one or more of these purposes:
 - a. certification and licensing
 - b. career growth prospects
 - c. professional development.
2. In the context of the NEP 2020 recommending the setting up of a professional standards-setting body (PSSB) for teachers and teaching, the Centre of Excellence in Teacher Education, TISS took up a small study at the behest of the Ministry of Education(MoiE, GOI) and National Council of Teacher Education (NCTE). This white paper has been prepared based on the study to initiate discussions and dialogues among educators in India.
3. The study of structure, nature and function of PSSBs of select countries indicate that they vary considerably. In the countries studied from the Global North (Australia, England, Ireland, Scotland, Singapore and Hong Kong):
 - a. All except England have an autonomous PSSB (In England, the state department of education sets standards and regulates teacher education)
 - b. Most PSSBs are statutory bodies while some have advisory status(Australia and Hong Kong)
 - c. Two PSSBs are state funded (Ireland and Singapore) while the rest are self-financed
 - d. In countries where the PSBB also functions as the licensing/registering body and/or regulatory authority, independent committees and panels support the members of PSBB. A majority of these committee/panel members are registered teachers.
 - e. All PSSBs work closely with teacher unions.
4. Among the countries of the Global South that were studied, Africa has a pan-continent PSBB. Standards-setting has been primarily initiated by the governments in countries of South Asia most of which have a regulatory body for teachers or in the process of setting up one. Separate licensing/registration of teachers is not required in any of these countries.
5. An analysis of the standards framework for teachers and teaching across 12 countries indicate four domains that are used to categorize the standards:
 - a. Knowledge and Understanding
 - b. Teaching practice
 - c. Teaching relations
 - d. Professional Ethics and Conduct
6. The national teaching standards across the countries studied involved some common phases for standards development:

- a. *Phase 1*: Typically countries start by reviewing standards and best practices from other countries, especially those which are consistently ranked high in international assessments such as PISA.
 - b. *Phase 2*: A pool of experts/working group/task force (mostly at the ministry level) is created for drafting the teaching standards.
 - c. *Phase 3*: Pilot testing of the draft standards.
 - d. *Phase 4*: Rollout and full implementation of teaching standards.
 - e. *Phase 5*: Monitoring and Assessment: Based on the standards, the findings of the monitoring and assessment drive the professional development activities design and development, and allocation of budgets.
7. A review of literature on the impact of standards on classroom practices and student learning has been mixed. For example, a meta-review by Burroughs et al. (2019) has found limited evidence on standards for teachers impacting student outcomes. Many researchers have pointed out the link between teacher learning, teaching practices and student outcomes and achievement is not linear and straightforward and attempting to capture them through standards can be quite complex (Cochran-Smith, 2002; Boyd et al., 2009; Weaver, 2019). Studies also indicate that standards can narrow the scope of teaching, restrict the freedom of teachers and stifle teacher autonomy and dis-empower teachers and seen by the profession as a means of external control (Sachs, 2003; Taubman, 2009; Bourke et al., 2013; Eade, 2014). Literature indicates that successful school systems across the globe prioritise recruitment, education and recognition of teachers and provide adequate resources for good quality teaching. Countries like Finland, Singapore and South Korea, which score high on international assessments such as PISA have been working continuously for the past seven decades to improve the quality of teachers and teaching in their countries. This view is supported by the interviews conducted with experts across select countries in the Global South and North, who highlight that teacher standards cannot exist in isolation and need to be integrated with the larger education system that exists in the country.
8. The paper ends with a set of suggestions, emerging from the study for setting up a PSSB, evolving standards framework, implementing standards and evaluating and monitoring its implementation. Some of the key suggestions are:
- The PSSB can be set up as an autonomous academic body for teachers and teaching and NOT as a professional standards setting body for teacher education.
 - The standards framework must be aspirational and NOT prescriptive and must ensure accountability both from teachers and the system.
 - Teacher education providers and teacher organizations and networks to take the lead in implementing standards to avoid top-down managerial approach to implementation.
 - Performance monitoring of teachers should be benchmarked against the standards and linked to a comprehensive strategy of improving quality of teaching and strongly coupled with teacher professional development. It should not become a punitive measure for teachers.
 - Evaluation should recognise the conditions and contexts of work of teachers and institutions and not adopt a one-size fits all approach.

The value of any professional standards for teachers and teaching lies in its productive use as a conceptual reference for professional development of teachers across the spectrum. It is hoped that the proposed PSBB is established through wide-ranging consultations with key stakeholders.

Professional Standards Setting Body for Teachers and Teaching: A White Paper

1. Introduction

Globally, standards for teachers and teaching are being used for certification and licensing, as performance indicators for career growth prospects and in a few cases, to plan for professional development. Standards evolved from research and knowledge-base of teachers have the potential to describe how knowledge is used in practice but also becomes a means for teacher professional development and empowerment.

There is divided opinion among practitioners about the use of standards. Some welcome a standards framework as providing a common understanding of expectations and pathways for growth and development. Others are critical that standards are increasingly used as a means of regulating teachers and their work and for exercising external control on the sector. While standards are considered important for improving quality of educational systems and countries of the Global South have either formulated standards or in the process of doing so, educators warn they are not a magic bullet to solving educational issues (Darling-Hammond, 1998:39).

This paper has been prepared to initiate discussions and dialogues among educators in India in the backdrop of setting up a Professional Standards Setting Body (PSSB), as per the recommendation of the National Education Policy (NEP 2020). The paper has been prepared at the behest of the Ministry of Education, Government of India, and National Council of Teacher Education (NCTE). It is based on:

- a study of the structure and functioning of PSBBs in different regions of the world
- review of literature on the impact of standards on teachers and teaching and students' learning from countries that have been using them for over a decade
- an analysis of essential elements of a framework for setting standards
- interviews with educators/administrators who are involved setting up/heading PSSBs in four different regions.

Based on this small study, the white paper ends with a set of suggestions for setting up a PSSB and initiating the process of evolving a framework for professional standards for teachers and teaching, for further discussions.

2. Brief overview of PSSB in other countries

This section provides a description of the nature, structure and function of PSSBs from select countries in the Global North (Australia, Scotland, England, Ireland, Singapore, Hong Kong), the Global South (South Africa, Mexico, Malaysia), including South Asia (Bhutan, Bangladesh, Sri Lanka, Nepal,

Afghanistan). The linkages between PSSBs and teacher networks/unions, institutions that work for licensing/registration of teachers, mechanisms for regulation and accountability and grievance redressal are identified, where information is available. These vary widely across the countries studied. The details are appended to the note.

