

SUB-REGIONAL POLICY REVIEW ON TEACHERS, TEACHING AND THE TEACHING PROFESSION TO ACCELERATE ACHIEVING SDG4 IN SOUTHEAST ASIAN COUNTRIES





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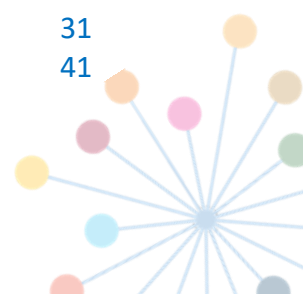
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“Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well.”

 Aristotle 





FOREWORD



This report 'Sub-Regional Policy Review on Teachers, Teaching and The Teaching Profession to Accelerate Achieving SDG4 In Southeast Asian Countries' underscores the role of teachers, teaching, and the teaching profession as an integrated system that supports quality education envisioned by UNESCO.

The objectives of the project are to analyse national education policies and their implementation status in Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor-Leste, to accelerate SDG4 in light of the COVID-19 pandemic. In this report, the concepts of teachers, teaching and the teaching profession are defined and the interrelationship between them illustrated to highlight a mutually dependent ecosystem needed to provide educational access, quality and equity. As we are transitioning to an endemic stage of COVID-19, the

flexibility, adaptability and resilience of educators remain important qualities. However, quality education cannot solely depend on the teachers to possess specific skills, knowledge, competence, ethics, and professionalism. Sustaining quality education must be supported by a sound curriculum that exemplifies justice, equality, and global consciousness, and a seamless system and sufficient infrastructure allowing teachers to thrive in an increasingly challenging environment.

The report has identified eight major themes, and they are i) Teacher Standard Competence, ii) Teacher Professional Development, iii) Teacher Support, iv) Teaching Quality, v) Formative and Summative Assessment Framework on Teaching, vi) Showcasing and Rewarding Best Teaching Practices, vii) Teacher Professionalism and finally viii) Teacher Career Development. The review shows all five cluster countries have the necessary policies in place and have implemented them to various degrees. In light of the COVID-19 pandemic, there are some key findings that could be highlighted. Firstly, in relation to the Teacher Standard Competence, digital skills among teachers have become increasingly important skills to acquire, beginning with initial teacher education programmes, postgraduate studies and continuous teacher professional development. Teacher Professional Development needs to be constantly reviewed following new knowledge, skills and competence required as new technologies are developed, and national and global opportunities and challenges are encountered. Teacher support in various aspects, such as reducing clerical workload or employing support staff to help alleviate their workload, providing technical assistance, reducing the number of students per class, employing teaching assistants to develop materials and assist students with special educational needs, would be welcoming initiatives to reduce the level of stress among teachers during these challenging times. In ensuring teaching quality, teacher education (pre-service) and professional development programmes (In-service) need to include aspects of Education in Sustainable Development (ESD) and Global Citizenship Education (GCED) in its module, in order to prepare teachers sufficiently and also for ESD and GCED to formally and systematically be incorporated in the school curriculum.

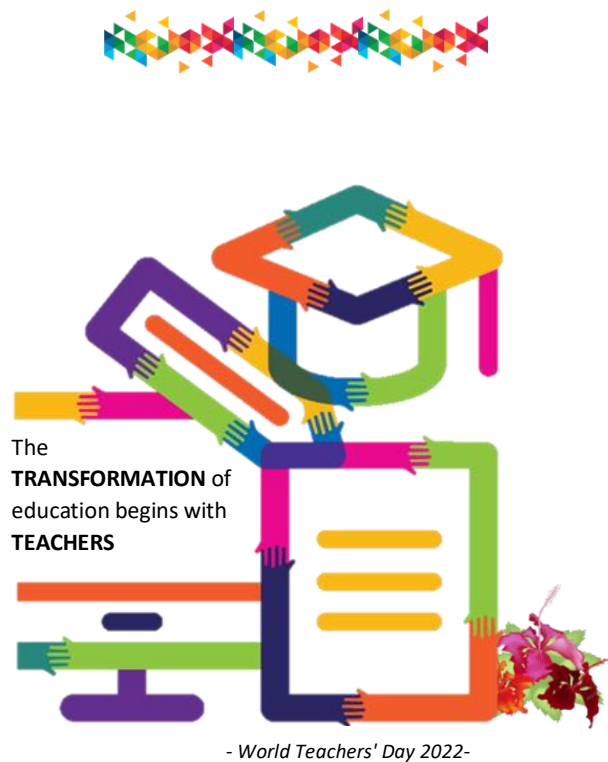
Teaching assessment framework is a great tool to measure the quality of teaching and learning outcomes and should be revised accordingly from time to time. We should take pride in the teachers' accomplishments by rewarding and showcasing best teaching practices. Highlighting these best

teaching practices would only serve to engender other best teaching practices. Apart from the official educational channels provided by the Ministry of Education, unofficial channels via social media should also be encouraged for teachers to share and showcase their teaching practices and materials as a means of creating a community of educators whose common purpose is to provide quality education to their students. Teacher professionalism should be viewed as an on-going process as the teacher's level of maturity, experience and expertise are developed. Finally, sound policies on teacher career advancement would only make the teaching profession as one of the viable and sought-after occupations for individuals with high credentials, thus elevating the status of the profession. As a conclusion, we need to provide a conducive ecosystem for teachers, teaching, and the teaching profession to thrive in an increasingly challenging global outlook.

Mohamed Djelid

Director of UNESCO Jakarta

UNESCO Representative to Brunei Darussalam,
Indonesia, Malaysia, the Philippines, and Timor-Leste





EXECUTIVE SUMMARY

This report on Teachers, Teaching and the Teaching Profession examines the integration of the individual teacher's skills, competence and values and the ecosystem of their profession that supports their growth as they navigate along increasingly challenging global outlook and demands. The objectives of this report are to analyse existing national policies related to Teachers, Teaching and the Teaching Profession and examine their implementation in the five UNESCO cluster countries, namely Brunei, Indonesia, Malaysia, the Philippines and Timor-Leste. Eight themes have emerged from the systematic review of literature and they are i) Teacher Standard Competence, ii) Teacher professional Development, iii) Teacher Support, iv) Teaching Quality, v) Formative and Summative Assessment Framework on Teaching, vi) Showcasing and Rewarding Best Teaching Practices, vii) Teacher Professionalism and finally viii) Teacher Career Development. Establishing Teacher Standard Competence is fundamental to setting a benchmark for knowledge, skills, attitudes, values, and personal characteristics that must be possessed by individual teachers for effective teaching to take place in the classroom and ultimately improve students' academic performance. All five cluster countries have established their own Teacher Standard Competence and continuously improve on it through the selection process, initial teacher training and professional development to ensure teachers achieve the standards set by the respective Ministries of Education. ICT skills have become increasingly important for teachers to acquire as the demand for flexible online and blended teaching and learning brought on by the COVID-19 pandemic have demonstrated. Teacher Research and reflective practices into their own and their colleagues teaching could further help improve their teaching competence. Teacher Professional Development begins with the initial pre-service Teacher Education Programme and in-service Teacher Professional Development programme to ensure teachers achieve the minimum qualification for teaching and continuously improve their knowledge, skills and competence as new and improved curriculum is developed or new skills such as ICT skills are required. Professional training should not be limited to teachers but should also include school leaders and teacher trainers, which is an essential component in transforming education. One aspect that is underdeveloped is the training of teachers for inclusive education as teachers continue to feel underprepared to teach special needs students. Teacher support is needed for dealing with large size and inclusive classroom, and developing teaching materials as it helps ease teacher's workload and stress to provide a more conducive and motivating working environment. Teaching quality as envisioned by SD4 requires a more systematic integration of Sustainable Development (ESD) and Global Citizenship (GCED) Education in the teacher training, primary and secondary school curriculum. The teacher's role is fundamental to the interpretation and implementation of elements of the SDG4 as they construct their teaching practices by selecting suitable and relevant content, methodology, pedagogy and teaching materials, which are informed by the curriculum available. As important it is for our students to form distinct national identity, there needs to be a consciousness of belonging to a global world and addressing global issues and the teacher's role in bringing about such consciousness is fundamental. Establishing an assessment framework on teaching is crucial to assess, measure, and document teaching performance so that changes to teaching practices are based on evidence. Assessment on the



quality of teaching may involve the competency of teaching in terms of pedagogic, personality, social, and professional competence, and the quality of students' achievements and learning, which will have an impact on teachers' career progression and professional development. A continual review of the teaching performance assessment and evaluation framework may be necessary to include new competences and to address any shortcomings. Showcasing and rewarding best teaching practices would engender other best teaching practices among teachers. It helps to motivate and provide job satisfaction and pride in teachers' recognition and achievement. Teacher Professional development needs to be driven by the needs of teachers rather than directed by policy decisions if teaching transformation is to occur. It is suggested that teachers' professional learning should focus on the skills required for continuous learning. In this format, professional learning will be instructive in nature, as teachers develop in-depth and relevant knowledge that they can use with different students and in contexts. Teachers' need for career development ranges from the need for formal training, subject and content knowledge development, support from key stakeholders, resources, and stability. The stakeholders' support for Teacher Career Advancement would help inspire them to love teaching, become more effective and confident in overcoming difficult situations throughout their career if they are to sustain it. Teachers deserve to be supported especially during trying times like the recent experience of COVID-19 pandemic, which underscores the impact of global phenomenon in the classroom. Governments, industries and NGOs have a role to play to provide a conducive ecosystem for teachers, teaching and the teaching profession to thrive.



One Child
One Teacher
One Book
And One Pen
Can Change the World
Malala Yousafzai



LIST OF ACRONYMS AND ABBREVIATIONS



4IR	Fourth Industrial Revolution
ASEAN	Association of Southeast Asian Nations
BCATs	Brunei Common Assessment Tasks
BTS	Brunei Teacher Standards
CHED	Commission on Higher Education
CYSN	Children and Youth with Support Needs
DRR	Disaster Risk Reduction
DepEd	Department of Education
ECEC	Early Childhood Education and Care
ECED	Early Childhood Education
EE	Environmental Education
EFA	Philippines Education for All
ERIC	Education Resources Information Centre
ESD	Education for Sustainable Development
GCE	Global Citizenship Education
ICT	Information Communication Technology
IEP	Individual Educational Programme
INFORDEPE	National Institute for Training of Teachers and Educational Professionals
INSET	In-Service Training
IPG	Institut Pendidikan Guru (Teacher Education Institute)
KIAT	Kinerja dan Akauntabiliti Guru
KKG	Kelompok Kerja Guru
KSSR	Primary School Standard Curriculum
KSSM	Secondary School Standard Curriculum
LAP	Learning Assistance Programme
LCP	Learner-centred Teaching Practice
LGUs	Local Government Units
LNPT	Laporan Nilain Prestasi Tahunan
LPTKs	Lembaga Pendidikan Tenaga Kependidikan
MBMMBI	To Uphold Bahasa Malaysia, To Strengthen the English Language Policy
MTB-MLE	Mother Tongue-Based Multilingual Education Program
MTPDP	Medium Term Philippine Development Plan
MGMP	Musyawaharah Guru Mata Pelajaran
MoE	Ministry of Education
MoEC	Ministry of Education and Culture
MoRA	Ministry of Religious Affair
MoRTHE	Ministry of Research, Technology, and Higher Education
NEAP	National Educator Academy of the Philippines
NCBTS	Non-Governmental Organisations
OECD	Organization for Economic Co-Operation and Development
OSPD	Outline Strategy Policy Directions
PBL	Problem Based Learning
PjBL	Project Based Learning
PISA	Programme for International Student Assessment
PLPG	Pendidikan dan Latihan. Profesi Guru
PPG	Pendidikan Profesi Guru



SDG4	Sustainable Development Goal 4
SEN	Special Educational Needs
SEU	Special Education Unit
SENA	Special Education Needs Assistance
SISC+	School Improvement Specialist Coaches
SKPMg2	<i>Standard Kualiti Pendidikan Malaysia Gelombang 2</i>
SLAAS	Sustainable School Environment Award
SMT	School Management Team
SN	Special Needs
SPN21	National Education System for the 21st Century
STEM	Science, Technology, Engineering and Mathematics
STEAM	Science, Technology, Engineering, Art and Mathematics
TeLIC	Teaching-Learning Development and Innovation Centre
TEFLIN	Teaching of English as a Foreign Language in Indonesia
TeLIC	Teaching-Learning Development and Innovation Centre
TESDA	Technical Education and Skills Development Authority
TPG	Tunjangan Profesi Guru
UNESCO	United Nations Educational Scientific and Cultural Organization
VET	Vocational Education and Training
WoS	Web of Science



Invest in our teachers,
And our children will succeed

Barack Obama





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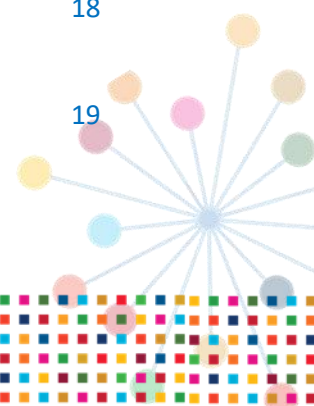


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INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The COVID-19 pandemic has added another layer of challenge to an existing multifarious demand for educators globally. Never has it demanded and tested educators to be more adaptive, resourceful, and flexible in their teaching during a global health crisis. Apart from protecting their students and themselves from the COVID-19 virus, they are under pressure to demonstrate quality teaching so their students' education will not lag behind. Research has shown the link between quality teaching and students' achievement (Goldhaber and Hansen, 2013; Chetty, Friedman, and Rockoff, 2014), which ultimately highlights the importance of teacher education policy and its implementation to achieve the Sustainable Development Goal 4 (SDG4) on Quality Education. Besides issues related to teachers' competencies to continuously be proactive and innovative to facilitate students' learning within the context of digital learning platforms and enormous learning materials, students need to be facilitated so that learning will be enhanced and sustained. Not only that, many other elements related to curriculum implementation need to be meaningfully and constructively aligned.

Even as we enter the endemic stage, the continual threats of COVID-19 and other diseases such as hand foot and mouth disease (HFMD), influenza and monkeypox have put the global community and the education sector in particular on edge considering education is a highly social and interactional activity, a characteristic conducive to virus transmission. Teacher competence in learning new technology requires further professional training and infrastructure support, which at times may be lacking. This situation is worsened with the current economic situation especially among many ASEAN countries. Such situation indeed requires teachers to be more flexible, adaptive, creative as well as accommodative and design their teaching and learning to meet the learning outcomes as envisaged in the curriculum.

In making sure teachers to be continuously preparing themselves with knowledge and skills required for them to deliver their lesson effectively, Teacher Education Policies need to be responsive to current and future challenges faced and demands exerted by influences both locally and internationally. One key teacher characteristic is their ability to learn, relearn, and unlearn as new skills and competence in new technologies are rapidly developed. In fact, Sustainable Development Goal 4 (SDG 4) reinforces the role of teachers to ensure no one is left behind and at the same time contribute to the well-being of the nation. Thus, to accelerate progress towards the attainment of SDG4 and educational transformation during this post-pandemic era, all education personnel across the globe need to be systematically trained, motivated, supported and professionalised. They need to be proactive, adaptive and accommodative in facing crises, conflict and emergencies in all educational settings, from early childhood education to primary, secondary and higher education. Indeed, to accelerate this effort, UNESCO (2022) has identified four major challenges that need to be tackled primarily by countries in the Southeast Asian such as Brunei, Indonesia, Malaysia, the Philippines and Timor-Leste (See Figure 1). In navigating all these challenges, it is argued that, an education-supportive environment, where the work of teachers is amplified outside the educational institution, needs to be established. Besides, this initiative will warrant a few important emerging issues that are the key success factors towards teacher professionalism to be analysed in all those countries related policies, in addition to the sharing of best practises and bench marking that are commonly shared through teacher education related meetings, seminar and conferences.



