



A 6-Nation Comparative Study of Teacher Preparation and Qualifications

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Introduction

- Importance of teacher quality
 - Shaping lives
 - Access to all
- Efforts to improve teacher quality
 - Hong Kong – “all graduate, all trained” policy
 - Japan – reform movement
 - USA – No Child Left Behind Act



Objective of the Research Project

Begun in 2003 as part of the Eight Nations Educational Research Program to examine and describe

- the preparation and qualifications of elementary and secondary school teachers in 6 nations and one autonomous region : China, Hong Kong, Japan, South Korea, Singapore, Thailand and the United States of America,

with the larger goal of looking at

- how well each system is succeeding in ensuring all students are taught by qualified teachers.



The Sample

- 7 systems of members of 8-Nations consortium
- Features of 7 systems
 - TIMSS
 - Progress in International Reading Literacy Study
- Team members



Methodology

- Project meetings
 - number
 - purpose
- Premise
 - Teacher qualifications are important
 - No fixed definition of what is “a qualified teacher”
 - To address how well each system succeeds in ensuring all students are taught by qualified teachers



Research Questions

1. What are the preparation requirements and standards to become a teacher?
 - Governance
 - Educational requirements
 - Professional training requirements
 - Selectivity of programs, caliber of candidates, attractiveness of teaching as a career





Data Sources

- China
 - *China Education Yearbook 2005*
 - *Educational Statistics Yearbook of China 2004*
 - School administrative records of all teachers in the nation
- Hong Kong
 - *Statistics on Primary and Secondary School Teachers 2004/5*
- Japan
 - MOE school administrative records 2004
 - Nigata Prefecture's BOE administrative records
- Korea
 - *2005 Annual Report on Educational Statistics*
 - 2005 survey questionnaire for secondary teachers



Data Sources

- Singapore
 - *Education Statistics Digest 2006*
 - School administrative records
- Thailand
 - 2004 MOE school administrative records
 - 2004 MOE survey of officials in local service agencies
- USA
 - National Center for Education Statistics Schools and Staffing Survey

RQ1 Results : Teacher Preparation Requirements and Standards

- Governance
 - Highly centralised except USA
 - Number of teacher preparation institutions
- Educational requirements
 - Most common – bachelor's degree
 - Other accepted qualifications – high school diploma, associate or sub degree
 - Post graduate qualifications



Table 1

RQ1 Results : Teacher Preparation Requirements and Standards

- Professional training requirements
 - Variations of “normal” routes – concurrent and separate
 - Alternative certification routes
 - Certification and licensing of professional preparation
 - Expertise of “what” (subject matter) and “how” (pedagogical skills) of teaching
 - Examination or test



Table 1



RQ1 Results : Teacher Preparation Requirements and Standards

- Selectivity of programs, caliber of candidates, attractiveness of teaching as a career
 - Status hierarchy from kindergarten to elementary to secondary to post-secondary teachers
 - USA – “low entry bar” and “wide entry gate”, lower status
 - Asian countries – quality of entrants and status of profession is relatively high

RQ2 Results : Qualifications of the Teaching Force

- May vary from official standards
 - E.g., China, Hong Kong
- Elementary-secondary gap
 - Elementary school teachers less likely to hold a bachelor's degree compared to most secondary school teachers
 - Exceptions : Thailand and USA
- Poverty gap
 - China and USA



Table 2

RQ3 Results : Teaching Assignments and Out-of-Field Teaching

- Out-of-field teaching – teachers educated and trained in one field are assigned by school administrators to teach classes in another field
- Severe in USA, some problems in Thailand and Hong Kong, very minor in others



Table 3



Table 4



RQ3 Results : Teaching Assignments and Out-of-Field Teaching

- Reasons for out-of-field teaching reported
 - Definition of “field”, e.g., Hong Kong and Korea vs USA
 - Practice of assigning teachers to teach multiple subjects, e.g., Hong Kong, Korea, USA



Conclusions

- Commonalities and differences among all 7 systems
 - e.g., centralised vs decentralised governance, bachelor's degree vs other qualifications, status of profession, elementary-secondary qualification gap, issue of out-of-field teaching



Conclusions

- Possible sources of the problem of underqualified teachers and their remedies
 - Pre-employment requirements and standards
 - Remedy – reform institutional teacher preparation programs or government licensing requirements



Conclusions

- Possible sources of the problem of underqualified teachers and their remedies
 - Failure of the teaching force to meet existing requirements and standards
 - Remedy – address source of noncompliance with the standards and the reasons for gaps between rule and reality



Conclusions

- Possible sources of the problem of underqualified teachers and their remedies
 - Problem of misassignment or out-of-field teaching
 - Remedy – address actual source of noncompliance with standards



Thank you to ...

- Team members
- Team leader, Prof Richard Ingersoll
- Conference organisers



THANK YOU !