2.1 Select Countries in the Global North

Many countries in the Global North have teacher standards in some form and use it as a regulatory mechanism to regulate the profession of teaching and improve the standards of teaching by ensuring only registered and qualified teachers are allowed to remain in the system. The standards setting bodies are either independent of the state (Australia, Scotland, Hong Kong) or autonomous and funded by the state (Ireland, Singapore) or run by the state department of education (England). In many of the countries the standards are statutory in nature and are enforced by the law and have to be followed by all teachers in order to teach in the country. Only if teachers meet the standards defined can they operate as a registered teacher. In some countries the PSSB is responsible for registering and regulating teachers (Scotland and Ireland). Australia has a decentralised system with local state regulatory authorities registering teachers. Graduates from initial teacher education programs (offered by the only university, the National Institute of Education, which is also the standards setting body) are directly appointed into the public education system and in England teachers need the Qualified Teacher Status for appointment. Both these countries have a separate government regulatory body. In Hong Kong, a government department registers and regulates teachers for which it receives advice from the independent PSSB. The standards making bodies mostly address grievances faced by teachers or raised against teachers and perform functions that help regulate and strengthen the teaching profession in these countries. All the countries studied have strong teacher unions

2.2 Africa

Africa Federation of Teaching Regulatory Authorities (AFTRA) is a statutory intergovernmental organisation regulating teaching in 55 countries within the continent and is a member of the International Forum of Teaching Authorities (IFTRA). AFTRA is responsible for the registration and licensing of teachers, setting and implementing standards and professional code of ethics for teachers and school leaders. One of the primary objectives of the organisation is to promote co-operation and exchange of good practices of teachers across the African continent. Each member state has its own licensing/registration requirement. For example, in South Africa, the South Africa Council of Educators (SACE) established as a statutory body under the Department of Education, provisionally registers student teachers from the first year of study until they complete the mandatory induction program after appointment. They are then required to submit the professional development portfolio to SACE to meet the registration requirements based on standards. Final registration also requires screening through submission of police clearance certificate, and National Register for Sexual Offenders (NRSO) and National Child Protection Register (NCPR) databases.

2.3 South Asia

Most countries in the region have an independent regulatory body for teachers and/or have framed standards for teachers and teaching. The exceptions are Afghanistan and Maldives. The Ministry of Education is responsible for regulating teacher education in both countries. The Maldives Qualification Authority accredits teacher education programs before they are offered. Few others have proposals to do so. For example, in their current policy documents, Bhutan and Sri Lanka recommend the establishment of a National Council for teachers which would act as standards setting body, including developing a code of ethics for teaching professionals and appraisal schemes based on these standards. The National Education policy of Pakistan has specified the development of professional standards across teaching levels (ECE, primary, elementary, secondary, higher secondary), across specialisation areas (general, vocational, technical, math, science), and to function for educational administrators (Ramchand, 2020).

Bangladesh: National Teacher Education Council (NTEC) was established in the year 2010 by the Ministry of Education, Bangladesh, and was mandated with the development of standards for teachers.

However, the draft NTEC Act is pending and has not yet been passed by the Bangladesh parliament, leaving the NTEC with no legal backing for development or implementation of standards for teachers.

Bhutan: The Ministry of Education, Royal Government of Bhutan constituted a task force of 17 members to formulate the Bhutan Professional Standards for Teachers (BPST). The task force held extensive consultations with multiple stakeholders across the country from May 2017 to December 2019. The country is in the process of establishing a National Teacher Council (NTC) which will be responsible for teacher development, certification, licensing and registration, welfare and redressal, etc. Teachers are regulated by the Teachers' Code of Conduct (2012) and the Bhutan Civil Service Rules and Regulations (2010/2018).

Nepal: National Centre for Education Development (NCED) was established in the year 1993 by the Ministry of Education, Nepal, and is responsible for developing the national competency standards for teachers. NCED also carries out a range of functions, including conduct of in-service teacher professional development programs. However, this creates a conflict of interest as NCED is both a training provider and also responsible for assurance of quality of those training programs.

Sri Lanka: While Sri Lanka does not have any professional standards setting body for teaching or teachers, teachers are observed and evaluated under the School Educational Quality Index (SEQI). In-Service Advisors (ISAs) are functionaries at the divisional level responsible for academic support to teachers (akin to BRC/CRC in India). Interestingly, competencies, both basic and specific (as per subject), are specified for the ISAs by the Sri Lankan Ministry of Education. The draft policy for general education in Sri Lanka has recommended establishment of a National Council, which is expected to define standards of teaching including a code of ethics for teaching professionals and appraisal schemes based on these standards (NEC, 2016). The presidential task force has reiterated the policy and calls for a comprehensive education act under one ministry to take care of education across levels (NEC, 2020). In Sri Lanka a professional qualification is not a compulsory requirement for teacher recruitment. The number of programmes available for providing pre-service teacher education and the annual output of qualified teachers are insufficient to meet the demand for qualified teachers. However, the high school/college graduates directly recruited as teachers are mandated to complete an initial teacher programme, which is state-funded, within two years of their appointment (NEC, 2016). The National Institute of Education was set up by an act of the parliament in 1985 and is mandated to design and develop curricula for general and teacher education and provide relevant professional development for personnel working in the education sector. It is also expected to undertake research to inform educational policy (NIE Act, 1985). The Ministry of Education has also established the Management and Quality Assurance Branch, which evaluates schools and teacher education institutions under the ministry (NCED, 2009). The government has attempted to address challenges in deploying teachers to rural schools by assigning newly recruited teachers to first serve in these schools for a fixed term, providing cash 'hardship' allowances and housing, and accelerating promotion (Gazette of The Democratic Socialist Republic of Sri Lanka, 31.08.2017).

The structure, nature and function of PSSBs vary considerably across countries. The countries of the Global North that are reported here have an autonomous PSSB (with the exception of England) with or without financial support from the state and have either a statutory or advisory status. In countries where the PSBB also functions as the licensing/registering body and regulatory authority committees and panels support the members of PSBB, a majority of whom are registered teachers. All of them work closely with teacher unions. Among the countries of the Global South that were studied, Africa has a pan-continent PSBB. Standards setting has been primarily initiated by the governments in countries of South Asia most of which have a regulatory body for teachers or in the process of setting up one. Separate licensing/registration of teachers is not required in these countries.

3. Essential elements of a framework for setting standards

This section presents an analysis of teacher standards framework across various countries around the globe to understand the expectations of these education systems from their teachers. For this review, the global framework of professional teaching standards developed by Education International (EI)

and UNESCO (2019) has been used as a reference to identify the corresponding standards in other frameworks.