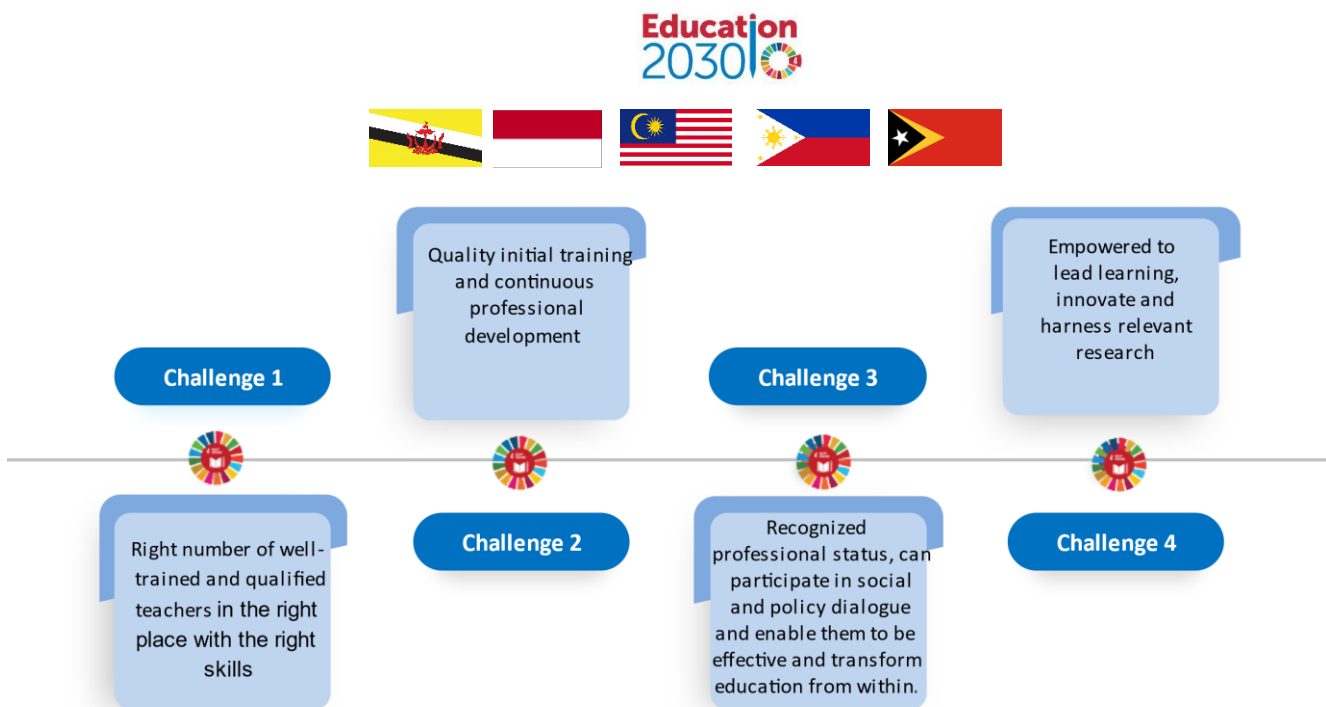


Figure 1. Challenges Related to Teachers, Teaching and the Teaching Professions Transformation

This project, therefore, aims to review existing Teacher Education Policy in UNESCO's five cluster countries, namely Brunei, Malaysia, Indonesia, the Philippines and Timor-Leste, in response to the COVID-19 pandemic from the perspectives of teacher preparation and practice in terms of professional competence, digital skills, subject and pedagogical knowledge, inter-cultural competence, cultural and gender sensitivity, inclusivity as well as involvement in classroom and educational decision making. Indeed, a review of teacher education policy could lead to redefining teacher competences, redesigning teacher selection criteria and processes, reexamine institutional teacher support and review teacher reflective practice and evaluation feedback towards more impactful, efficient as well as sustainable teacher professional development programme.

1.2 OBJECTIVES OF THE STUDY

Mainly the objectives of the project are:

- To analyse national policies related to the Teachers, Teaching and Teaching Profession in Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor-Leste to accelerate SDG4 after the COVID-19 pandemic; and
- To report on the implementation status of policies related to Teachers, Teaching and Teaching Profession in the five cluster countries



1.3 TEACHERS, TEACHING AND THE TEACHING PROFESSION

In order to provide comprehensive and holistic review of teachers, teaching and the teaching profession in five cluster countries, it is deemed necessary to conceptualise those three concepts. Undoubtedly those three concepts are intertwined with one another and discussion on teachers will always include issues related to teaching and the teaching profession as a whole (see Figure 2).

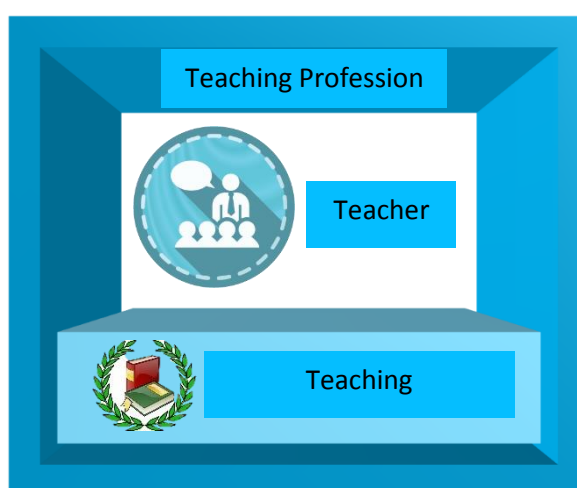


Figure 2. Teachers, Teaching and The Teaching Profession: Hypothetical Relationship.

1.3.1. TEACHERS

In order to build sustainable education systems, achieve educational development goals, and effectively contribute to lifelong learning, a country must have solid, coherent policies and plans in place. This is consistent with UNESCO's SDG 4 of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (UNESCO, 2021a). This is where teachers' roles come into play. Teachers are the key factor to achieving all aspects of the Education 2030 agenda as mentioned by UNESCO (2015).

Teachers are the mainstays of the teaching and learning process. Access, quality, and equity of education for all are not possible without an appropriate focus on teachers. It has been discovered that the quality of teachers can explain significant differences in learning outcomes. As new and more complex roles are assigned to teachers/educators, coherent and adequate selection, preparation, and continuous professional development strategies must be implemented to provide those entrusted with teaching with the necessary knowledge, skills, attitudes, and values, as well as to retain them in the profession (IBE-UNESCO, 2022). In fact, the quality of teachers for effective learning, be it in Early Childhood Education and Care (ECEC), schools, Vocational Education and Training (VET), or adult education. Considering teachers' role for learning, ensuring a high quality teaching workforce is high on policy agendas for any form of education (OECD, 2022b). Besides, the quality of teaching and learning is determined not only by the quality of teachers, but also by the environment in which they work. Working conditions, which are shaped by factors such as salary range, compensation, bonuses, and rewards; working time, staff-student ratios, good school leadership, infrastructure, and facilities, influence teachers' satisfaction with the workplace, their tasks and the nature of the job, as well as teachers' ability to do their work well and engage with



students. Working conditions are also important in attracting teachers and retaining effective teachers (OECD, 2022a).

As teachers are a fundamental condition for ensuring quality education, teachers and educators should be “empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well-resourced, efficient and effectively governed systems” (UNESCO, 2015, pp. 10-11). Review on teacher policy will include among all, teacher initial training and continuous professional development, teacher qualification and teacher’s working conditions (OECD, 2022b; UNESCO, 2021b; United Nations, 2022).

1.3.2 TEACHING

Teaching involves an interaction and engagement between the teacher and students, structured upon sound educational philosophy, learning theories, content subject knowledge, pedagogy, methodology, teaching approaches and strategies and classroom management, which are selected and adapted to achieve specific learning goals and outcomes that ultimately results in students' learning taking place. According to MacFarlane (2007) teaching could be viewed as a form of 'performance', which draws from dramaturgy, as charismatic teachers present their teaching "skills and attributes of the accomplished actor through dress, voice projection, body language, use of props, memorising a script and convincing the audience that they are genuinely passionate and knowledgeable about their subject" (p.49). A slightly different interpretation of teaching is 'performative teaching' whereby teaching is defined based on its impact in enhancing learning performance or it fulfils the criteria of good teaching as explicated by audit and quality control procedures (Skelton, 2005 in Macfarlane, 2007, p.49). The former interpretation of teaching focuses on the teacher as a performer whose performance is central to learning while the latter focuses on how the teacher construct the lesson structure for learning to take place, which is more aligned with current educational practices focused on student-centred learning, with the teacher as a facilitator of learning rather than the star of the event. What constitutes teaching based on the former interpretation is when the teacher provides knowledge input while the latter interpretation views teaching more holistically as inclusive of providing knowledge input and structuring of tasks and activities that would encourage effective learning to occur.

Good teaching practices are life-long learning processes, initially learned during the beginning teacher education programme and continuously relearned during professional development or postgraduate programme. What constitutes excellent teaching may vary across different contexts and the term 'teaching excellence' can be a contested term. Other practitioners may choose to use the term 'quality teaching' instead (Wang et al., 2011). The term 'excellent or quality teaching' may be influenced by broader concepts such as knowledge society, global citizenship, human rights, social justice, Fourth Industrial Revolution (4IR) and economic advancement which may receive varied focus and concern by individual country. Kennedy (2008) defined quality teaching as based on three assumptions and they are teachers' cognitive resources, their performance, and their effect on students' learning outcomes. Teachers' cognitive resources refer to teachers' knowledge, skills, and dispositions which are deemed central to predicting quality teaching such as when they are delineated in teacher standard documents. This aspect is more within the purview of identifying quality teacher characteristics or standards. The second and third assumptions suggested by Kennedy (2008) are more aligned with teaching excellence or quality. Teaching performance refers to what teachers do in their practice, a definition similar to Macfarlane's (2007) performative teaching. While the third assumption underlying 'excellent or quality teaching' refers to students'



learning outcome. Identifying a teaching and learning quality assurance is crucial as it helps to determine for the educators if they have achieved the learning goals they have set and provided quality education for their students in terms of developing knowledge, skills, abilities, behaviour, ethics, and moral values (Jalal, 2020, p.1).

1.3.3 THE TEACHING PROFESSION

The term profession is rooted in its latin etymological roots for “profess” which means to show, demonstrate or manifest. Thus, anyone who holds a profession is often called as a “professional” – someone who is able to profess expertise or specialisation and a determination for excellence in the field. As argued by many, a professional also professes commitment to public interest and devotion to moral and ethical value which are acquired through long years of training and preparation. Hotaman (2010) argued that the teaching profession originated from the social and economic changes that have arisen in societies and can be described as “a professional occupational group of education sector possessing social, cultural, economic, scientific and technological dimensions”. Profession of teaching is based upon a specialisation on a certain major, teaching skills, and some certain personal characteristics (teacher attributes) that the profession requires. There is a close relation between the fact that individuals who select the teaching profession possess the knowledge of subject matter, teaching skills and suitable personality traits and whether the mission which is attributed to this profession is successfully fulfilled.

Goodlad (1984) defines a profession as a vocation or occupation requiring advanced education and training and involving intellectual skills. The work is based on unique knowledge and skills grounded in research and practice in the field. A person who carries such profession is called a professional. He or she has completed higher education usually at the advanced level and is committed in his or her profession while upholding the dignity and the highest standards of the profession. Customarily, professions and professionals are answerable to a written code of ethics like the National Teacher Standard or Code of Ethics for Professional Teachers. Traditionally, teaching as a profession is an occupation which performs important social function and obligation. To be able to accomplish all these expectations require a considerable degree of skills, a body of systematic knowledge, and certain characteristics and traits. The acquisition of this body of knowledge and the development of such specific skills entail a lengthy period of higher education and training. Essentially, the period of education and training involves the process of socialisation into professional competence and values. Among professionals, developing these competence and values are necessary to freely and competently make their own professional judgments on the performance of their duties and responsibilities.

As documented in an overview of measures supporting the rights, status, and working conditions of the teaching professions reported on by its member states, UNESCO (2015) has concluded that many countries have reported efforts to strengthen policy frameworks and innovative programmes to enhance the status of the teaching profession, including better salaries, incentives and sustained career support. More attention has also been paid to the working conditions of teachers and to the environment in which they are teaching. Another fundamental aspect of teachers’ status is the quality of their education. In that regard, extensive efforts have been undertaken by many member countries to generalise and improve teacher qualifications and professional development. Last but not least, a number of countries provide interesting examples of improved monitoring mechanisms and good practices involving the teaching profession. Based on analysis of issues related to teaching as a profession, among important emerging themes are: i) enhancing the status of the teaching profession, ii) conditions of employment and access to the teaching profession, iii) teachers’ salaries,



iv) improved career prospect and sustained support throughout the career and developing career pathways, v) upgrading the opportunities for and quality of teacher education and training, and vi) standard on teaching performance.

Indeed, teachers have a great responsibility for possessing and improving the knowledge and skills of the profession and deciding about how to do what. Therefore, the field of teacher training should be a field in which important knowledge and learning-teaching practices can be applied directly, questions are continuously asked and analysed and experiments are carried out (Loughran, 2006). Additionally, policy related to teachers, teaching and teaching profession need to be continuously and dynamically developed and reviewed as well as holistically monitored in ensuring quality education at all level of educational experiences. This is also coherent with the ultimate aim of achieving quality education at all levels of schooling and learning experiences.





METHODOLOGY

2.1 POLICY REVIEW

The research methodology of this study is governed mainly by qualitative approach. Data as well as information required for policy review analysis of the respective countries (Brunei, Malaysia, Indonesia, the Philippines and Timor-Leste) that is available online has been systematically and selectively retrieved (Figure 3). Additionally, it is expected that inputs will also be collected from the National Consultants and representatives of the Sub-Regional Education Transformation and Recovery Forum which will be tentatively organised on the 26th to 27th October 2022.

In this study, policy is functionally referred as “an explicit or implicit decision or group of decisions which may set out directives for guiding future decisions, or initiate, sustain or retard action, or guide the implementation of previous decisions” (Haddad & Demsky, 1994). Policy is rather different as compared to strategies and plans. An educational policy establishes the main goals and priorities pursued by the government in matters of education – at the sector and sub-sector levels – with regard to specific aspects such as access, quality and teachers, or to a given issue or need. Strategies on the other hand, specifies how the policy goals are to be achieved whereas plans define the targets, activities to be implemented and the timeline, responsibilities and resources needed to realise the policy and strategy (OECD, 2013). Thus, education policy can formally be defined as actions taken by governments in relation to educational practices, and how governments address the production and delivery of education in a given system (OECD, 2017). Its programmes are developed by public authorities, informed by values and ideas, directed to education actors and implemented by administrators and education professionals.

As illustrated in Figure 3, educational policy needs to be regularly monitored and reviewed in ensuring its impact on the educational processes. It is deemed important that aspects such as its relevance, effectiveness, impact and sustainability be continuously evaluated in order to maintain the fulfilment of its objectives and eventually impact such policy implementation. The results of the evaluation and review will then be used to provide inputs for informing and improving future policies. Within the context of this study, policies related to teachers, teaching and the teaching professions in five cluster countries mentioned earlier will be reviewed in order to determine to what extent the countries are gearing towards the attainment of quality education for all. In policy review analysis, Baginski and Soussan (2002) suggest identification, collection and analysis of documentary policy outputs and related materials such as policy documents (acts, guidelines, directives), policy review documents and drafts (white papers, technical reviews etc.), Related papers (academic papers, conference papers, books etc.) and grey literature such as project reports etc.

In this study, policy review on teachers, teaching and teaching profession focuses on policies generated by public authorities (be they at the central, regional or local level) for the delivery of public education in five cluster countries (Brunei, Indonesia, Malaysia, the Philippines and Timor-Leste). Despite the fact that education policies always referred to as programmes affecting the education system from kindergarten to tertiary education, the analysis in this study is confined to policies at primary and secondary education. Table 1 summarises policies related to teachers, teaching and the teaching profession in five cluster countries that have been identified and systematically reviewed in order to achieve the aim of this study.

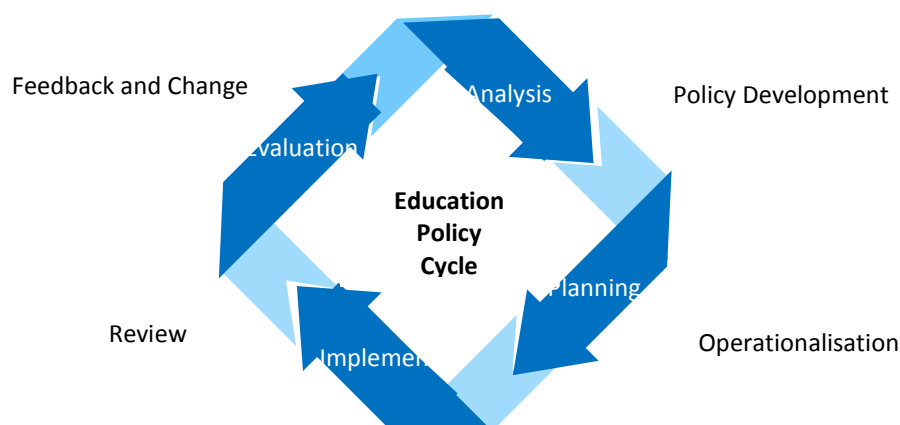

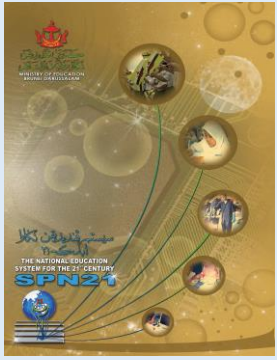

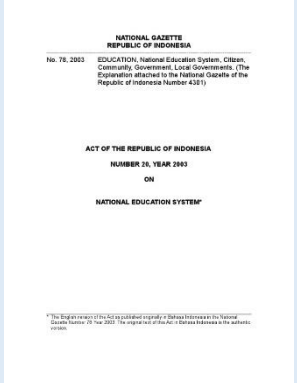





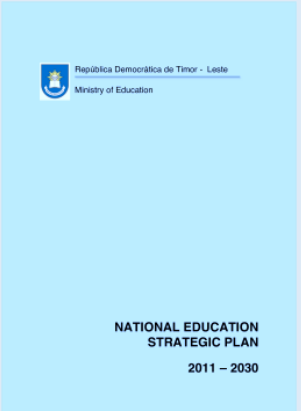


Figure 3. Education Policy Review Cycle.

