

# Meeting of the Steering Committee on Teacher Qualifications and Professional Registration, 8 April 2009

The Steering Committee on Teacher Qualifications and Professional Recognition met at Stoke Rochford Hall, Lincolnshire, United Kingdom on 8 April 2009. The purpose of the meeting was to review the Report of the Commonwealth Teacher Qualifications Comparability Study with the view of making recommendations, revisions and proposals in preparation for the 17th Conference of Commonwealth Education Ministers (17CCEM) scheduled to take place in Kuala Lumpur, Malaysia, from 15-19 June 2009.

Members of the Steering Committee on Teacher Qualifications and Professional Recognition in attendance were Mr Duncan Hindle (Chairperson), Ms Wendy Hastings (Australia), Dr Marcia Stewart (Jamaica), and Mr Alan Meyrick (United Kingdom).

Members of the Working Group on the Commonwealth Teacher Recruitment Protocol in attendance were Dr Idamay Denny (Barbados), Dr Winsome Gordon (Jamaica), Mr Paramente Phamotse (Lesotho), Mr Sunjaye Bhowon (Mauritius), Dr Whitfield Green (South Africa) and Ms Florence Mfula (Zambia).

Observers and special guests in attendance were Ms Shannon Lederer (American Federation of Teachers), Mr Dave Edwards (National Education Association of

the United States), Ms Akemi Yonemura (UNESCO), Mr Dennis Sinyolo (Education International), Mr Richard Bourne (Commonwealth Policy Studies Unit), Dr Naima Abbadi (ADEA), Ms Simone de Comarmond (Seychelles), Dr Kabiru Isyaka (Nigeria), Ms Samidha Garg (Commonwealth Teachers Group), Mr Gabriel Lengoiboni (Kenya), Dr Kimberley Ochs (Jackson and Associates), Ms Salome Gichura (Kenya High Commission), and Ms Mary Njogu (Kenya).

The research report was presented by Dr James Keevy (SAQA). Dr Steve Nwokeocha (Teachers Registration Council of Nigeria) presented the experience of Nigeria as a participant in the study.

The Commonwealth Secretariat was represented by Dr Caroline Pontefract and Dr Roli Degazon-Johnson.

Based on the review of the Report of the Commonwealth Teacher Qualification Comparability Study, it was agreed that editorial changes be made to the draft report. It was also agreed that members of the Steering Committee be allowed to provide supplementary information to the researchers, and that the comments from the Teachers Registration Council of Nigeria be included in the final report.

The Steering Committee on Teacher Qualifications and Professional Recognition recommended that the Teacher Qualifications Comparability Table is presented to Ministers at 17CCEM.

Based on its review of the Teacher Qualifications Comparability Table, the Steering Committee further recommended that:

- ◆ The comparability table is used as a living document that can be updated and reviewed on a regular basis, possibly at every CCEM, in order to make longitudinal and updated data on teacher qualifications available on a continuous basis to member states.
- ◆ The development of professional competency standards for Commonwealth teachers be seriously considered.
- ◆ The blurring of the traditional divide between pre-service and in-service education and training, as well as non-traditional pathways to qualified status be considered for further research.
- ◆ Teaching councils in the Commonwealth should be actively encouraged to collaborate wherever possible to ensure that teachers' professional status is promoted and further developed across the Commonwealth.