The EI/UNESCO framework uses three domains to categorize the standards for different aspects of teaching:

- Knowledge and Understanding
- Teaching practice
- Teaching relations

A brief summary of each of these domains is provided followed by a synthesis of teacher standards that fall under the domain in seven countries taken up for more detailed study for this note as representative of countries in the global north and south, namely South Africa, Australia, Scotland, Ireland, Bhutan, Malaysia and Hong Kong.

3.1 Knowledge and Understanding

This domain focuses on teacher's knowledge about how students learn and how their overall developmental needs may vary. It expects teachers to understand that each student may need a different level of support for learning based on his/her social, cultural and economic backgrounds. Thus, facilitating inclusive and equitable education opportunities for every student is considered a teaching standard. Secondly, teachers should have extensive content knowledge and skills of the subjects that they teach along with the teaching methodologies appropriate for the content including use of digital technologies for teaching. Importantly, the standards also highlight the need for teachers to learn about and apply research methodologies for improving teaching-learning processes.

Teacher standards in all the seven countries studied, emphasise that teachers should strive for the holistic development of every student irrespective of their backgrounds. The professional standards for teachers in Bhutan (MoE Bhutan, 2020) and Australia (AITSL, 2011) require teachers to design and implement their teaching strategy keeping in mind the diversity of learners in terms of language, culture, religion, and socio-economic backgrounds; their physical, social, emotional and intellectual development; their gender and abilities. They also expect teachers to plan their teaching specifically for students with disabilities and gifted learners. In Ireland, the teacher standards require teachers to accommodate needs of diverse learners based on factors such as those listed above but also including civil status, family status, sexual orientation, age, race, ethnicity (TTC, 2016). In South Africa and Scotland, the teacher standards expect teachers to promote social justice and enable access to educational opportunities for all in the society (SACE, 2018; GTC Scotland, 2021). Teachers in Malaysia and Hong Kong are required to identify students' potential and design teaching activities aiming at their overall development (Bourgonje & Tromp, 2011; COTAP, 2018).

Except Hong Kong and Ireland, the teacher professional standards in all the other five countries explicitly specify thorough content knowledge as a requirement for their teachers. Teachers in Malaysia and Bhutan are also expected to have knowledge of using ICT for teaching while in Scotland and Malaysia teachers are encouraged to design and implement teaching methodologies that are rooted in research. South Africa requires its teachers to have in-depth knowledge for planning teaching, learning and assessment strategies.

3.2 Teaching practice

The standards under this domain revolve around the central theme of student learning objectives and teaching practices aimed towards achieving those objectives. Teachers should be able to plan their lessons and use different teaching activities that promote learning for all students while keeping in mind the specific nature of the subject being taught. Providing a safe learning environment is also a teacher standard that emphasizes not just physical safety for students but also secure conditions enabling students to express themselves and learn at their own pace while also working collaboratively to learn as a group. Finally teachers should have the knowledge and skills to use various assessment methods for student learning and plan their teaching accordingly to meet student learning objectives.

Teacher professional standards in all the seven countries expect that their teachers set clear learning objectives for students and plan their teaching effectively to support student achievement. Standards in Hong Kong and Malaysia specify that needs of the learners are to be given importance while devising teaching strategies. Creating a safe learning environment for students is an essential requirement from teachers in all the countries. Teachers in Ireland are expected to create an environment that encourages students to be active agents in their learning while in Australia, Bhutan and Scotland such environments should also ensure fairness and respect for all learners. In Hong Kong, Australia and Bhutan, teachers are required to organise and manage activities such that every learner participates and learns individually as well as collaboratively. This expectation is stated in teacher standards for the rest of the countries too.

Student assessments and its implication on teacher practice are in the foreground of teacher standards in these seven countries. Assessments are considered an integral part of teachers' plan to devise appropriate teaching-learning strategies and evaluate students using various methods. Apart from improving student learning, data from assessments is also desired to inform teachers' own practice as indicated in standards for teachers in Bhutan, Ireland and Australia.

3.3 Teaching relations

Apart from the teaching-learning processes that happen inside the classrooms with students, teachers' work is affected by their relationships with their colleagues, higher educational authorities and the community including parents of students. The standards under this domain envisage teachers to work collaboratively with other teachers for their own professional development as well as for improving their practice to support student learning and overall development. They are also required to undergo formal professional development activities and continually reflect on their practices to improve teaching-learning activities and develop themselves professionally. Finally, teachers are expected to communicate about student learning and development with parents and community in general and also share their professional issues in order to support student welfare.

Except Malaysia, teacher standards in all other countries emphasise that teachers participate in interactions with their peers and wider professional learning communities to collaboratively design effective teaching-learning activities that support student learning and welfare as well as their own professional development. Teachers in Hong Kong and Ireland are also expected to work towards building trust and respect for each other. All the countries except Malaysia also expect that their teachers engage with parents and the community to discuss student learning and progress, students' socio-emotional and personal development and to understand the learners' needs.

Professional teacher standards for all the six countries except Malaysia maintain that teachers have to necessarily and proactively strive for continuous professional learning by way of participating in formal and informal opportunities for the same. Teachers in Ireland, Scotland and Bhutan are encouraged to undertake reflective practice in addition to seeking feedback from peers on their teaching processes which also finds a place in the Australian standards for teachers.

While these three elements of teacher standards in the EI/UNESCO framework are common across the countries reviewed, professional ethics and conduct is included in the standards framework in all seven countries. The following section briefly describes the standards formulated under this fourth element.

3.4 Professional Ethics and Conduct

All the countries refer to professional code of ethics and conduct for teachers that they should be aware of and demonstrate as part of their everyday practice while maintaining the dignity and status of the profession. The professional standards document for South Africa, Australia, Hong Kong and Bhutan merely mention about teachers requiring to meet the established code of ethics and conduct. Standards related to this domain are elaborated for teachers in Ireland and Scotland. For instance in Ireland, teachers should take care that they do not possess any inappropriate and illegal materials in electronic or other formats and they should not teach while practising substance abuse. They are expected to report incidents affecting student welfare and also avoid conflict of interest between

personal and professional matters as a sign of their professional integrity. For teachers in Scotland, it is important to develop attributes of kindness, courage, honesty and be trustworthy to meet the standard of professional integrity. These attributes along with belief in God, patience, fairness, competitiveness, being active and healthy, interpersonal and intrapersonal skills are considered as essential personal values for Malaysian teachers.