Table 1. Policies Related to Teachers, Teaching and The Teaching Profession in Five Cluster Countries


Country	Policies
<p>Brunei</p> 	<ul style="list-style-type: none"> • Brunei's The National Education System for the 21st Century (SPN21) • Wawasan Brunei 2035 • Ministry of Education's Strategic Plan 2018-2022 • Brunei Teachers' Standard (BTS) • The Brunei's Teacher Performance Appraisal 2.0 (TPA). 
<p>Indonesia</p> 	<ul style="list-style-type: none"> • Indonesia's Pendidikan Kewarganegaraan • <i>Indonesia's Teacher Performance Assessment (Penilaian Kinerja Guru)</i> • Article 40 of Law No. 20/2003 on National Education System • Article 42 of Law No. 20/2003 • Comprehensive Teacher and Lecturer Law (Law No. 14/2005) • Ministerial Regulation No. 16/2007 • Indonesian Republic Decree of No. 17/2007 • Government Regulation No 160 • Character Education Policy 2013 • Regulation No.75/2016 

Country	Policies
<p>Malaysia</p> 	<ul style="list-style-type: none"> • Malaysia Education Blueprint (2013 – 2025) • <i>Malaysia's Education Quality Standard Phase 2 (SKPMg2) – Standard 4</i> • The Malaysian Teacher Standards 2009 • Teaching of Science and Mathematics in English • Dual Language Programme (DLP) • To Uphold Bahasa Malaysia, To Strengthen the English Language Policy 2014 
<p>The Philippines</p> 	<ul style="list-style-type: none"> • <i>The Philippines's Commission on Higher Education's (CHED) Strategic Plan 2011- 2016 (CHED 2012)</i> • The Philippines's National Competency-Based Teacher Standards (NCBTS) • The Philippine Professional Standards for Teachers (PPST). • CHED Memorandum Order (CMO) No. 30 series of 2004 • CHED Memorandum Order (CMO) No. 52 series of 2007 • Enhanced Basic Education Act of 2013 or K-12 2013 • Philippine Teachers Professionalisation Act of 1994 • CHED Memorandum Order (CMO) No 23 of 2000 [Quality education for learners with special needs] 
<p>Timor-Leste</p> 	<ul style="list-style-type: none"> • National Education Strategic Plan (2011-2030) • Timor-Leste's Programme of the IV Constitutional Government, the National Education Policy and the new Organic Law • Inclusive Education Policy (2017) • Organic Law of the Ministry, (Decree-Law No. 2/2008), • Mother Tongue-Based Multilingual Education programme (MTB-MLE) 2010 • National Education Plan 2007–2012 

In analysing teachers related national educational policies on how teachers, teaching and the teaching profession can accelerate Sustainable Development Goal 4 (SDG 4): Quality Education related to teacher, teaching and the teaching profession, indicators as succinctly described in Table 2 will also be used as frame of reference. As indicated in Table 2, initiatives related to teachers, teaching and the teaching profession have been covered by Target 4c. Undoubtedly, as teachers are key players in accomplishing any educational aspirations, teachers' aspects are directly and indirectly related to all targets in SDG4.



Table 2. Indicators Related to Teachers, Teaching and the Teaching Profession

Target	Description	Indicators
<p>TARGET 4c</p> 	<p>By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.</p>	<ul style="list-style-type: none"> • Increase the supply of qualified teachers • Teacher training • Uniqueness • International cooperation • Incentives

2.2 Thematic Review of Teachers, Teaching and the Teaching Profession Policies

The first stage of this review will be using systematic protocols for searching databases and identifying relevant literature related to Teachers, Teaching and the Teaching Profession policies (Gillath & Karantzas 2019). An electronic search of databases (WoS, SCOPUS & ERIC), citation indexes and internet sites will identify documents that can support the understanding of practices in each sub-regional country. Documents will be selected based on an inclusion and exclusion criteria that will depend on the search findings. At all stages, decisions between researchers will be moderated. Two main inclusion criteria include; (1) sources which focused upon description of policies related to Teachers, Teaching and the Teaching Profession, and (2) sources which reflected upon the implementation of Teachers, Teaching and the Teaching Profession in the sub-regional countries as well as other context relevant to the topic of discussion. Additionally, keywords which are directly associated with SDG4 indicators as retrieved from Official List SDG4 Indicators 2022 will be used as the main reference in the searching process. The document may be excluded if it does not add understanding to the Teachers, Teaching and the Teaching Profession policy debates.

The first stage will be completed with the identification of several sub-themes which are significantly associated with the main themes (teachers, teaching and the teaching profession). The searching process continues with the identification as well as analysis of available educational policies in the five cluster countries based on the sub-themes that have emerged from the first stage. It should be noted that, in discussing all the emerging sub-themes, certain issues might overlap with one another. Nevertheless, discussion on those sub-themes will be further refined as new policies as well as other supporting documents might be identified (See Figure 4). As illustrated in Figure 4, inputs from Transforming Education Summit: Track 3 and Sub-regional Forum on Education Transformation and Recovery will further refined policy analysis report that will be produced.



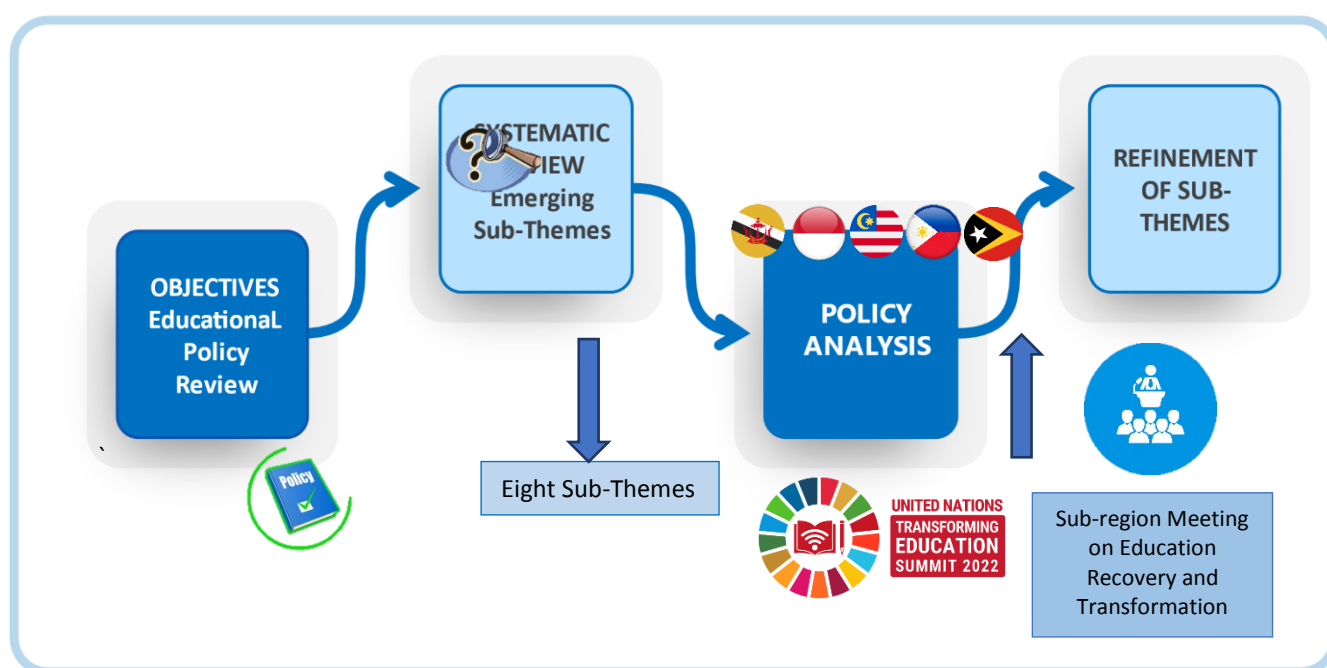


Figure 4. The Overall Stages of Policy Review and Analysis

2.3. Feedbacks from Sub-regional Leaders on the Current and Future Implementation of Teachers, Teaching and Teaching Profession Policies.

Review and analysis that have been prepared based on procedures as underlined in Section 2.1 has been shared during the Sub-region Meeting on Education Recovery and Transformation which was held from 26 to 27th October 2022 in Bali, Indonesia (See Appendix 1). The aim of the Sub-Regional Meeting was to bring to the table around 30 representatives from each cluster country from the Ministry of Educations, Government and State Institutions, Intergovernmental regional/sub-regional organizations, Non-governmental organizations (NGOs) and civil society organizations (CSOs), or Private sector/Education foundations in order to discuss on how to achieve education/learning recovery as well as to strengthen and transform the education systems related to teachers, teaching and the teaching profession to accelerate SDG4 implementation by becoming more equitable, inclusive, responsive, relevant and resilient. The specific objectives of the meeting were to i) Identify challenges in progressing towards SDG4 in the sub-region, with a focus on the impact of COVID-19 and COVID-19 responses, ii) Share and learn from effective policies, practices and innovations for education recovery and system transformation, and iii) Identify on priority areas of action and strategies, and key steps going forward for education/learning recovery and system transformation beyond COVID-19 to accelerate SDG4 implementation in the sub-region (See Figure 5).

There were six Plenary sessions on the following topics i) Country Statements for Transformation Education, ii) Learning recovery and addressing the learning crisis Post Covid-19, iii) Transformation for Future Education, iv) Adolescent and Youth Learning and Skills Development, v) the presentation of this report Sub-regional Policy Review on Teachers, Teaching and the Teaching Profession,



National University of Malaysia and finally vi) a panel presentation on the summary of the parallel discussion on Inclusive, equitable, safe and healthy schools and Digital Literacy and Transformation in Education. The meeting was an opportunity for each cluster country to share their current and best educational policies, implementation, experiences, challenges, and future recommendations when dealing with a pandemic so we may learn from each other. The meeting was concluded with some final remarks from the organiser. The inputs as well as suggestions received from respective educational leaders in all five cluster countries have helped to refine the final version of the Teachers, Teaching and the Teaching Profession Policy Review report. Details description of the Sub-region Meeting on Education Recovery and Transformation could be found in Appendix 2.

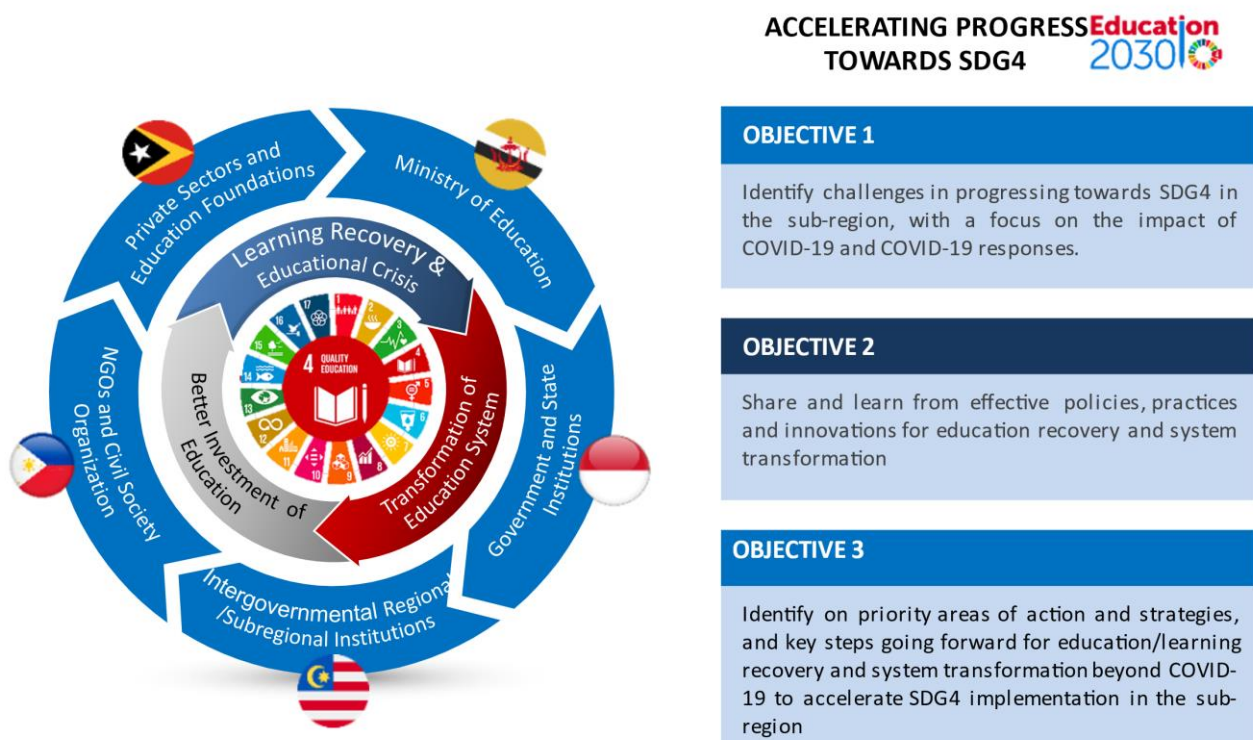


Figure 5. The Main Themes and Objectives of the Sub-region Meeting on Education Recovery and Transformation





FINDINGS

3.1 EMERGING THEMES: POLICY REVIEW ON TEACHERS, TEACHING AND THE TEACHING PROFESSION

Thematic review on teachers, teaching and the teaching profession as described in section 2.2 (page 10) has synthesised eight emerging themes related to those three key concepts. Figure 6 illustrates eight emerging themes related to teachers, teaching and the teaching profession.

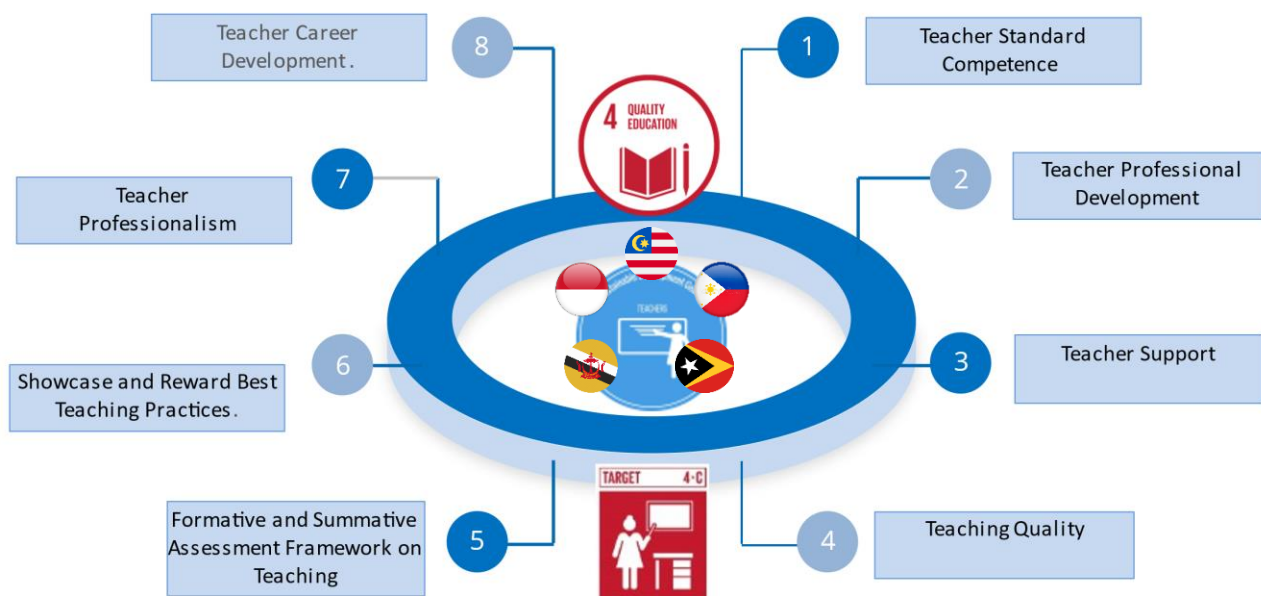


Figure 6. Emerging Themes of Teachers, Teaching and the Teaching Profession

3.1.1 Teacher Standard Competence

Teacher competence refers to the combination of knowledge, skills, attitudes, values, and personal characteristics, enabling the teacher to act professionally and appropriately in a situation (Reuter et al., 2022). As pointed out by Selvi (2010), teacher's competencies comprise nine dimensions, namely field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies and environmental competencies in order to develop teachers. Teacher competence is recognised as an important requisite to improve students' academic performance and their experiences of schooling.



In Brunei, there are two policies related to teacher standard competence, namely Wawasan Brunei 2035 and the National Education System for the 21st Century (SPN21). Wawasan Brunei 2035 under education strategy focuses on two policy directions. First, strengthening the competency in information communications technology (ICT) for students, teachers and educational administrators including the integration of ICT in school curriculum. Second, promoting research, development and innovation both in government-funded institutions and through public-private and international partnerships (Pejabat Wawasan Brunei, 2016). Meanwhile, the policy pertaining to teacher's professional development programme is covered in the National Education System for the 21st Century (SPN21) under Policy 1: Boost the level of qualifications and professionalism of officers and teachers at all levels and sectors through the in-service training scheme (long term) in tandem with the policy and regulations as set forth by the Public Service Commission, the Department of Civil Service and the current requirements of the new Teachers' Service Scheme (SPG). In addition, the National Education System for the 21st Century (SPN21) through Brunei Teacher Standards (BTS) focuses on accountability among teachers. Precisely, the teaching standards provide the essential foundation for quality assurance in the teaching profession. They fulfill the need for valid and nationally consistent methods of teacher assessment for a variety of purposes based on teaching expertise (Department of School Inspectorate, 2018). Launched in 2014, the BTS is a set of teaching competencies designed to raise the quality of teaching to improve attainment of all students and the overall quality of education in Brunei Darussalam. As indicated in Figure 7, the BTS is structured by two domains and six standards. Domain 1 is Professional Knowledge and Skills which covers four standards. Whereas Domain 2 focuses on Professional Engagement and covers two standards.

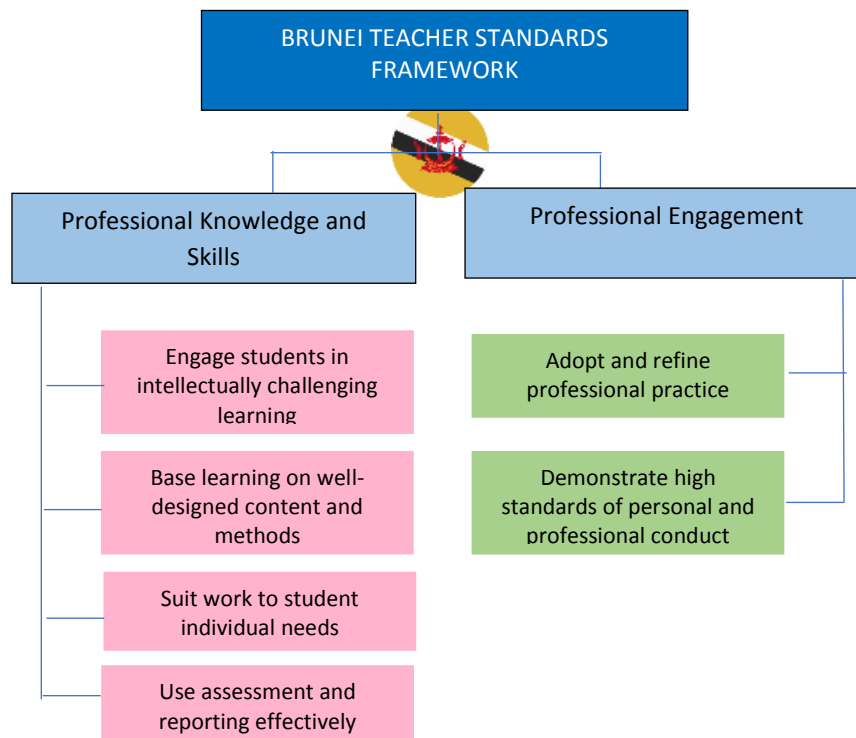


Figure 7. Brunei Teacher Standard Framework



In Indonesia, it is stipulated in Article 40 of Law No. 20/2003 on National Education System that teachers and education personnel shall (i) create an educational atmosphere that is meaningful, pleasant, creative, dynamic, and dialogical (ii) have a professional commitment to improve the quality of education and (iii) setting an example and maintaining the good name of the institution, profession, and position in accordance with the trust placed in him. Next, Article 42 of Law No. 20/2003 on National Education System mentions that teachers and education personnel must have minimum qualifications and certifications in accordance with the level of teaching authority, be physically and spiritually healthy, and have the ability to realise national educational goals. Also, teachers for formal education at the level of early childhood education, primary education, secondary education, and higher education are produced by accredited universities (Republic of Indonesia, 2003). Next, it is stipulated in Article 8 of Law No. 14/2005 on Teachers and Lecturers that a teacher must possess an academic qualification, competencies, an educator certificate, a sound body and mind, and ability to realise the goal of national education. It is further stated in Article 9 that “Academic qualification is an academic higher education certificate required of a teacher or lecturer in accordance with the type, levels and formal education unit at their posts of assignment. Further, Article 10 also points out that the competencies required of teachers consist of pedagogical competency, personality competencies, social competencies, and professional competencies (Madya, 2016).

To implement the regulation, this is issued by the Indonesian Republic Decree of No. 17/2007 on Academic Qualification and Teacher Competency Standard issued by the Minister of National Education. It stated that the Teacher Competency Standard is developed through four competencies: i) pedagogical, ii) personality, iii) social, and iv) professional. Furthermore, Government Regulation No 160, published December 11th, 2014 stated that the units of primary and secondary education that have implemented the Curriculum 2013 for three semesters can continue to use the them (UNESCO, 2021). As the school-based curriculum was being implemented, the Indonesian Ministry of Education and Culture (MOEC) introduced the Character Education Policy 2013. This policy has been declared a crucial element of the national curriculum, as it promotes the building of national character. In this policy, teachers of all subjects must adopt the 18 values stated in their teaching syllabi and implement these values in their lessons (UNESCO, 2021). The Indonesian Ministry of Education and Culture has recently published Regulation No.75/2016 on School Committee. The Law which is stipulated in Article 4 prohibits teachers from membership of the school board by specifically declaring that school board members cannot be teachers (MOEC, 2016).

In Malaysia, there are three policies related to teacher standard competence. First, the Government has introduced Standard Guru Malaysia or the Malaysian Teacher Standards (MTS) in 2009. The MTS is formulated to identify the level of professional competence of teachers in the aspect of teacher professionalism value practice, knowledge and understanding, as well as teaching and learning skills (MoE, 2009). Second, To Uphold Bahasa Malaysia (BM), To Strengthen the English Language Policy (MBMMBI) 2014 focuses on promoting BM and strengthening English to produce a society that is able to communicate effectively, unite and generate competitiveness at the international level. This is in accordance with PPPM 2013-2025, where robust BM and English proficiency and multilingual mastery are important given the rapid global competition. One of the objectives of MBMMBI policy 2014 related to teacher standard competence is to prepare BM and English teachers according to adequate options and improve their competency (MoE, 2014). A total of thirteen initiatives under the MBMMBI Policy were outlined based on the 10th Malaysia Plan. To implement all these initiatives, eight key strategies were presented as the Main Action Plan of the MBMMBI initiative. There are three strategies related to teacher standard competence, including Strategy 1: Strengthening the competency of Bahasa Malaysia and English Teachers, Strategy 2: Placing Bahasa



Malaysia and English teachers by options as well as Strategy 5: Expanding the use of information and communication materials and technology (ICT) in the teaching and learning of Bahasa Malaysia and English. Third, the Malaysia Education Blueprint 2013 – 2025, launched in 2011, aimed at raising international education standards, whereby the Government’s aspiration of better preparing Malaysia’s children for the needs of the 21st century, and increased public and parental expectations of education policy. Under Wave 1 (2013 - 2015): Improving standards and support systems, the Ministry aims to raise entry requirements for new intakes. In line with the Teacher Training Institutes aspiration to become a world-class teacher training university, the overall standards for graduation from teacher training programmes into teaching roles at the Ministry will be made more stringent. Similar measures will be adopted at the Higher Education Institutions. This means that in the near future, graduates will only be hired if they can demonstrate, through their practicum placement and ongoing coursework, that they have met the minimum competencies expected of a fresh, incoming teacher. This is to ensure that only the best and most qualified teachers enter the system. Existing teacher trainees in the Teacher Training Institutes and the Higher Education Institutions will not be affected by this policy (MoE, 2013). Furthermore, continue to upgrade the quality of teacher recruits under Wave 2 (2016 - 2020): enhancing career pathways and progression, whereby the Ministry continues to undertake several efforts to raise the quality of pre-service training, at the Teacher Training Institutes and the Higher Education Institutions, to ensure that only the best trainees from every graduating class are recruited as teachers. The efforts include continual review and upgrade of the curriculum, quality of lecturers and career pathways, entry and graduation requirements and international recognition of the Teacher Training Institutes. These measures will also enable teachers to increase the effectiveness of teaching and learning in the classroom from day one (MoE, 2013).

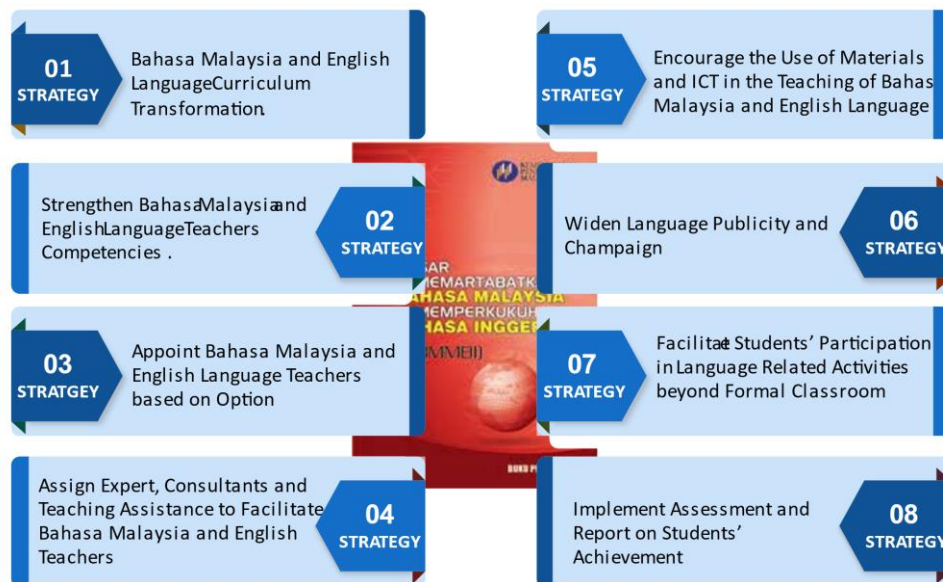
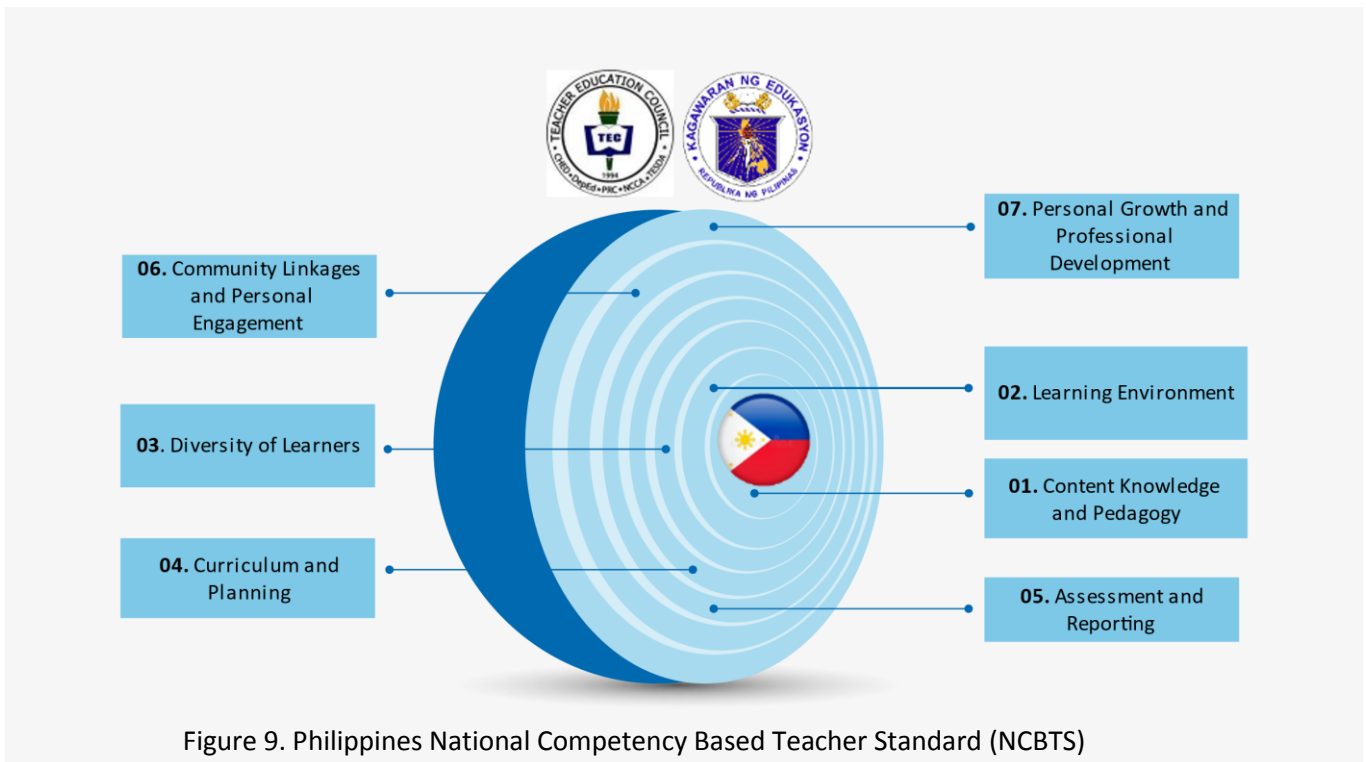


Figure 8. To Uphold Bahasa Malaysia, To Strengthen the English Language Policy (Dasar Memartabatkan Bahasa Malaysia Memperkukuhkan Bahasa Inggeris or MBMMBI)

In the Philippines, the Commission on Higher Education (CHED) has issued the CHED Memorandum Order (CMO) No. 30 series of 2004. The policy related to teacher standard competence is subsumed under Section 1: Quality pre-service teacher education is a key factor in quality Philippine education. In the Philippines, higher education institutions are responsible to improve the quality of education for pre-service teachers for primary and secondary education. The Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers (Commission on Higher Education (CHED), 2004). In an effort to improve education quality in the Philippines in 2005 the government passed the Teacher Law, a comprehensive bill designed to raise the quality of teachers. A key reform required all teachers to acquire a four-year degree and be certified. Teachers who obtain certification then receive a professional allowance that effectively doubles their salary (Chang et al., 2014). In furtherance of the teacher competencies articulated in CMO 30, s. of 2004, teacher education institutions (TEIs) should refer to the specific domains, strands and indicators in the National Teacher Standards as stated in CHED Memorandum Order (CMO) No. 52 series of 2007 (CHED, 2007). Moving on, the Government has consistently pursued teacher quality reforms through a number of initiatives. As a framework of teacher quality, the National Competency-Based Teacher Standards (NCBTS) was institutionalised through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009. It emerged as part of the implementation of the Basic Education Sector Reform Agenda (BESRA), and was facilitated by drawing on the learning considerations of programmes, such as the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project and the Third Elementary Education Project (TEEP). The K to 12 Reform (R.A. 10533) in 2013 has changed the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on teacher quality – high quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teacher (Department of Education, 2017). One of the domains in NCBTS focuses on teacher standard competence requires to be effective in the 21st Century in the Philippines is Domain 1: Content Knowledge and Pedagogy which comprises seven strands, (i) Content knowledge and its application within and across curriculum areas (ii) Research-based knowledge and principles of teaching and learning (iii) Positive use of ICT (iv) Strategies for promoting literacy and numeracy (v) Strategies for developing critical and creative thinking, as well as other higher-order thinking skills (vi) Mother Tongue, Filipino and English in teaching and learning (vii) Classroom communication strategies (Department of Education, 2017). Figure 9 illustrates Philippines National Competency Based Teacher Standard (NCBTS).