Teachers in Bhutan are expected to understand and exhibit the Bhutanese culture and values in their day to day lives, while in Malaysia teachers are expected to display patriotism and love for the environment. Teachers in Hong Kong are required to update their students with current developments in technology, current affairs of the world and develop their entrepreneurial skills so that they can compete with the changing world.

The national teaching standards across the countries studied involved some common phases for standards development:

Phase 1: Benchmarking with developed countries: Typically countries start by reviewing standards and best practices from developed countries.

Phase 2: A pool of experts/working group/task force (mostly at the ministry level) is created for drafting the teaching standards. Some countries also involve consultants and experts from international bodies or developed countries. The development of teaching standards are often based on national education policies or continental policies (in the case of Africa), and are supplemented by inputs from national and local teacher education experts.

Phase 3: Pilot testing of the draft standards: The draft teaching standards are piloted and tested with teachers and varied stakeholders. Based on interviews, focus group discussions, and public consultations, the standards undergo a review process.

Phase 4: Rollout and full implementation of teaching standards: Based on the review of the pilot, the teaching standards are finalised, an implementation framework developed, and standards rolled out. For this, guides, manuals, and other resources are developed for teachers, educators and other stakeholders, for them to better understand the standards.

Phase 5: Monitoring and Assessment: Countries that have some history of implementation of teaching standards, conduct regular assessment and monitoring activities, audits and reviews, using various instruments and techniques. Most countries have linked teaching standards with pre-service education, in-service teacher development and support, and teacher performance rewards and incentives. For teachers who need further capacity development, improvement plans are framed and implemented for them. Based on the standards, the findings of the monitoring and assessment drive the professional development activities design and development, and allocation of budgets.

4. Literature on impact of standards

Standards for teachers have been mushrooming across the world since the early part of the century and policies that talk about promoting teacher quality through standards have increased significantly in the past two decades (Ingvarson, 2012; Allard et al., 2014; Caena, 2014). This has primarily been because of mounting evidence and research that the quality of the teacher and the knowledge and skills of a teacher are the most important factors that influence student achievement. Standards were developed to provide a clear definition and description of what teachers need to know and do to be most effective. Studies have shown that many successful school systems across the globe are successful because they prioritise recruitment, training and recognition of teachers and focus on good quality teaching. Countries like Finland, Singapore and South Korea, which score high on international assessments such as PISA have been working continuously for the past seven decades to improve the quality of teachers and teaching in their countries. OECD reports have stated that no country can achieve economic progress and success till every single child is provided the quality of education that the rich and elite get. One of the ways to make this happen has been through strengthening the quality of teachers and teaching. Some of the countries that have adopted standards

for teachers and teaching in some form include Chile, England, Canada, Germany, Scotland, UK, USA, Singapore, Philippines, Australia, New Zealand and Thailand among others (Ingvarson, 2012).

While standards are in use in many countries, support for teacher standards as a means of improving teacher practice, promoting consistency, and improving the status of teachers (Mayer et al., 2006; Tillema, 2010; Torrance et al., 2017) has been far from universal. Studies have shown that standards help improve teacher practice and as a result raise student outcomes. It is also argued that standards help improve the standing of teachers (Lee, 2010) and increase accountability and credibility among teachers (Swabey et al., 2010; Ingvarson, 2012). Singapore for example focuses a lot on developing teachers by implementing a performance management system to help teachers become more effective and achieve their potential. The rating system and rewarding of teachers is in place right from the time a candidate is recruited to be a teacher. The status of teachers is continuously maintained at a high level in the country which makes teaching a very desirable profession in Singapore leading to high quality teachers and strong student outcomes (Lee, 2010).

Standards may also help improve teacher performance and quality by giving teachers clarity on their next steps (Torrance et al., 2017). It has also been shown that the process of receiving feedback and having an appraisal has a strong influence on the work of teachers. Teachers reported an increase in job satisfaction and an increase in their development as teachers when they had a performance appraisal and received feedback (Deneire et al., 2014). Standards have also been seen a tool to help promote the professional development of teachers and provide a pathway for career progression of teachers during their tenure (Partridge et al., 2008; Ingvarson, 2012). Standards are also seen to help teachers focus and prioritize their work. Standards are also often used as benchmark to help regulate teachers and teaching in schools. If there are complaints against teachers, standards are sometimes used as a means to decide what should be happening (Darling-hammond, 2005).

4.1 Impact of teacher standards on student achievement

A growing body of research talks about the role of teacher quality as one of the most crucial factors which influence student outcomes (Darling-Hammond, 1999; Lovat, 2005) and teacher qualifications, knowledge, skills and expertise are responsible for a significant variance when it comes to student outcomes, much more than other factors like race, caste and poverty (Darling-Hammond, 2005). However, while there are multiple studies which talk about the importance of teacher quality in strengthening student outcomes, there aren't many studies that link teacher standards with student outcomes. Researchers agree that teachers are crucial but have been facing challenges in defining precisely the characteristics that make up teacher quality. A review of the literature done by Burroughs et al. (2019) has found limited evidence on standards for teachers impacting student outcomes. This study reports that while the impact of teacher characteristics like teacher experience, education and preparedness to teach remain an open question, a strong relationship has been seen between behaviours of teachers, instructional time and instructional content with student achievement.

Many researchers have pointed out the link between teacher learning, teaching practices and student outcomes and achievement is not linear and straightforward and can be quite complex (Cochran-Smith, 2002; Boyd et al., 2009; Burroughs et al., 2019; Weaver, 2019).

4.2 Critiques of Standards for Teachers

While there is little evidence linking standards to student outcomes, studies clearly indicate that standards can narrow the scope of teaching, restrict the freedom of teachers and stifle teacher autonomy and disempower teachers and seen as a means of external control (Sachs, 2003; Taubman, 2009; Bourke et al., 2013; Eaude, 2014).

Scholars argue that our understanding of what constitutes good teaching will always keep evolving and having standards may not allow for that evolution (Andrew, C, 1989). Also it is hard to codify good teaching practices and define a good teacher because teaching is a complex endeavour and highly contextual which depends on many other factors which are hard to quantify and define. It has also been said that teaching as a profession doesn't happen in a static environment but is influenced by the political, social and economic conditions under which it is done and by judging a teacher by

narrowly defined standards, we run the risk of blaming teachers for problems that may lie elsewhere (Ball, 1994; Moore et al., 1998; Sachs, 2003; Bourke et al., 2013). In general, criticism against standards stems from the fact that teaching is a complex profession and codifying it universally by means of national standards may fail to acknowledge the diversity (Darling-Hammond, 1999).

5. Experience of PSSBs in other countries

Many countries have set up a standards setting body and been following teacher standards for more than a decade now. This section is based on on-line interviews with senior members of PSSB from Scotland, Mexico and Africa.