In Timor-Leste, the reformation of education system through teacher standard competence is included in the National Education Strategic Plan: 2011-2030. Generally, the National Education Strategic Plan (NESP) 2011-2030 aims to achieve universal completion of basic education, eliminate illiteracy, and ensure gender parity through priority programmes, strategies, and activities in early childhood, basic, secondary, higher, and recurrent education. The strategy under Priority Programme 7: Improving Teaching Quality aims to ensure all existing teachers are qualified to the minimum legal standard (MoE Timor-Leste, 2011).





3.1.2 Teacher's Professional Development

Teacher Professional Development Programme is commonly defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher (UNESCO Institute for Statistics, 2021). In Brunei, the policy pertaining to teacher's professional development programme is covered in the National Education System for the 21st Century (SPN21) under Policy 6: Create an ongoing professional development programme for all teachers in accordance with the Teachers' Service Scheme (SPG). Also, Strategy 4: Teacher Preparation and Training has highlighted the strategies for teacher preparation and training, including (i) Recruitment of teachers (ii) School Leadership Programmes (iii) Retraining on Living skills, Art and Design. In addition, the National Education System for the 21st Century (SPN21) through Brunei Teacher Standards focuses on professional development. Specifically, all teachers have a moral responsibility and ethical obligation to update their knowledge and skills and maintain professional currency. Teachers are expected to be engaged in relevant, voluntary, mandatory, effective, and sustained Continuing Professional Development (CPD) activities throughout their teaching career. The teaching standards will support teachers by identifying their continuous professional development needs and in designing appropriate in-service training activities (MoE Brunei, 2013).

In order to implement Law No. 14/2005 in Indonesia on teachers and lecturers, the Government has come out with the Ministerial Regulation of the State Minister of Administrative and Bureaucratic Reform on Teacher Functional Position and Credit Points (2009). The career progression is based on teachers' functional positions, continuing professional development, criteria and components to be evaluated, credit points, appointment, and release. The policy related to professional development programme includes pre-service training and in-service teacher education or continuing professional development (Chang et al., 2014).



In Malaysia, the Government has launched Malaysia Education Blueprint 2013 – 2025, focusing on pre-service training and ongoing professional development. Pre-service training gives teachers a solid foundation towards making effective contributions in the classroom from day one. Ongoing professional development allows teachers to maintain and enhance their skill set, including staying up-to-date with the latest developments in pedagogy. Under Wave 1 (2013 - 2015): Improving standards and support systems, the Ministry emphasises continuous professional development by building up its portfolio of training programmes to address each aspect of the competency requirements in the new instrument. Some of these modules will cover fundamental competencies expected of all teachers, such as pedagogy to support development of students' higher-order thinking, and will therefore be made compulsory. This is where the Ministry focuses more on school-based learning programmes which international research shows to be the most effective form of professional development, by including two initiatives, namely an e-Guru video library of exemplary teaching and an expansion of the School Improvement Specialist Coach (SISC+) teacher coaching programme. Further, the Ministry's improvement of the quality of pre-service training programmes, enhancing career pathways, and revamping career progression under Wave 2 (2016 - 2020): Enhancing career pathways and progression (MoE, 2013). Basic tenets in SISC+ operation are: guidance, mentoring and instructional guidance (Poobalan, Ramlee, Talip & Kaliappan 2021) (see Figure 10).

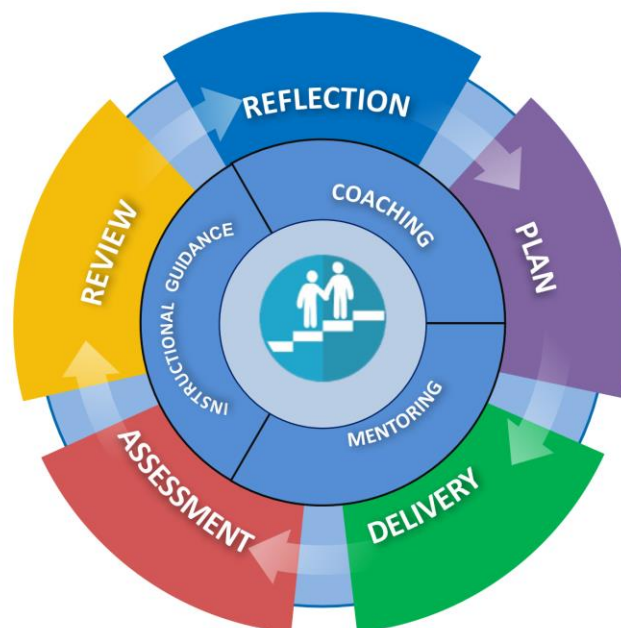


Figure 10. Model of School Improvement Specialist Coaches (SISC+) in Development Teaching Professionalism

The Department of Education of the Philippines commences the implementation of a Teacher Education and Development Programme (TEDP) in CHED Memorandum Order (CMO) No. 52 series of 2007. It seeks to conceptualise a teacher's career path as a continuum that starts with entry to a teacher education programme and concludes when a teacher reaches retirement from formal service (CHED, 2007). Further, Rule 3: Teacher Qualifications, Training and Continuing Professional Development as stated in Enhanced Basic Education Act of 2013 or K-12 2013 also points out standard teacher competence policy. This is revealed under Section 12: Teacher education and



training which includes (i) In-service training on content and pedagogy and (ii) Training of New Teachers (Department of Education, 2013). As stated in Domain 7: Personal Growth and Professional Development of the National Competency-Based Teacher Standards (NCBTS), which comprises five strands: (i) Philosophy of teaching (ii) Dignity of teaching as a profession (iii) Professional links with colleagues (iv) Professional reflection and learning to improve practice (v) Professional development goals (Department of Education, 2017).

In Timor-Leste, reformation of the education system through teacher's professional development is included in the National Education Strategic Plan: 2011-2030. Specifically, the plan focuses on improving the quality of education through reforming the teacher training policy and career progression, new curricula, and implementing new school management systems. This is where the system of teacher training will be completely reformed through the creation of a National Institute for Training of Teachers and Educational Professionals (INFORDEPE). The teacher training policy includes reforming in-service and pre-service training programmes for all levels (pre-school education, basic education, secondary education, higher education as well as recurrent education) (MoE Timor-Leste, 2011).

3.1.3 Teacher Support

To ensure quality education, and to make the teaching profession more attractive for younger generations, decision makers need to ensure decent working conditions and an enhanced status of the profession in supporting teachers, including through wages comparable with professions requiring similar levels of qualifications, so that teachers can assume an active role in the transformation of education processes. Teacher motivation, including intrinsic motivation, also needs to be more consistently taken into consideration in discussions related to the teaching profession (United Nations, 2022).

In Brunei, the policy pertaining to teacher support is covered in the National Education System for the 21st Century (SPN21) under Brunei Teacher Standards which focuses on professional recognition. Precisely, the teaching standards may form the basis for teacher appraisal for wide-ranging decisions regarding teacher registration and licensure considerations, salary increments above a scale bar, promotion, Teachers' Day Awards, and awarding of special merit-based medals and certificates of recognition (MoE Brunei, 2013).

In Indonesia, Article 40 of Law No. 20/2003 on National Education System points out that teachers and education personnel shall be entitled to; (i) appropriate and adequate income and social welfare security, (ii) awards in accordance with work duties and achievements, (iii) career coaching in accordance with the demands of quality development, (iv) legal protection in carrying out duties and rights to intellectual property products, and (v) the opportunity to use educational facilities, infrastructure, and facilities to support the smooth implementation of tasks. Article 41 of Law No. 20/2003 on National Education System states that the Government and local governments are obliged to facilitate education units with teachers and education personnel as needed to ensure the implementation of quality education (Republic of Indonesia, 2003). Further, it is stipulated in Article 14 of Law No. 14/2005 on Teachers and Lecturers that, when carrying out their tasks, professional teachers are entitled to follow an adequate income, promotion and appreciation, professional protection, opportunity to develop themselves, equipment and facilities, freedom in carrying evaluation and being involved in making decisions on student's success or failure, safety and safety



assurance, freedom to form a professional organisation and opportunity to be involved in policy making (Madya, 2016).

In Malaysia, the Government introduced the Malaysia Education Blueprint 2013 – 2025 which included policy of teacher support. This is revealed under Wave 1 (2013 - 2015): Improving standards and support systems, whereby the Ministry aims to reduce teacher workload and improve working conditions. The Ministry undertakes two main actions during the first wave to reduce unnecessary workload. First, the Ministry has started streamlining existing data collection and management systems to eliminate duplication of data requests. Secondly, the Ministry will explore ways of addressing the issue of overcrowding in schools with average class sizes that are larger than 35 students (MoE, 2013).

In the Philippines, the policy related to teacher supports is included in CHED Memorandum Order (CMO) No. 52 series of 2007 under Section 3: Faculty. This is where, the institution must provide opportunities and incentives including tuition subsidy for graduate studies, study leave with pay, deloading to finish a thesis or carry out research activities, research grants, travel grants for academic development activities such as special skills training and attendance in national/international conferences, symposia and seminars as well as awards, recognition and other merit incentives in supporting teachers (CHED, 2007).

In Timor-Leste, the reformation of education system through teacher support is included in the National Education Strategic Plan: 2011-2030. The NESP target set is to ensure that, by 2015, girls will have the same opportunities of access to all levels of education. There are two additional targets, a) to substantially increase the number of female teachers, and b) to increase women's participation in managerial positions at the Ministry. In collaboration with international development partners, the Ministry has made good progress in defining the strategic approach and initial actions required to promote gender equity. A comprehensive plan for gender equity in education was developed in 2010 and the Gender Unit was established. The strategy under Priority Programme 6: Social Inclusion supports teachers by introducing internal scholarships, loans and other mechanisms to promote the participation of women in teacher training to increase the number of female teachers, particularly in Secondary and Higher Education (MoE Timor-Leste, 2011).

3.1.4 Teaching Quality

Teaching quality or excellence focuses on the teacher's performance and their effects on students' learning outcomes. It is concerned with how the teacher structures the lesson in order to achieve specific learning goals in the curriculum which may be influenced by broader important concepts such as knowledge society, global citizenship, human rights, social justice, 4IR, sustainability and economic advancement which may receive varied focus and concern by individual country. The UNESCO's Sustainable Development Goal 4 provides a specific and clear framework on quality education to be achieved by UNESCO's member states. The Incheon Declaration and Framework for Action (UNESCO, 2015) more specifically states:



"Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED)" (p.8).

Quality education envisioned by UNESCO is derived from a humanistic vision of education and encourages the development of knowledge, skills, abilities, behaviour, attitudes and values necessary to form the student's national and global identities. In other words, good teaching produces healthy individuals who are receptive and responsive to address local and international challenges related to climate change, human displacement, gender violence, racism etc. Teaching quality cannot be examined to the exclusion of each member state's curriculum policy because it directly informs and guides teacher's interpretation as to the education philosophy, learning theories, content, and pedagogical approach deemed suitable and appropriate to achieve specific learning outcomes in line with UNESCO's SDG4. In lieu of this, we will examine to what extent the curriculum policy of each of the five cluster countries is reflective of UNESCO's SDG4, focusing on the Sustainable Development (ESD) and Global Citizenship (GCED) Education. ESD includes environmental awareness and stewardship, future thinking, social justice, and ethics (Mariem Fekih Zguir, 2021). Pavlova and Chen (2019) suggest for the utilisation of problem-based learning (PBL), project-based learning (PjBL) or the integration of PBL and PjBL to identify real-world problem-solving opportunities (e.g. Brundiens, Wiek & Redman 2010). GCED focuses on students' learning outcomes which are related to knowledge on global themes; global identity, rights and responsibilities; diversity of beliefs, values, cultures and languages; critical literacy; conflict, negotiation and resolution; considerations of equality, inclusivity and social justice; and social action (Evans et al., 2009).

Deng et al. (2013) defines curriculum in terms of three domains, the policy curriculum, programmatic curriculum, and classroom curriculum (p.6). The policy curriculum involves an intersection of schooling, culture and society and defines on an abstract level what qualities are deemed to be of value to members in a particular society. It frames broad goals and general approaches informed by stakeholders such as education specialists, industry representatives, employers, school leaders, NGOs and special interest groups (Deng, 2010). Programmatic curriculum is a technical aspect of the curriculum that translates the ideals of the policy curriculum and concretises it into programmes, school subjects, and operational frameworks provided to schools often constructed by a committee selected amongst representatives from governments, education ministries, schools, universities, business, industry, and civil society (Deng et al, 2013, 7). The classroom curriculum is referred to the enacted curriculum and entails what and how a subject is taught in a classroom. These three domains of the curriculum are then documented into policy papers and syllabus which are interpreted and translated by the teachers into quality teaching in the classroom (ibid.).

In Brunei, the National Education System for the 21st Century (Sistem Pendidikan Negara Abad ke-21 or SPN21) policy was implemented in 2009 to align its educational outcomes with Wawasan (Vision) Brunei 2035 to produce citizens who are capable, creative, critical and innovative and who would uphold social values inherent in the Malay Islamic Monarchy or Melayu Islam Beraja (MIB) concept. While the integration of ESD and GCE in the curriculum is realised via its key learning areas science, nationhood education and social sciences and humanities, Islamic values and the Islamisation of Knowledge based on the al-Quran and as-Sunnah are further consolidated into each subject. As illustrated in Figure 10, the characteristics of Nationhood Education focuses on the development of



local national identity rather than a global identity. Its learning outcomes include among others to "i) inculcate praiseworthy virtues and moral values to maintain social solidarity and well-being; ii) understand and appreciate moral values in line with the MIB concept as the national philosophy; iii) inculcate and foster understanding and cooperation through a responsible and caring attitude in every task mandated; iv) contribute positively to the advancement of society, nation and country in terms of religion, culture, society, economy and politics; v) love and be responsible towards their religion, race, monarch and nation; and vi) develop harmonious living as one community regardless of race, ancestry and beliefs" (Ministry of Education Brunei Darussalam, 2013).

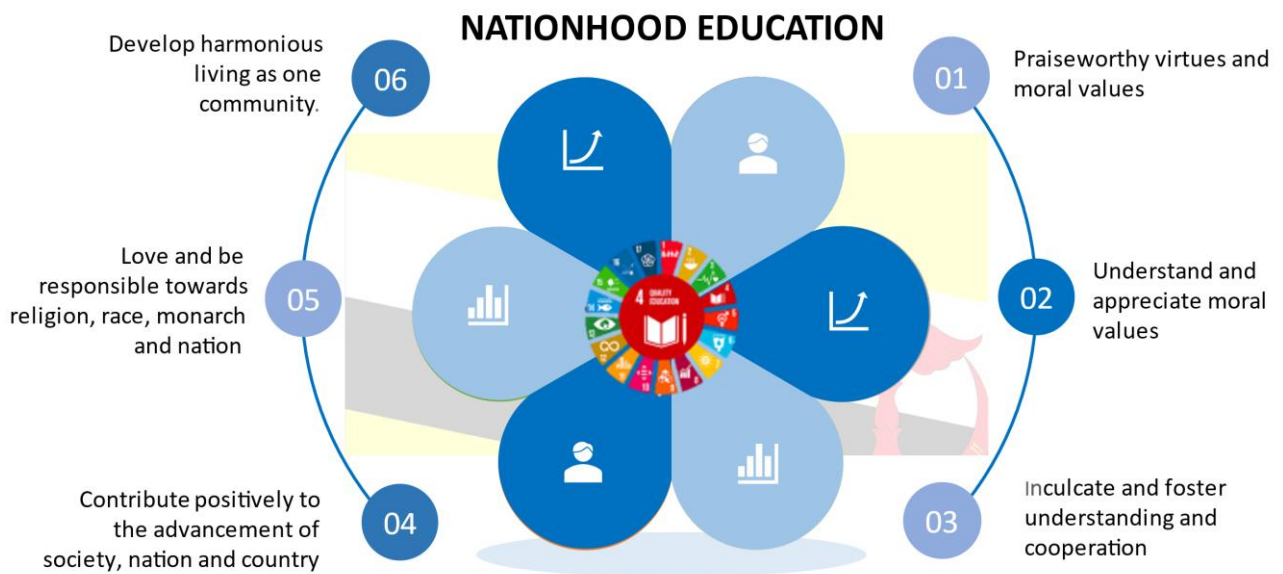


Figure 11: Learning Outcomes of Nationhood Education

In Indonesia, an aspect of ESD which is Environmental Education (EE) was first integrated in Higher Education in the late 1970s with the cooperation of the Ministry of National Education with the establishment of a multi-disciplinary environmental study centre (ESC/Pusat Studi Lingkungan) at each state university (Ko Nomura, 2009). Presently, more than 100 ESCs have been established in state and private universities as they engage in training, research and community development related to environmental conservation. Courses related to EE were created for undergraduate students in higher education and even in teacher training colleges. At the primary and secondary education, environmental education related to the issue of overpopulation and the environment were produced in 1978 as a guidebook for primary teachers to discuss on issue such as poverty. In 2004 the Ministry of Education renamed the project that links overpopulation with poverty and environment as the Environmental Education (EE) project (Ko Nomura, 2009). Although there are no independent subjects on EE taught in schools, they are often integrated within existing subjects such as agriculture, science and religion. Indonesia's citizenship education is art of the national character-building process uniquely infused with its Pancasila values (Falaq, 2020).

Citizenship education in higher education is a compulsory subject which requires the students to examine issues related to the nation's development and think of solutions that would best address the issues, following the values and ideology in Pancasila. Its objectives include: "1. Equipping students in understanding and living the basic values of Pancasila as citizens of the Republic of Indonesia and guiding them to be able to apply them in the life of society, nation and state. 2.



Strengthening the ideology of Pancasila as the basis of state philosophy and the ideology of the nation through the revitalisation of the values of the Pancasila as the basic norms of community, nation and state life. 3. Preparing students to be able to analyse and solve problems with various problems of social, national and state life through a system of thought based on the Pancasila and the 1945 Constitution of the Republic of Indonesia 4. Forming students into moderate good citizenship 5. Preparing students to be able to appreciate the values of divinity, humanity, love for the motherland and national unity as well as strengthening a democratic, fair and dignified civil society based on national character, so as to be able to interact with the internal and external dynamics of the Indonesian people" (Falaq, 2020, 803).

Malaysia has integrated cross-cultural elements, aimed at strengthening the skills of human capital of its citizens to address national and global challenges, into its official national curriculum (Raja Nur Amirah Raja Abu Bakar et al. 2021). There are 10 value added elements which includes language, environmental conservation, good values, science and technology, patriotism, creativity and innovation, entrepreneurship, ICT, Global sustainability and finance. The teacher's role is crucial in translating these elements into their teaching practice. In addition, there does exist informal and elective programmes such as the Sustainable School Environment Award (SLAAS) programme which although not made compulsory by the Ministry of Education, is nevertheless open to primary and secondary schools in Malaysia (Hanifah Mahat et al., 2016). p.39). The SLAAS programme was implemented in 2005 and aims to foster environmental conservation and preservation by integrating it in the school's management, curriculum, and co-curriculum in line with sustainable development education. Schools would compete for the SLAAS award and winners are selected every two years in the primary and secondary categories at the national level. This programme is monitored by (i) the Curriculum Division, Ministry of Education; (ii) the Department of Environment, Ministry of Natural Resources and Environment, and (iii) the Institute of Environment and Development (LESTARI), Universiti Kebangsaan Malaysia. Another programme 'Go Green' has been implemented to some extent in community colleges in Malaysia in collaboration with local agencies and institutions and some courses related to sustainability have been offered (Peter et al., 2016). The government's policy direction further embeds ESD into the curriculum so as to produce students who possess knowledge, skills, and values related to sustainable development.

The Philippines integration of ESD into the curriculum is directly linked to the country's legal framework on Environment, in light of the environmental challenges and disasters faced by the country (Valencia, 2018). In 2008, the Republic Act (RA) No. 9512 or the National Environmental Awareness and Education Act of 2008 was enacted, which directed institutional agencies to integrate curriculum education at all levels of public and private education such as barangay day care, preschool, non-formal, technical vocational, professional, indigenous learning, and out-of-school youth (OSY) courses. In 2010, the passage of Executive Order (EO) No. 88 or Introducing Education for Sustainable Development (ESD) In the Educational Institutions in The Philippines "Strengthening Disaster Risk Reduction in the Philippines: Strategic National Action Plan [SNAP] 2009 – 2019 was introduced. The document provided a roadmap and underscored the country's vision and strategic objectives on Disaster Risk Reduction (DRR) for the next 10 years, which includes further integration in the curricula from primary to higher education levels. The Commission on Higher Education's (CHED) Strategic Plan 2011- 2016 (CHED 2012) articulated executive issuances for Higher Education Institutions to integrate and implement ESD.

More recently, DRR has been incorporated in the basic education level for Grades 11 and 12 as a single course subject entitled "Disaster Readiness and Risk Reduction Education" or DRRRE. The students are taught about types of disasters, laws and policies related to DRR and community-based practices for managing disaster risk (DepEd 2017). The course required the students to develop a



community preparedness plan, survival kits and materials for one's family and for public information and advocacy. With regards to GCE, the Philippines have yet to integrate it officially in its curriculum. However, studies have shown the current social studies and values education curriculum guides do contain global citizenship competencies (Bernardo et al., 2022).

Being newly independent in comparison to the other four member states, Timor-Leste's education curriculum has been focused on developing the economy and a local national identity for nationhood, and achieving peace. The curriculum reform in 2013 delineates learning outcomes which are reflective of a Timorese education system and enable its citizens to be productive and industrious individuals who can contribute to the development of their nation as well as compete globally (Ogden, 2017). For example, the inclusion of Timorese languages, history, geography, music, arts help to strengthen their identity and values. Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) are to some extent integrated in the two streams of Science and Technology, and Social Sciences and Humanities at the post-basic level education. Two out of eight core subjects in the curriculum are Citizenship and Social Development, and Religion and Moral Education (Burns, 2017).

Indeed, teaching quality or excellence and its effects on students' learning outcomes particularly in relation to SDG4 is dependent of each government's educational policy in integrating broad concepts such as global citizenship, human rights, social justice and sustainable development into the curriculum. Thus, a teacher's role is to interpret the curriculum and integrate it in their classroom by selecting the best pedagogy, materials, learning strategies, skills that would help the students best understand the concepts and achieve the learning outcomes.

3.1.5 Formative and Summative Assessment Framework on Teaching

Assessment is the process of collecting and using information to make decisions and also to identify whether the teacher, student or a programme has succeeded in achieving its goals and objectives. Although many countries across the world have embraced the use of assessment to identify levels of achievement, there are differences in how it is used across different countries. There are two main assessment systems called formative and summative assessment. Formative assessment has been defined as some activities that provide some information to be used as feedback to modify and improve teaching and learning activities (Dixson & Worrell, 2016). Summative assessment involves collecting, interpreting and reporting evidence of learning (Dolin et al., 2018). Interpretation of evidence is in relation to the goals that the teachers are intended to have achieved at a certain point, such as the end of a year or semester. These medium-term goals can be described as distinct from short-term goals of lessons and topics and long-term goals such as big ideas which are achieved over the whole period of the school education. This section will focus on teacher assessment that have been applied to evaluate teaching quality in the five cluster countries, namely Brunei, Indonesia, Malaysia, the Philippines and Timor-Lester.

In Brunei, teaching competency will be measured through The Brunei Teacher Performance Appraisal 2.0 (BTS-TPA). It is an evaluation system to evaluate the competency of teaching, the quality of students' achievements and learning using a framework based on the Brunei Teachers' Standard (BTS). The BTS-TPA aims to recognise best practices in schools and identify areas for teachers' professional growth and development. This system is used to determine the overall quality of teaching and learning in Brunei Darussalam. Evidence-based research indicates that raising the quality of teaching would improve students' achievement and learning outcomes. Therefore, Brunei



Darussalam seeks to build a nation comprised of highly educated and skilled young people who can compete for careers at the highest level locally and around the globe.

The main instrument of this system relates to two domains, six standards and 17 aspects of proficiency which are the main components in the process of implementing teacher assessments. The instrument categorises six standards that identify key components in assessing quality teaching. They are i) inclusion of pupils in challenging learning situations, ii) Teaching based on teaching content and strategies that is planned in detail, iii) Adapting tasks suited to individual student's needs, iv) Utilising effective evaluation and reporting, v) Improve professional practice and vi) Exemplify high standards in private and professional behaviour (See Figure 12). The instrument concerned contains achievement statements (descriptor rubrics) for each focus area and clearer procedures for determining the grades or overall achievements of teachers. Therefore, assessors are required to refer in detail to each descriptor rubric and practice best fit when making assessments.



Figure 12. Key Standards in Assessing Quality Teaching

The BTS-TPA 2.0 form is an instrument to assess teacher competence through observation of learning and teaching. SMT, school inspectors and officers from the Ministry of Education use the BTS-TPA 2.0 form to record the assessment and awarding of grades on the quality of student achievement and learning as well as teacher teaching. There are three parts of the BTS-TPA 2.0 form which are i) student achievement, ii) student learning and iii) teaching. Focus areas that are evaluated using 5 scales, namely 1-Unsatisfactory, 2- satisfactory, 3-good, 4-very good, 5-excellent, by implementing the BTS-TPA descriptor rubric. The grade evaluation from the three parts A, B and C will be used to produce an overall grade.

In an effort to provide the best and quality education for the future generation, the Brunei Ministry of Education has targeted at least 90% of teachers to achieve TPA grade 3 and above in 2035. This system functions as a performance-driven mechanism throughout the state through the support of the Ministry of Education to teachers and the School Management Team (SMT) that comprises the principal, the deputy principal, senior masters and subject heads of department. SMT's skills in implementing evaluation and feedback to support the professional development of teachers will also be given priority either at the school, cluster or national level. This system also combines the



school moderation system to enable evaluation of the quality of learning and teaching to be carried out consistently and fairly (MoE, 2020).

In Indonesia, Teacher Performance Assessment (*Penilaian Kinerja Guru*) is implemented to measure teachers' teaching competency. It is an assessment of each item of the teacher's main task activities in the context of career development, rank, and position. This system is carried out through observation and monitoring. The teacher performance management process consists of three main aspects: Teacher Competency Test, Teacher Performance Assessment, and Continuous Professional Development. Teachers are evaluated based on a few instruments that had been implemented. The results of the implementation of teacher performance assessment have two functions as (1) it is used as the basis for making plans for continuous professional development for teachers; and (2) it is used to fulfil teacher credit scores in promotions and positions. The Indonesia Ministry of Education has implemented this system with the aim of assessing the ability of teachers to apply all required competencies in the learning process, mentoring, or carrying out additional tasks relevant to school functions. The components assessed in this system are focused on four mastery of teacher competencies, namely: pedagogic, personality, social, and professional which are related to the implementation of the main tasks of the teacher (Figure 13).



Figure 13. Teacher Performance Assessment (Penilaian Kinerja Guru)

In Malaysia, *Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2)* was issued on September 13, 2016 by the Inspectorate and Quality Assurance and used to determine the stages in achieving quality education covering several fields such as leadership, organisational management, curriculum management, curriculum and student matters, learning and youth and student development. SKPMg2 was built with a new format that was specifically developed as a guide to administrators and school members in improving the effectiveness of management and the education delivery process. It also aims to improve the implementation of self-assessment in schools. The SKPMg2 instrument is an action-oriented instrument, emphasising quality and evidence-based. Evaluation using this instrument is carried out throughout the year and involves the entire school community. This instrument emphasises the role of the principal/headmaster as a leader, guide and motivator in

carrying out leadership duties in the school. This instrument also emphasises the role of the teacher as a facilitator in the teaching and learning process. It consists of five standards and the fourth standard focuses on the teaching and learning process. This standard evaluates the effective role of the teacher as a designer, mentor, motivator, assessor, and the role of students as active learners in effective learning and teaching in developing students' overall potential and achievement at an optimum stage continuously. This assessment is conducted twice a year to evaluate the effectiveness of the teaching process (See Figure 14).



Figure 14. SKPMg2: Teachers' Role

In the Philippines, the Department of Education has recognised the importance of professional standards in the continuing professional development and advancement of teachers based on lifelong learning by initiating a system namely The National Competency-Based Teacher Standards (NCBTS)- The Philippine Professional Standards for Teachers (PPST) (See also Figure 8). It is reformed through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. The system was implemented as part of the implementation of the Basic Education Sector Reform Agenda (BESRA), and was facilitated by drawing on the learning considerations of programs such as the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project and the Third Elementary Education Project (TEEP). It aims to set out clear expectations of teachers along a well-defined career path, beginning with early-stage teaching and ending with distinguished practice. It applies a uniform measure to assess teacher performance, identifies needs for professional development, and provides support for such efforts. The set of standards articulates what constitutes teacher quality in the K to 12 reforms through well-defined domains, strands and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes and eventually quality education. These standards are based on teaching philosophies of learner-centeredness, lifelong learning and inclusivity/inclusiveness among others. The professional standards therefore become a public statement of professional accountability that can help teachers reflect on their own practices



as they aspire for personal growth and professional development. The system defines the expectations of teachers' knowledge, practice, and professional engagement.

There are seven domains collectively comprising 37 strands that refer to more specific dimensions of teacher practices. The domains are i) content knowledge and pedagogy ii) learning environment iii) diversity of learners iv) curriculum and planning v) assessment and reporting vi) community linkages and professional development vii) personal growth and professional development. The Philippines Professional Standards for Teachers define the high educational standards expected of teachers in the Philippines. These standards describe the knowledge, practice and professional engagement that teachers must have in order to improve their teaching skills. At the same time, these standards allow for the growth of teachers' understanding about learning and teaching (See Figure 15).

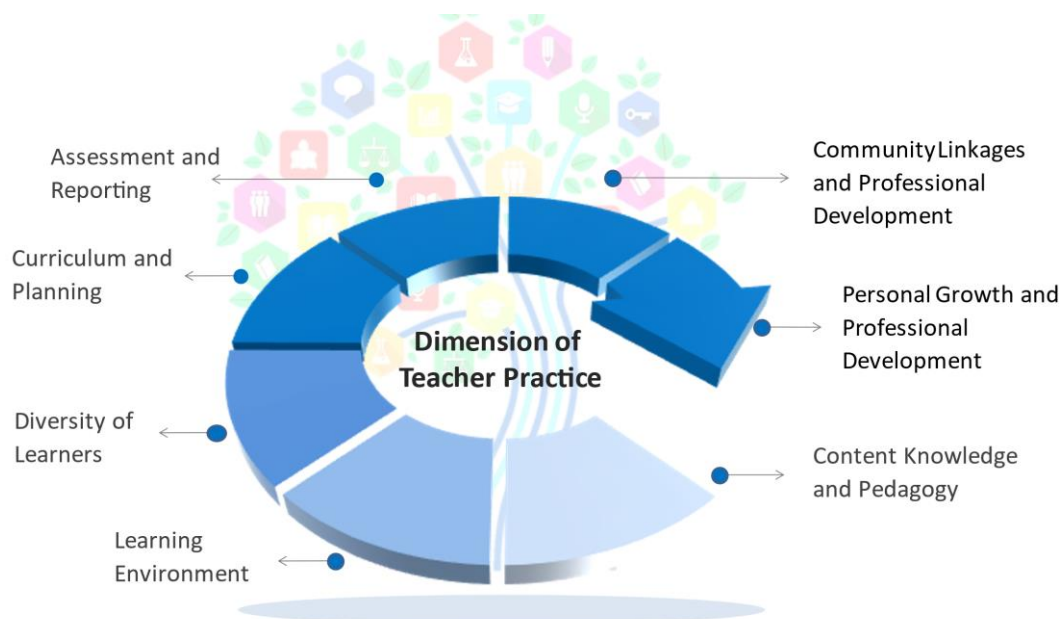


Figure 15. Dimension of Teacher Practices

In Timor-Leste, the Timor-Leste Ministry of Education monitors the teacher's competency and improving the teaching quality by developing a new teacher training law as the guidance that focus on the training of teachers. This law is based on an internal policy document formulated in line with previous documents including the Programme of the IV Constitutional Government, the National Education Policy and the new Organic Law.

The performance assessment and evaluation framework is implemented and it will provide a comprehensive system for monitoring and evaluating educational as well as management outcomes. The framework will consist of input, output, outcomes and possibly impact indicators that are designed based on the educational area involved. The development of this framework is a result of donor cooperation dialogues that will be achieved in the first year of implementation. It will necessitate a process of selecting a basic set of indicators to monitor and evaluate: (i) educational outcomes; (ii) school performance and efficient use of financial resources; (iii) institutional capacity to support monitoring and evaluation system. A set of indicators will be used at a global level to

monitor performance, adjust development strategies as necessary, and measure progress toward achieving specific goals.

3.1.6 Showcasing and Rewarding Best Teaching Practices

Rewards are the economic welfares that can be provided to employees, such as promotion, spoken recognition, and obligations. Employee engagement is achieved when recognition is used as a key factor in ensuring that the employee enjoys working with their co-workers (Yakub & Mohamad, 2018). This reward system motivates people to perform their duties very well. This satisfaction comes from a physiological need, which serves as a force in human behaviour. As professionals, teachers have the same right to awards. The awards are given to teachers who excel, have outstanding achievements, extraordinary dedication, and/or assignments in special areas.