“In Scotland standards for teachers and teaching help regulate the teaching profession and is used to determine the competence of teachers,” said Ken Muir, formerly Chief Executive and Registrar of the General Teaching Council (GTC) of Scotland. The GTC sets standards, registers teachers and regulates them in Scotland. One of the biggest reasons why standards for teachers and teaching had been successful in Scotland was because of a consultative process followed to create standards for teachers. “The process is inclusive, and we have people from diverse backgrounds including teachers, professional unions, parents and different stakeholders come together to co-create the standards. The process takes a lot of time and discussion and we revise the standards every 5 years to reflect the current context”, said Pauline Stephen, the current Chief Executive and Registrar, GTC Scotland.

In contrast, reforms for teachers were imposed on the teachers in Mexico. There was little attempt at involving teacher unions or subsequent negotiations, leading to severe pushback from teachers according to Yolanda Leyva Barajas, formerly the Evaluation Coordinator of INEE, Mexico. This resulted in the abandoning of both the standards and the PSSB (INEE) that was set up as a constitutional autonomous body. The standards have been used only for performance evaluation and the link between evaluation, training and professionalism has not been clearly established said Yolanda. She also mentioned that very limited time was given to developing the standards and this was also a cause for concern.

Steve Nwokeocha Professor & Executive Director, Africa Federation of Teaching Regulatory Authorities (AFTRA), spoke about how AFTRA only provides specific minimum standards that could bind the different countries together but asks the countries to contextualize the standards based on their needs. The Guidelines for professionalisation of teaching in Africa (GPTA) were created and sent to 55 countries to implement and contextualize. These countries have different linguistic, cultural and religious contexts and a common set of teaching standards for the entire continent would not serve the contextual needs of a country.

In summary, using standards as a means to improve teacher outputs by having a strict performance management system in place has been seen as ineffective (Gleeson et al., 2010) and this has been seen to result in a kind of ‘resigned compliance’ from teachers (Farrell et al., 2004). This means that teachers comply with the system to avoid the punitive consequences instead of viewing standards as a means of professional development as a teacher and improve practice. Standards will be valued by teachers if they are provided adequate representation in standards setting, as in the case of Scotland. The presence of an independent academic body, such as the AFTRA, also helps provide structure and guidance to facilitate standards setting by practitioners that are contextual.

6. Systems alignment with PSSB and Standards

The desk review and interviews conducted with experts across select countries in the Global South and North, highlights that teacher standards cannot exist in isolation and need to be integrated with the large teacher education system that exists in the country. For instance, the design of the pre-service teacher education curriculum must ensure that all competencies listed in the standards framework are met during the course of study and practicum. Teacher registration and licensing is therefore another

avenue wherein teachers standards are used as a benchmark for granting registration and license only to those individuals who meet the standards. For renewal of license, typically once in 3-5 years teachers are either expected to take a certain number of hours of in-service training, or take a test based on the teacher standards, or evaluation of teacher professional portfolios, or interviewing teachers, or a combination of these options. Countries with autonomous PSSBs, independent of state support use registration and licensing fees as a primary source of income, apart from undertaking consultancy services.

The idea is to integrate the teachers standards with the existing teacher education system in such a manner that the importance of standards is continually reinforced at the institutional level throughout the teacher professional development continuum, i.e., pre-service, registration and joining the profession, and in-service, along with career pathways. For instance, in-service teacher development programs should clearly articulate the competencies being addressed as per the standards framework. Furthermore, teacher performance monitoring in most of the countries studied is either based on or closely aligned with the existing Teacher Standards. The focus of both continuous professional development (CPD) programs and performance monitoring is on the understanding and application of teacher standards in the classroom. If standards are not able to achieve the desired results, the PSSB must consider modifying or updating the standards as required.

Hence, any professional standards setting body for teachers should be conscious of the system-wide effect of teacher standards, and should keep in mind this intertwining of the standards with the system during the process of framing and developing the standards themselves.

7. Suggestions for standards setting in India

Drawing from the previous sections of this note, some pointers for a professional standards setting body in India are given in this section.

7.1 Setting up a Professional Standards Setting Body

- The PSSB can be set up as an autonomous academic body for teachers and teaching and NOT as a professional standards setting body for teacher education. Standards are to be set for the profession of teaching and teachers as professionals. Teacher education is a means for preparing teachers for the profession and ensuring continuous development of teachers as professionals.
- Apart from setting standards and evaluating them, the PSBB can consider registering teachers and working closely with the regulatory agency.
- It can adopt a self-financing model through registration fees and offering research and development consultancies.
- Members are to be nominated for a period of three years by recognised teacher professional bodies, registered teacher unions and Universities Departments of Education based on equitable and democratically evolved criteria.

7.2 Developing the Standards framework

- Facilitating teachers organisations and networks to take the lead in framing the standards for teachers and teaching.
- Ensuring the standards are equitable, flexible and adaptable to changing times and accommodate contexts when using standards to review performance of teachers.
- Making the process participatory and consultative with wide representation from key stakeholders.
- Using standards as aspirational and NOT prescriptive. The framework should be a guiding document for robust teacher professional development and clear pathways for career progression.
- The framework must clearly ensure accountability both from teachers and the system.

7.3 Implementation of Standards

- Governance mechanisms to ensure adherence of standards requires an alignment of the school and teacher education systems across levels with the standards framework.
- Pre-service teacher education programmes need to demonstrate that standards are embedded in the curriculum. Registration of teachers should validate the competencies as per the standards. In-service teacher development programmes should explicitly state the specific standards being targeted.
- Gaps in competencies observed and noted either during registration or during teacher performance monitoring should inform the development and revision of pre-service and in-service teacher education programmes.
- A process for regular evaluation and revision of standards to be created.
- Teacher education providers and teacher organizations and networks to take the lead in implementing standards to avoid top-down managerial approach to implementation.

7.4 Monitoring and Evaluation

- A decentralised system of monitoring and evaluation is needed for a diverse country like ours.
- A combination of professional communities of teachers, school heads, state authority and peers can be formulated for monitoring adherence to standards.
- Performance monitoring of teachers should be benchmarked against the standards and linked to a comprehensive strategy of improving quality of teaching and strongly coupled with teacher professional development. It should not become a punitive measure for teachers.
- Evaluation should recognise the conditions and contexts of work of teachers and institutions and not adopt a one-size fits all approach.
- Both individual teachers, institutions and the system to be monitored and evaluated for adhering to the standards.

The value of any professional standards for teachers and teaching lies in its productive use as a conceptual reference for professional development of teachers across the spectrum. When standards are used mechanistically as outcome measures in the assessment of teachers or as means of improving student learning outcomes, they can be counter-productive.

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Appendix 1: Overview of PSSBs in different regions of the world

A. Select countries of the Global North

	Australia	Scotland	United Kingdom	Ireland
Organisation or body setting teacher standards	AITSL (Australian Institute of Teaching and School Leadership)	GTCS (General Teaching Council of Scotland)	DfE (Department for Education)	The Teaching Council (TTC)
Nature of the organisation	The standards for teachers in Australia, also known as the Australian Professional Standards for Teachers was developed by the Australian Institute of Teaching and School Leadership (AITSL) in collaboration and consultation with state governments, professional organisations and teacher unions. They have been in place since 2011. While the AITSL is responsible for developing standards, it is an independent standard setting body which is endorsed by the government and is not responsible for teacher registration and it is more an advisory body than a regulatory body.	In Scotland the revision of national standards for teachers was led by the General Teaching Council of Scotland (GTCS) and involved extensive consultation with the profession and other stakeholders. The GTCS is a professional body that gained independence from the Scottish government in 2012.	In United Kingdom standards are set by the department for education. The current standards have been in use in UK since 2012. The standards themselves (part 1 and part 2) have statutory force, are issued by law and must be followed by all teachers. They define the minimum level of practice for trainees and teachers to achieve qualified teacher status.	TTC is the professional standards body for teaching, and regulates the teaching profession and the professional conduct of teachers in Ireland. It is a statutory body established in the year 2006 under the Teaching Council Act of 2001, and adopted the Code of Professional Conduct for Teachers in 2007, which includes both the codes of professional conduct for teachers, and the standards of teaching, knowledge, skill and competence. This code was further amended in 2012 following an extensive consultation process.
Teacher Unions	The Australian Education Union is a trade union and is affiliated with the Australian Council of Trade Unions. It consists of teachers and educators who work in schools, colleges, early childhood and in vocational setting across all territories of Australia and has 191221 registered members as of 2018	The NASUWT is a trade union that's represents teachers and head teachers throughout the United Kingdom. The union organises in all sectors from early years to further education and represents teachers in all roles. It is the second largest teachers' union in the United Kingdom.	In terms of Teacher Unions, the National Education Union is the largest trade union in the UK for teachers, educators and other teaching staff and assistants. It has 510000 members and is significantly powerful in the UK.	The <i>Irish National Teachers' Organisation</i> (INTO) is the largest teachers' trade union in Ireland, representing over 38,000 teachers at the primary level. The <i>Teachers' Union of Ireland</i> (TUI) represents over 19,000 teachers and lecturers in post-primary, higher and further education in Ireland. The <i>Association of Secondary Teachers of Ireland</i> (ASTI) represents 18,500 secondary teachers in Ireland.

Teacher Licenses/ Teacher Registration	The different states and territories of Australia have different local regulatory authorities where teachers have to register themselves and these states. Once teachers have registered with a local regulatory authority they have to meet the standards to become a registered teacher. Local regulatory authorities can withdraw a sanction or de-register a teacher if it is found that teachers aren't meeting the standards set by AITSL.	All teachers who want to teach in state schools in Scotland have to be registered with the GTCS. The GTCS is responsible for ensuring that each teacher's qualifications meet the required standard	All teachers who wish to teach in public schools must have a QTS and must serve a statutory one year induction period that they need to pass successfully to become a registered teacher. While teachers in independent schools are not statutorily required to hold a QTS but many independent schools prefer teachers with a QTS.	TTC acts as the gatekeeper to the teaching profession at the primary and post-primary level. Apart from setting the requirements for entry into teaching, TTC also maintains a register of teachers. All teachers have to register with TTC to be able to teach in schools in Ireland.
Teacher Regulation	The different states and territories of Australia have different local regulatory authorities where teachers have to register themselves and these states. Once teachers have registered with a local regulatory authority they have to meet the standards to become a registered teacher.	The GTCS is responsible for providing public protection and assuring the high quality of the teaching profession by investigating and adjudicating on the Fitness to Teach of registrants through robust and fair regulation processes.	Teacher regulation is managed by a government body called the Teaching Regulation Agency and this body regulates the teaching profession and defines the process for dealing with cases of serious misconduct by teachers.	TTC is responsible for regulating the standards of programs of teacher education and training, teacher standards, and professional conduct of teachers. It also promotes continuous professional development of teachers, and investigates complaints regarding the 'fitness to teach' of registered teachers.
Grievance Redressal	For both complaints against teachers and for complaints by teachers, each state in Australia has a system to register complaints against teachers and to be able to hold teachers accountable	The GTCS is responsible for providing public protection and assuring the high quality of the teaching profession by investigating and adjudicating on the Fitness to Teach of registrants through robust and fair regulation processes	Teacher regulation is managed by a government body called the Teaching Regulation Agency and this body regulates the teaching profession and defines the process for dealing with cases of serious misconduct by teachers/	TTC is made up of 37 members, 22 of whom are registered teachers. These 37 members support TTC's work by working through a number of committees and panels. The Investigating Committee is responsible for any grievance redressal related to teachers' professional performance and misconduct. Only complaints of a 'serious nature' related to registered teachers are inquired upon by TTC, and other complaints at the school-level are left to the respective authorities.

B. Africa and Mexico

	Africa	South Africa	Mexico
Organisation or body setting teacher standards	Africa Federation of Teaching Regulatory Authorities (AFTRA)	South African Council for Educators (SACE)	National Institute for the Evaluation of Education (INEE)
Nature of the organisation	<p>AFTRA is a statutory, intergovernmental organisation regulating teaching in 55 African countries with its headquarters in South Africa and Nigeria. It is a member of the International Forum of Teaching Regulatory Authorities (IFTRA) and International Task Force on Teachers for Education 2030. It also works in collaboration with the UNESCO International Institute for Capacity Building in Africa (IICBA). AFTRA is a member of the Continental Education Strategy for Africa (CESA 16-25) Teacher Development Cluster developed by the African Union.</p> <p>AFTRA's membership consists of officials from ministries of education, national-level teaching regulatory agencies, teaching service commissions, education service commissions, universities, Faculties, institutes and colleges of education, teachers unions, international development partners and civil society organisations.</p> <p>It is responsible for registration and licensing of teachers, setting and implementing standards and professional code of ethics for teachers and school leaders. One of the primary objectives of the organisation is to promote co-operation and exchange of good practices of teachers across the African continent.</p>	<p>SACE was instituted under the SACE Act No. 31 of 2000, and acts as the professional standards body for teaching in South Africa. It developed the professional teaching standards through a multi-stakeholder process, which were launched in 2016. The Department of Basic Education (DBE) oversees the functioning of SACE.</p>	<p>The INEE was a constitutional autonomous body which was separated from the Secretariat of Public Education (SEP) in 2013 but still worked closely with SEP for teacher evaluation. The main function of INEE was to develop evaluation frameworks for students, teachers, principals and policy programs. It was also responsible for coordinating the National System for Educational Evaluation (SNEE) and overall assessment of the education sector. INEE developed the framework that is used by the Professional Teacher Service in Mexico to assess teacher performance. It also validated the teaching standards developed by the SEP. INEE was dismantled in 2018.</p>