There are many prestigious awards that have been introduced in an effort to appreciate the teachers' commitment in education. In Brunei, the Teacher's Day Award presentation is significant because it is evidence of the country's recognition of the Teaching Profession and Teaching Professionalism. It was reported that the most important aspect of the recruitment programme is to find teachers who love the teaching profession and are highly motivated to produce an excellent generation that upholds the Malay Islamic Monarchy's principles in line with Wawasan Brunei 2035. The award given to these excellent teachers can motivate them to keep loving their teaching career. In addition, efforts are being made to further improve the quality of teachers across the country as targeted by National Key Performance Indicators 2035.

In Indonesia, the Teacher Performance and Accountability interventions (KIAT Guru) which aims to empower communities to hold teachers accountable. As it has a vital role to play in ensuring quality and equitable education throughout Indonesia, the teachers are celebrated in the prestigious event like the National Education Day (Hardiknas) on every May 2. The excellent teachers are given the awards as a sign of appreciation for the high spirit and effort of teachers in strengthening the quality of education in Indonesia. More than that, The TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia) Teacher Award also has been introduced to appreciate the effort given by the excellent English teachers in Indonesia. Emancipation learning platform for teachers to upload their teaching videos

In Malaysia, the Excellent Service Award organised by the Ministry of Education to acknowledge the commitment and dedication of teachers in discharging their duties to impart knowledge to school children every year. More than that, the Excellent Teacher Award also has been offered to committed teachers and it gives teachers the opportunity to showcase their efforts and commitment in the world of education. The title of Excellent Teacher can more or less spark the teacher's spirit in continuing to be devoted in the world of education. There are also many agencies like YTL Foundation that is also involved in an effort to give appreciation to teachers. The Malaysia Teacher Prize is one of the prestigious teacher's awards that is held specially to show appreciation, celebrate and highlight outstanding best teachers in Malaysia. It is the first of its kind in Malaysia in recognising teachers on a national scale and to provide a platform for teachers to scale their best practices. Global Teacher Award

In the Philippines, the prestigious teaching award like the Princess Maha Chakri Award and Outstanding Filipino Teacher Award are the great events that aim to honour and recognise public teachers whose outstanding achievements benefit education and human development. Based from DepEd Order No.9 s 2002, it established the Programme on Awards and Incentives for Service



Excellence (PRAISE) in the Department of Education. The system is designed to encourage creativity, innovativeness, integrity and productivity in the public service by recognising the efforts that contribute to the efficiency, economy or others in government operations.

In Timor-Leste, the excellent teachers also have been listed in Princess Maha Chakri Award together with other outstanding teachers from other countries (ASEAN and Timor-Leste) that aims to recognise the best commitment among teachers. Her Royal Highness Princess Maha Chakri Sirindhorn has been working in the area of educational development for almost forty years since 1980 both in Thailand and other countries. This award is also intended to honour Her Royal Highness as an Educator Princess. The Princess Maha Chakri Award Foundation (PMCAF), in cooperation with the Teachers' Council of Thailand, Ministry of Education, Equitable Education Fund and other education development partners have worked together to organise the Award. Australia Award Timor-Leste

3.1.7 Navigating Effort towards Teachers' Professionalism

Teacher professional development is changing so rapidly as well as so frequently in the Southeast Asian countries as in many other countries. In this section, examples of teacher professional development programmes will be presented in order to describe options that have been offered, as well as how those efforts have been realised in Southeast Asian countries to promote teachers' professional development. As indicated earlier, thirteen years ago, MoE Brunei has embarked on the National Education System for the 21st Century or Sistem Pendidikan Negara Abad Ke-21 (SPN21). SPN21 has brought three major changes in the education system: education structure; curriculum and assessment; and technical education. The education strategy adopted in the SPN-21 is derived from the eight education policy directions of Brunei's Wawasan (Vision) 2035. The strategies related to teaching are: Adopting international best practices in teaching and learning, Strengthening the competency in info-communications technology (ICT) for students, teachers and educational administrators, including the integration of ICT in the school curriculum, and Promoting research, development and innovation both in government-funded institutions and through public-private and international partnerships.

In the interim stage of SPN21, School-Based Assessment (SBA) was implemented. SBA is an assessment administered in schools in Brunei as part of the learning and teaching process where the subject teachers assessed their own students. Under the School-Based Assessment for Learning (SBAfL), the Brunei Common Assessment Tasks (BCATs) was introduced. In BCATs, teachers develop and adapt standard-based criteria and rubrics to help students assess their developing knowledge and skills. The government of Brunei, especially the Ministry of Education has been making sure that the SPN21 curriculum is constantly monitored and improved over time. However, there is still a lack of research in the outcomes from BCATs implementations. In addition, Strategy 4 in the Interim stage of SPN 21 curriculum is Teacher Preparation and Training focussing on Preparation of Schemes of Work (SoWs) and Enrichment and Refresher Training for Teachers. Teacher Preparation and Training.

Furthermore, under SPN21, Teaching-Learning Development and Innovation Centre (TeLIC) also been established in order to bring about improvement in the quality of teaching and learning, and the efficient management of the education system, through human resource development. TeLIC is both an actual and virtual place where educators could meet and work alongside educators and other professionals who share common interest, expertise and knowledge. It is a hub providing information and access to professional development opportunities. The establishment of the Centre



affords educators, schools, technical and higher institutions the opportunity to engage with extensive scholarly expertise. Through working in active partnership, the goal of the Centre, and the academics involved, is to assist educators to meet with the current challenges and future strategic imperatives. In addition, other objectives are to provide either a virtual or real avenue for the gathering of teachers or sharing of ideas amongst teachers; to conduct a continuous search for the latest teacher building materials and tools which are relevant as well as applicable to their context, e.g., remedial and intervention programmes; to provide and ensure a continuous supply of quality information and resources for teachers; as a liaising body with various educational institutions, departments outside MOE, e.g., higher institutions, private institutions, and the labour department in the aspect of human capacity building; to help in providing a high-profile report critical of the system's performance; and as a mediating layer for teachers in addressing various needs and issues related to training needs.

Besides that, the objective of SPN21-Policy 6 is to create an ongoing professional development programme for all teachers in accordance with the Teachers' Service Scheme (SPG). Meanwhile, Policy 7 focusing on planning and implementing the preparation and streamlining of training programmes with the requirements of the SPN21 from the interim level until the comprehensive implementation of the SPN21. Policy 8 is to provide a pragmatic priority-based and systematic 100-hour training policy. Accordingly, Policy 9 is to provide and implement a monitoring and evaluation mechanism on the impact of training at the work place based on the respective job descriptions and responsibilities in line with the action plan and post training effectiveness. Policy 10 targeting on value-add and upgrade expertise in information technology at all officers' levels, teaching profession and employees to create a 'paperless' culture and timely communication efficiency. Finally, Policy 11 plan and design a career pathway framework for education officers who are graduates of the Special Education Teachers' Scheme (See Figure 16).

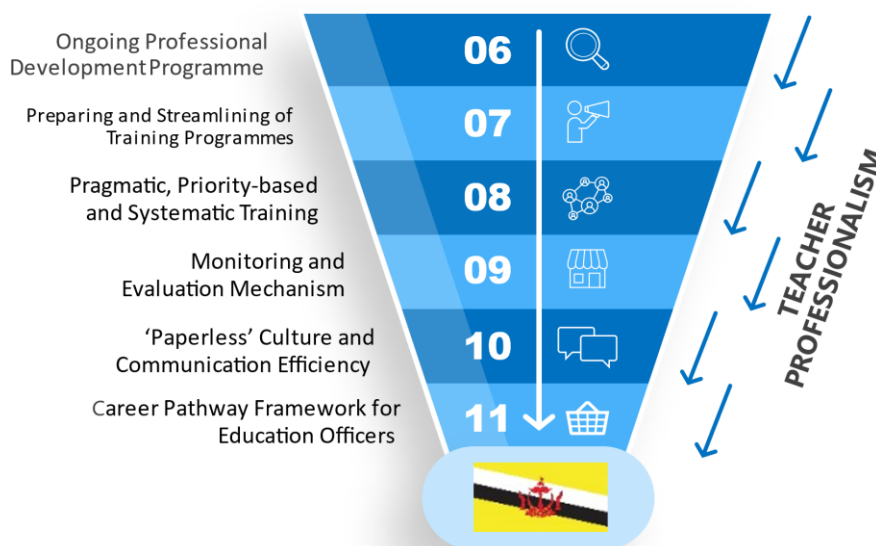


Figure 16. SPN21- Framework towards Teacher Professionalism

There is also evidence from research that indicates that the teacher education programmes need to facilitate and foster the development of high self-efficacy in special education among trainee teachers (Tait and Mundia, 2014). It seems that inclusivity, SPN21, and the reformed teacher

education may not succeed sufficiently unless they are accompanied with and supported by the assessment reforms. This is largely because teaching tends to emphasise mainly those knowledge contents and skills that are covered by or included in the school assessments and examinations (Mundia, 2010a). In addition, Rashid and Jaidin (2014) suggested that teachers need to implement formative assessment consistently as part of their teaching and learning processes instead of applying it sparingly because the purpose of assessment for learning is to guide the students in their learning process and help them to identify the gaps in learning. Teachers must not depend on the BCATs only as a source of feedback for students. Continuous formative assessment should be administered to ensure student mastery of knowledge. The feedback should be based on the formative assessment during instruction rather than a summative grade or test score at the end of a course.

Education is important for the country of Indonesia, even in the opening of the 1945 Constitution the goal of national education is to enlighten the life of the nation. Good teachers are central to student learning. To improve their quality, Indonesia can select only the most qualified and motivated candidates and to assist them more effectively in their training and professional development, both before they enter the classroom and throughout their careers. More than 3.3 million teachers work in Indonesian classrooms every day, along with 365,600 professors and lecturers at the tertiary level and 826,300 in early childhood education (MoEC 2020; EMIS 2020). For students to learn, teaching has to be effective, since well-trained and motivated teachers are the most fundamental ingredient for learning after the students themselves. Indonesia's large number of teacher training institutions (421) produce more than three times the number of candidate teachers required by the public service system. The very large number of candidates, roughly 300,000 in 2017, includes many of low quality, linked to the fact that 58 percent of the teacher training institutions are themselves of low quality and not accredited. What's needed now is to shift from the quantity of teacher graduates to the quality of teacher graduates. The 2011 moratorium on hiring teachers and 2013 prohibition on using local government funds to hire teachers has resulted in multiple parallel systems for hiring educators in Indonesia, making it challenging to ensure those hired meet the highest standards.

Indonesia launched a major drive to improve the skills of its teaching workforce in 2005 by passing a comprehensive Teacher and Lecturer Law (Law No. 14/2005) to upgrade the career paths and management of the nation's teachers. The law, aimed at improving teacher qualifications and pay scales, mandated a university degree and teacher certification to upgrade teacher's competencies, before they were eligible for a professional allowance known as TPG (Tunjangan Profesi Guru). As a result, the share of teachers with the minimum Bachelor's (S1) degree increased from 37 percent in 2006 to 90 percent in 2016. By 2018 approximately 50 percent of teachers in Indonesia were certified, 17 percent were eligible for certification, and 30 percent were not eligible for certification. Building on the 2005 Teacher Law, Indonesian policymakers have made further changes. For example, the initial model of teacher certification, mostly based on a teacher portfolio with no demonstrable impact on student learning, has been modified. In 2012, the Pendidikan dan Latihan Profesi Guru (PLPG) model required a 90-period (60 hour) teacher training course. And in 2018, the new Pendidikan Profesi Guru (PPG) model requires training of one year for new teachers and six months for existing teachers. Reforming preservice teacher education Indonesia's regulatory requirements for prospective teachers are clear. Since the passing of the Teacher Law, the minimum academic requirement for entry into the teaching profession is a four-year university degree at the S1/D4 level.

According to MoEC Ministerial Regulation No. 16/2007, teachers as indicated earlier are required to have four competencies: pedagogy, personal, social and professional competency (See also Figure



13). The beginning of inclusive education in Indonesia can be seen in 2001, when the Directorate for Special Education supported the first inclusive pilot school in Yogyakarta. Following this the Minister of Education's 2003 directive (the Direction Letter of the Directorate General of Primary and Secondary Education No 380/C.66/MN/2003) was for each region to develop at least four inclusive schools. This occurred in parallel to the Education Law 2003, which mandated free basic education for all and devolved school management to a local level. Subsequent policies have endeavoured to facilitate inclusive education at national and regional levels. For example, a 2009 decree (Decree of the Minister of Education No 70-2009) stated that every district should have an inclusive high school and that every sub-district should have one inclusive primary and one inclusive secondary school. Block grants were given to support these schools. As a result, an enormous variety of teaching approaches and interventions are used internationally for children with autism, possibly more than associated with any other category of special educational needs (Bond, Symes, Hebron, Humphrey, & Morewood, 2016; Guldberg, Parsons, MacLeod, Jones, Prunty, & Balfe, 2011). To conclude, this policy enhances the provisions of special teacher and the appropriate training required. This in turn will help shape teachers' skills and professionalism.

Several studies have been conducted to see the picture of the implementation of inclusive schools in Indonesia. Some inclusive schools in Metro Lampung also do not have Individual Educational Programme (IEP) for students with special needs, and the lack of specialised teachers who have expertise in special needs education. From the educators' terms, inclusive school teacher's profiles have not described a qualified inclusive schools' teacher for children with disabilities/special educational needs adequately. The government should provide education for human resources in the educational environment, to be able to implement inclusive education in accordance with the aspired (Adioetomo & Irwanto, 2014). The Indonesian government must more earnestly in their efforts to organise inclusive education in Indonesia (Adioetomo & Irwanto, 2014). In conclusion, the Government laws and regulations focussing teacher and teaching preparing and supporting teachers in the aspects of teacher selection, preparing teachers, deploying teachers, continually developing teachers' skills, Incentivising and motivating teachers. These laws are able to improve the quality of preservice institutions, recruit the best teacher candidates and distribute them effectively thus, improve Indonesian teacher professional development.

Meanwhile, in the Malaysia Education Blueprint (2013- 2025), Chapter 5 enhancing teachers and school leaders particularly, the main focus are demographics of the teaching force, quality of teaching, selection, pre-service training and ongoing professional development, placement, working conditions, remuneration and performance management in general. The Blueprint also creates a pipeline of trained teachers and other specialists as Malaysia faces an acute shortage of qualified teachers and special education needs specialists. Thus, inclusive education has also been reformed where special education teachers receive pre-service training in one of these specialised areas and deliver instruction to students who are grouped according to their type of disability in segregated classrooms within a regular school. The Ministry allocate resources to support the training of specialists and special education needs teachers, and the sharing and dissemination of knowledge, experience and best practices. Based on the blueprint, the Ministry plans to train all teachers on the basics of handling special education needs students and ensure that special education teachers are equipped with the most relevant knowledge in the field.

The first wave in teaching profession transformation (2013- 2015) in Malaysia focuses towards strengthening existing foundation. The main objective of the second wave (2016-2020), is to create a pipeline of trained teachers and other specialists. The Ministry will focus on further strengthening teacher training programmes to improve in the implementation of the Individualised Education Programme (IEP). The Ministry will collaborate with the Ministry of Health



to establish a multi-disciplinary group made up of doctors, therapist and other specialist to train teachers. The Ministry will also support and train the management of schools that volunteer for inclusive education programmes.