<p>Teacher Unions</p>	<p>The African Union (AU) is a continental body consisting of the 55 member states that make up the countries of the African Continent. The Department of Human Resources, Science and Technology under the African Union Commission looks after the respective areas affecting policies across Africa. In 2019, the African Union Commission developed the African Framework of Standards and Competences for the Teaching Profession (AFSCTP) defining the level of knowledge, practice, values, ethics and conduct that all teachers and school leaders should have as professionals. AFTRA participated in development of this framework and this framework is expected to be implemented in all the 55 African member states.</p>	<p>The <i>South African Democratic Teachers Union</i> (SADTU) is the largest trade union for teachers in South Africa with approximately 260000 member teachers. SADTU holds significant political power in South Africa. The <i>National Professional Teachers' Organisation of South Africa</i> (NAPTOSA) is the second-largest teachers union in South Africa.</p>	<p>The National Union of Education Workers (SNTE) is the largest union in Latin America with 14,00,000 members. Up until 2013, the union had control over filling up teaching positions, promotions and salary allocation. After INEE was granted autonomous status, it could supervise the union's position with respect to teacher selection and promotion thus bringing to fore the corrupt practices of the union. After the presidential election in 2018, the INEE was dismantled and the teacher union got back its power.</p>
<p>Teacher Licenses/ Teacher Registration</p>	<p>The member states of AFTRA have their own rules regarding teacher registration and appointments. For instance, in Kenya and Uganda teachers are required to undergo six months probation before getting an open-ended appointment. In Benin the probation period is of 2 years, in Morocco and Namibia it's one year, while in some other countries the probation period is not specified or is not mandatory.</p>	<p>All teachers- practicing, newly qualified, student teachers- need to be registered with and certified by SACE. Students teachers are provisionally registered from the first year of study until they graduate, while newly qualified teachers are provisionally registered until they complete the mandatory induction program and submit the professional development portfolio to SACE. Practising teachers' registration and certifications, apart from meeting the registration requirements based on standards, are screened through submission of police clearance certificate, and National Register for Sexual Offenders (NRSO) and National Child Protection Register (NCPR) databases.</p>	<p>The Professional Teaching Service requires candidates to clear a public selection exam, undergo a two years induction process and receive a positive appraisal from their mentors in order to get appointed as teacher. Teachers wanting to become principals also need to undergo a similar process with at least 2 years of teaching experience.</p>
<p>Teacher Regulation</p>		<p>SACE is responsible for registration of 'fit to practise' educators, their continuing professional development, and setting, maintaining and protecting ethical and professional standards for educators. It regulates entry into the profession through the Registration Committee, and deals with complaints through the Ethics Committee. It also implements the teaching standards both at pre-service and in-service teacher education levels.</p>	<p>The Professional Teaching Service determines the criteria for selection and promotion of teachers and also the path for their career progression along with that of principals, supervisors and Technical Pedagogical Assessors (ATP). Continuous teacher development and teacher appraisal are integrated into the functioning of this system. As part of continuous teacher assessment, teachers are required to undergo appraisals and after three unsuccessful appraisals they are dismissed from service.</p>

<p>Grievance Redressal</p>	<p>SACE processes complaints of professional misconduct or unethical conduct by educators in South Africa. The Council investigates every complaint it receives, either telephonically, through written correspondence, or by conducting a physical investigation at the school. The Ethics Committee considers the investigation report and deals with the complaint thereafter. The Committee has the power to issue charges, convict and sanction educators based on the investigation report. SACE also processes appeals in cases where educators are aggrieved either by the issues against them or with procedural irregularities. The Council doesn't hear or investigate cases related to labour matters between educators and their employers.</p>	
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C. South East Asia and Bhutan

	Malaysia	Singapore	Bhutan	Hong Kong
Organisation or body setting teacher standards	Ministry of Education, Malaysia	National Institute of Education (NIE) and Ministry of Education, Singapore	Ministry of Education, Royal Government of Bhutan	Committee on Professional Development of Teachers and Principals (COTAP); Council on Professional Conduct in Education (CPC), and; the Education Bureau (EDB)
Nature of the organisation	The Ministry of Education in Malaysia through its Teacher Education Division (TED) provides teacher training to all school teachers. The trainings are implemented by the Institute of Teacher Education (ITE) which were previously Teacher Training Colleges. The Ministry published The Malaysian Teachers' Standards known as 'Standards Guru Malaysia' in 2009 for all teachers focusing on values of the teaching profession, knowledge and understanding, and teaching and learning skills that every teacher should have. All 27 ITEs in the country have incorporated these standards and have synchronized standards and curriculum.	The National Institute of Education (NIE) is an autonomous institute of Nanyang Technological University and is the only teacher education institute in Singapore. The National Institute of Education has developed the Graduated Teacher Competencies which is integrated with the competency-based performance management system known as the Enhanced Performance Management System (EPMS) established by the Ministry of Education.	A task force of 17 members constituted by the Ministry of Education (MoE) formulated the Bhutan Professional Standards for Teachers (BPST). The task force held extensive consultations with multiple stakeholders across the country from May 2017 to December 2019. However, Bhutan is in the process of establishing a National Teacher Council (NTC) which will be responsible for teacher development, certification, licensing and registration, welfare and redressal, etc.	The COTAP is a non-statutory advisory body that acts as the professional standards setting body for teaching in Hong Kong. COTAP advises the government on policies and measures relating to the professional development of teachers and principals (collectively referred to as the teaching profession) at different career stages of professional growth. The CPC, established in 1994, is also a non-statutory advisory body responsible for advising the government on professional conduct in education, for which it defines the conduct expected of an educator and also advises the Permanent Secretary for Education (PS(Ed)) on cases of teachers' professional misconduct. The EDB is responsible for implementing education policies in Hong Kong.
Teacher Unions	The National Union of the Teaching Profession (KPPK) is the largest trade union in Malaysia consisting of teachers from all types of schools. KPPK has a membership of 185,648 members (as of March 2017) in 12 branches.	The Singapore Teachers' Union (STU) is the largest teachers' organisation in Singapore. It published the first Code of Ethics for teachers in 1966. STU provides assistance in dealing with work-related problems and terms and conditions of service. More than 12000 teachers are members of STU.	No information is available on organised and formal teachers' unions in Bhutan in the public domain.	<i>The Hong Kong Professional Teachers' Union (HKPTU)</i> is the largest teachers' organisation in Hong Kong with more than 100,000 members, who account for approximately 90% of education practitioners in Hong Kong. Its member teachers come from all levels of schools in Hong Kong.
Teacher	Teachers in Malaysia do	Teachers in	<i>The Teacher Professional</i>	EDB is responsible for

Licenses/ Teacher Registration	not need to have a license for teaching in schools. An education degree is the primary requirement to become a teacher. Candidates with the teaching qualifications apply to the Teacher Services Commission which nominates suitable candidates to the Ministry for public schools. Public school teachers need to undergo a 3 three year probation as education officers and are given permanent appointments based on performance evaluation by school principals.	Singapore do not need any additional licensing for teaching in schools. Graduates from the National Institute of Education are directly recruited in the public schools.	<i>Support Division</i> (under the Department of School Education, MoE), responsible for implementation of BPST, website doesn't mention any teacher registration or licensing requirements.	teacher registration in Hong Kong. Any person who teaches in a school in Hong Kong has to be registered either solely based on academic qualifications (called a permitted teacher) or teaching qualifications (called a registered teacher).
Teacher Regulation		Teachers in Singapore are civil servants employed on a permanent basis. Employment conditions are decided by the Ministry of Education.	Teachers are regulated by the Teachers' Code of Conduct (2012) and the Bhutan Civil Service Rules and Regulations (2010/2018).	Teaching profession in Hong Kong is regulated as per the Education Ordinance and related regulations, which empowers EDB for teacher registration and de-registration, issuing reprimand letters, written warnings, written advice, and verbal reminders. Teachers professional conduct is guided by the <i>Code for the Education Profession of Hong Kong</i> (October 1990), governed by the CPC. Furthermore, the <i>Professional Standards for Teachers of Hong Kong</i> issued by COTAP in 2018 also set regulatory expectations for teachers.
Grievance Redressal	Members of the KPPK can raise their concerns to the Union related to salary, leave, transfers, disputes with superiors and disciplinary cases.		The <i>Teacher Professional Support Division</i> website doesn't mention any teacher grievance redressal mechanisms.	Complaints about teachers' professional misconduct can either be lodged with the concerned school, the CPC or the EDB. While schools and EDB have the power to impose disciplinary actions on teachers, owing to CPC's advisory nature, it can only make recommendations to PS(Ed) on disciplinary action to be taken against teachers. If the nature and severity of a case demands, the EDB may recommend cancellation of teacher registration to PS(Ed). A teacher whose registration has been cancelled may appeal to the <i>Appeal Boards Panel</i> .

Appendix 2: Interview Questions

Questions for Prof. Steve-AFTRA

1. Setting up of AFTRA/Context
2. Composition of AFTRA
3. What set of events led to the establishment of AFTRA?
4. Linkage with Government/States and networking with teacher associations.
5. How did AFTRA evolve?
6. Context-specific needs because of various countries involvement/pan-continental aspiration for an African identity/intra-country
7. Challenges faced by AFTRA in setting up standards, feedback/complaint redressal mechanism related to standards
8. Funding of AFTRA

Questions for Prof. Yusuf Sayed, SACE

1. Under what context was the South African Council for Educators (SACE) set up? What was the need to establish such a body?
2. *The SACE provides registration for educators, promotes their professional development; and sets ethical and professional standards for them.* Which body was earlier responsible for these and why was it decided to create a separate organisation for performing these functions? How has SACE evolved over time?
3. When did the Professional Teaching Standards come into place in South Africa and why was there a drive to develop standards for teachers?
4. What was the process followed for setting standards and how was it done, how long did it take?
5. What were some challenges that were faced by SACE in helping set standards for teachers across the country?
6. Were there any concerns regarding the standards from teachers and teacher unions? How were these addressed?
7. What processes were/are used to implement teaching standards in your country?
8. Do professional teaching standards have a legal status similar to that of ethical standards (code of professional ethics)?
9. Are these standards used as a criteria for registration of a newly qualified teacher?
10. Are the standards used to assess a teacher's performance? How often does such an assessment take place?

Questions for Dr. Yolanda - Mexico

Please give us a little context about the education system in Mexico, split between private and government, quality of teachers and teaching and some sense of the political scenario and how it affects education in Mexico

1. Under what context was INEE set up, what was the need and what events led to its establishment and eventual shut down?
2. What have been some of the key achievements of the INEE
3. What are some challenges that were faced by INEE in helping set standards for teachers across the country. Were there pushbacks from teachers or teacher unions?
4. How did INEE manage to keep itself relevant and contextual while also prescribing standards for teachers across the country?
5. What are some documentation and reporting mechanisms that you have followed through the years?

6. What was the process followed for setting standards and how was it done, how long did it take
7. How were the different functions of the SSBs decided? Regulation, Accreditation, Performance appraisal, Promotion, Teacher training and development etc
8. What processes were/are used to implement teaching standards in your country? Was it gradually done? Applicable to both government and private schools?
9. Why did the INEE close? In retrospect, if we could go back and do things differently what do you think we could do differently to implement the education reforms?
10. Were the experiences, data, key learnings shared with relevant agencies either through absorption or formal handing over of reports and data?

Questions for Dr. Ken Muir, GTCS

- 1) What has the journey of GTCS been before and after it gained independence from the Scottish Government in 2012. What were some big changes and specifically how has it affected your work on teacher standards
- 2) Under what context was the GTCS set up and what events led to its formation?
- 3) Since GTCS has been around since 1961 and is the oldest regulatory body, could you run us through the evolution of the professional standards for teachers?
- 4) Given that they are statutory in nature, what challenges have you faced in the adoption of the teacher standards by all teachers and specifically what has the response been from teacher unions
- 5) Since GTCS is a registered charity, apart from registration fees from teachers, what other sources of funding does GTCS receive?
- 6) How is the work of GTCS different from the work on standards being done by the Department for Education in the UK? What are some similarities and differences?
- 7) In a post COVID world where most teaching and education has moved online, what do you envision the future of GTCS to be, specifically with respect to teacher standards and teacher regulation?