In the Science, Technology, Engineering and Mathematics (STEM) education, the education policy enhances sharpening skills and abilities of STEM teachers. STEM teachers in primary and secondary schools have been trained to teach the revised curriculum by applying STEM teaching and learning approaches. Meanwhile, in 2013, the Ministry conducted a diagnostic exercise to identify gaps in content knowledge and pedagogical skills among teachers of STEM subjects through a combination of testing and lesson observations. In 2013, the Ministry rolled-out School Improvement Specialist Coaches (SISC+) for Mathematics, and looking into ways to fast-track a comparable roll-out of Science SISC+ by the end of 2014. The Ministry also developed a daily lesson library of the best Science and Mathematics teachers delivering lessons to students from Year 1 to Form 5. These videos can be used by teachers seeking inspiration and support for their lesson plans or examples of good teaching strategies, by coaches in delivering professional development programmes, or even by students as a revision aid. As the revised Primary School Standard Curriculum (*KSSR*) and Secondary School Standard Curriculum (*KSSM*) curriculum is rolled-out, the MoE also provide teachers with training to ensure that they are able to deliver the new curriculum effectively. The training focuses on the content knowledge and pedagogical methods required to teach the curriculum, with an emphasis on experimentation and application. The Ministry train teachers to draw linkages between the world students see and the scientific world, and to use scientific ideas to explain everyday phenomena (See Figure 17)

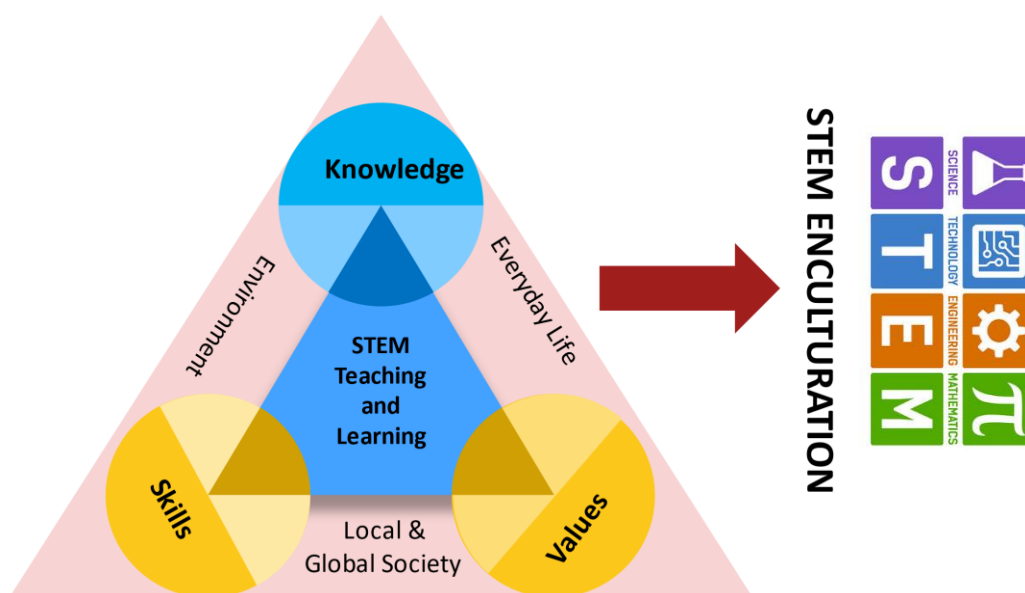


Figure 17. STEM as Teaching and Learning Approach

From 2014, the MoE also hold regional and national lesson planning competitions for teachers, especially on topics that students frequently struggle with. Best practices identified during these competitions will be disseminated to the wider teacher population. In implementing this initiative, the Ministry worked closely with international organisations like the Southeast Asian Ministers of Education Organisation Regional Centre for Education in Science and Mathematics (SEAMEO-

RECSAM). The Ministry intends to use Information Communication Technology (ICT) tools more effectively to provide teachers and students with additional information and resources. For example, teachers can use ICT resources such as educational computer games to make STEM learning more engaging. Such tools would also help interested students extend their exploration of STEM beyond the content covered in the prescribed textbooks. These tools could be utilised both during and after school hours and across multiple platforms.

In an effort to strengthen the teaching of the English language, the Ministry test the proficiency levels of all 61,000 English language teachers by the end of 2012. Teachers were grouped into three categories based on their results—proficient, requires part-time immersive training over one year to reach proficiency, and requires part-time immersive training over two years to reach proficiency. The Ministry will consider rewarding the best performers under the Incentive Payment for Education Subjects. There is likely to be a small, fourth group of teachers whose grasp of English is too weak to teach the language and who will be redeployed. The English Language Training Centre (ELTC) within the MoE will be strengthened to support the effective training of English language teachers and to continuously develop English language teaching and learning materials and programmes. The Ministry will also launch a series of MBMMBI initiatives to strengthen the delivery of English lessons. Additionally, teachers will undergo training to ensure they can effectively use these new tools to refocus lessons on listening and speaking skills. In 2021 to 2025, the focus will be towards creating a peer-led culture of professional excellence.

In 1999, the educational policy direction in the Philippines was for decongesting the curriculum. That led to the formulation of the Basic Education Curriculum for the elementary level and the Restructured Basic Education Curriculum for the secondary level. The implementation of the curriculum included training of teachers and administrators, development of modules and training materials, and close monitoring and assessment of programme implementation. The following were the major teacher development-related initiatives by DepEd in partnership with other basic education stakeholders. Firstly, teacher education and development programme is a two-stream package of long-term policy reforms and immediate programme reforms in teacher education. Financing will be sought through government allocation and from Official Development Assistance. The programme has been progressively revised since it was first conceived in 1999. The Commission on Higher Education (CHED) issued CHED Memorandum Order No. 30 series of 2004 entitled Revised Policies and Standards for Undergraduate Teacher Education Curriculum in accordance with the provisions of the Magna Carta for Disabled Persons (RA 7277) and to improve the quality of teachers. Special education and preschool education were added as new areas of specialisation. In a nutshell, the programme has been initiated to advocate a stronger formal partnership between the CHED/Teacher Education Institutions and DepEd Public Schools for the improvement of both pre-service and in-service teacher education.

Secondly, the National English Proficiency Programme is a training programme to improve the English proficiency of elementary and secondary level teachers and administrators. It complements Every Child a Reader Programme. It was implemented in June 2003 in compliance with Executive Order 210 mandating the use of the English language as the primary medium of instruction in all public and private schools. Thirdly, the Project on Strengthening the Support System for School-based In-Service Training (INSET) Institutionalisation. The Japan Bank of International Cooperation (JBIC) is supportive of continuous development of administrators, teachers and non-teaching personnel. It supported the training of school heads, district and division supervisors in performing their respective roles in monitoring the conduct of school-based in-service training and providing instructional supervision of teachers. Fourthly, increasing the number of teaching positions yearly. In 2006 alone, 10,000 positions were created. On the hiring, deployment and promotion of



teachers, a policy that promotes competency-based hiring has been promulgated and shared with local governments. Entitled *New Guidelines on Recruitment, Evaluation, Selection and Appointment of Teachers in Public Schools*, the policy seeks to implement uniform hiring standards.

Enhanced Basic Education of Act of 2013 (Republic act No. 10533) encouraging production and development of teaching material. The Rule III describes teacher qualifications, training and continuing professional development programmes. In-service training on content and pedagogy, training of new teachers, training of alternative training systems, and mobile teachers are emphasised. In addition, the Philippines Teachers Professionalisation Act of 1994 allowing the DepEd and private educational institutions to hire other teachers, relevant to particular subjects. Meanwhile, DepEd Order No:72(2009) explains a comprehensive inclusive programme comprising curriculum modifications which involves new ways of thinking and developing teaching learning practises.

The Philippines crafted and implemented the 10-year Philippines Education for All (EFA), Philippine Plan of Action covering 1991-2000. The EFA plan articulated the country's national goals, objectives, policies and strategies, as well as the regional programmes for implementation for the first decade of the EFA movement. Under the 1991-2000 Plan (EFA 1), the thrusts included universalisation of quality primary education which upgrading teacher competencies. In 2000, the Philippines, as a reaffirmation of the vision set in the 1990 World Declaration, committed itself to the following EFA 2015 Goals at the World Education Forum in Dakar. Based on the Dakar Framework for Action, the country came up with the Philippine EFA 2015 National Action Plan entitled "Functionally Literate Filipinos, An Educated Nation." Like what the Medium-Term Philippine Development Plan (MTPDP) does to the economy, the current EFA is the overarching framework for basic education. The EFA 2015 Plan emphasises the need to provide basic education for all and add a dimension to what has been thus far almost exclusively school-based education. Though the government officially approved the Philippine EFA 2015 Plan only in 2006, it was already used by the DepEd as its overall planning and policy framework as early as 2003 and was already integrated in the formulation and updating of the MTPDP 2001-04 and 2005-2010.

MTPDP (2001-2004 & 2005-2010) promote practice of high-quality teaching. The MTPDP (2001-2004) guided the implementation of alternative learning systems in the country to allow flexible entry of learners in both formal and non-formal/informal streams of basic education and ensure their upward social mobility. The alternative learning programmes are implemented by non-formal education mobile teachers, literacy facilitators and instructional managers. They are preferably qualified teachers with adequate training in andragogy and special approaches for effectively facilitating learning and managing learners' development through alternative schemes. They are also regularly evaluated and upgraded to ensure quality of teaching services. MTPDP (2004-2010) emphasis on the development and welfare of teachers. Teachers' competencies enhanced through a unified programme of pre-service and in-service teacher training which will be more school-based and demand-driven. A two-track career path for teachers will be mapped out.

Moreover, to enhance teaching and learning, DepEd has sought to improve teacher quality through a series of programmes and projects. These include the national adoption and implementation of the Philippine Professional Standards for Teachers in 2017 and the partnership between DepEd and the Department of Science and Technology the Capacity Building Programme in Science and Mathematics Education in 2018. In 2019, the plan to transform the National Educator Academy of the Philippines (NEAP), a unit responsible for in-service training of teacher and non-teaching personnel in the public basic education system, has been approved.



Meanwhile, Special Education Act of 2019 equip parents, guardians, other caregivers and teachers with the capacity to identify, prevent, refer and intervene with the development disorders and disabilities of children, as well as, the relevant individual programming and planning for the student, where such programme differs significantly from the standard curriculum and other matters that enhance the role of parents and other caregivers as primary educators of their children from birth onwards; describes hire and employ adequate number of technically skilled teachers, trained personnel or teacher-volunteers, who shall aid the employees of the Bureau in implementing the provisions of this Act. Personnel hired and employed by the Special Children Wellness Board shall only be auxiliary and shall be proportionate to the total number of Children and Youth with Support Needs (CYSN) in a given local government unit. Commission on Higher Education (CHED) circulated CHED Memorandum Order (CMO) 23 of 2000 [Quality education for learners with special needs] (CHED, 2000; 2017) include Supporting Teachers in the Special Education (SPED) programmes for teacher training institutions. SPED Programmes Educational services for children with special needs (CSNs) come in several forms. These includes Itinerant teacher plan. Besides that, the Human Resource Development Programme for SPED teachers is in place.

Hence, as illustrated in Figure18, capability building among teachers and school administrators on the adoption of inclusive education as an approach to educating all types of children was conducted nationwide. Corps of trainers on inclusive education were likewise put in place in every region to see to it that all receiving teachers shall be properly oriented on how to provide appropriate intervention for children with special needs included in the regular classes. National conferences on Special Needs Education are held every two years. These conference-cum-training sessions focus on the policy of inclusion education, approaches and strategies for inclusion, curriculum modification and development of school plans for the implementation of inclusion education. Most of the training is subsidised by Non-Governmental Organisations (NGOs) with some help from DepEd and Local Government Units (LGUs). The training/refresher programmes of SPED teachers and regular teachers involved in inclusion education have to be assessed, reconsidered and refocused to enable the teachers to take on their new role. Teachers are perceived to be weak in some areas, including student assessment, classroom management techniques and multigrade teaching methods. The In-service Teacher Training (INSET) Programme which addresses some of these weaknesses have to be strengthened in order to support the full implementation of inclusion education.



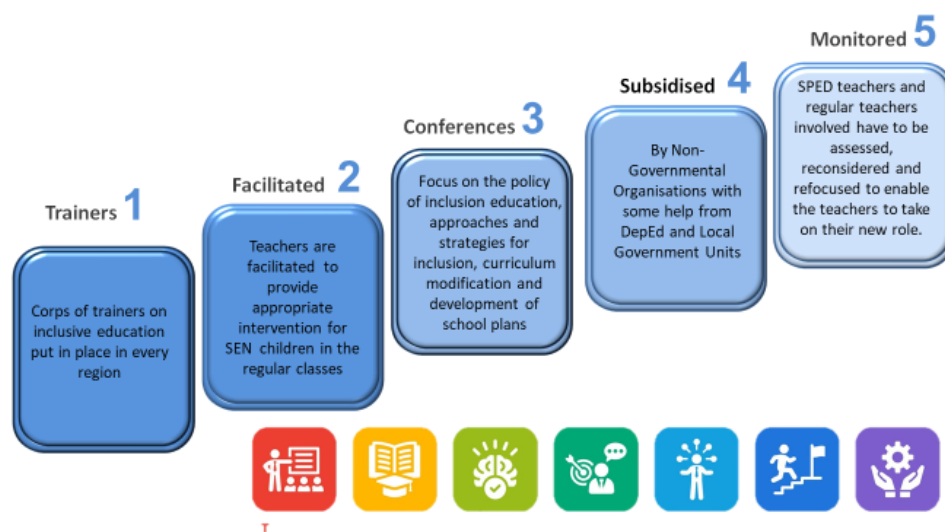


Figure 18. Capability Building among Teachers and School Administrators on the Adoption of Inclusive Education

Since 1999 Timor-Leste has made great efforts in rebuilding the education system and despite having achieved considerable progress, many challenges remain in the quality of learning, and on equitable access of all children to schooling. The Timor-Leste Strategic Development Plan 2011-2030 states that *“Our vision is that all Timorese children should attend school and receive a quality education that gives them the knowledge and skills to lead healthy, productive lives and to actively contribute to our nation’s development”*.

The National Education Act sets the minimum qualification of a *Bachelorato* to teach at Grade 1 to 9 level and a *Licenciatura* for Grades 10 to 12. Most teachers did not have these qualifications. Indications are that the vast majority of teachers need to upgrade their qualifications. There are proportionately more unqualified female teachers than unqualified male teachers which is an issue of gender parity. Dili and Baucau municipalities have the highest percentages of qualified teachers; Ermera and Aileu municipalities the lowest. To date there have been limited opportunities for teachers to upgrade their skills and qualifications. Organic Law of the Ministry, (Decree-Law No. 2/2008), a new Organic Law was approved by the Council of Ministers (CoM) (Decree Law 22/2010) on December 9, 2010. The system of teacher training has been completely reformed through the creation of a National Institute for Training of Teachers and Educational Professionals (INFORDEPE). Before the end of 2012, legal drafts have been proposed to the CoM which emphasised the improvement of teacher training and quality of teaching Pre-school, Basic, Secondary and Recurrent Education.

Apart from that, Mother Tongue-Based Multilingual Education Programme (MTB-MLE) programme was introduced as part of the National Strategy (TLNCU 2010) aimed at improving pre-school and primary education, an acute problem for Timor-Leste. In this policy a ‘Mother Tongue-Based’ programme for early education is one that employs the first or home language (L1) for children who have not developed competency in the languages of instruction and national life; in this case Tetum and Portuguese. There has been controversy over the use of minority mother tongues for beginning literacy, in Timor-Leste as in other countries, but in practice it reflects common sense (see also Figure 19).



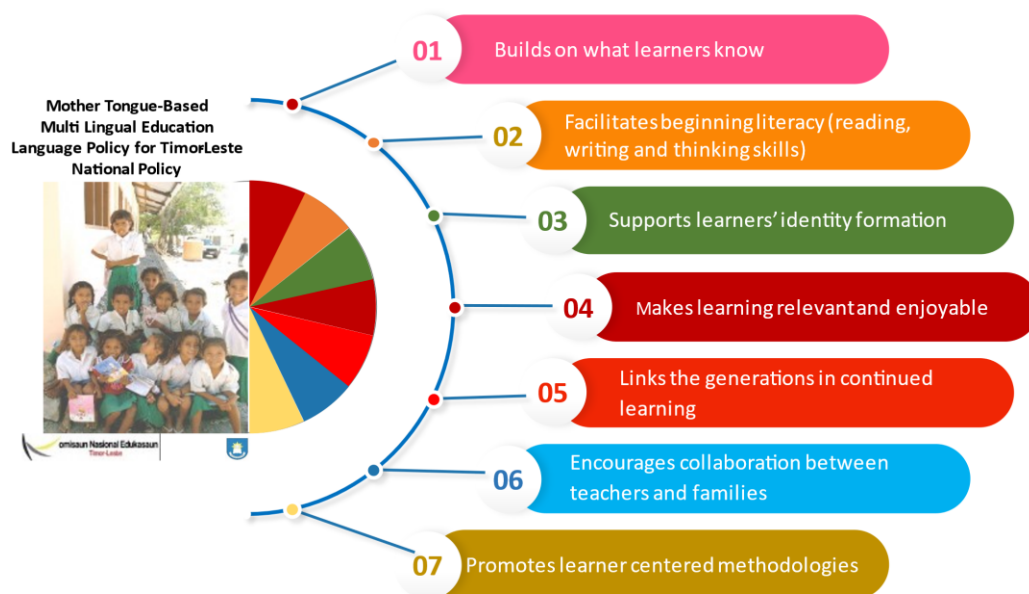


Figure 19. Mother Tongue-Based Multi Lingual Education Language Policy for Timor-Leste: National Policy

Use of the mother tongue in early literacy is not an experimental approach introduced for the first time. It builds on and systematises an approach that embodies creative practices developed by Timorese educators responding to the distinctive challenges of Timor-Leste's linguistic diversity. This approach is now recognised as a pedagogic strategy in which teachers make use of the multilingual resources existing in the classroom (Quinn 2013). This principle needs to be implemented in Timor-Leste's current education system under the linguistic, cultural, political and economic conditions. In assessing the MTB-MLE programme we note that Timor-Leste has only been fully independent since 2002, when UN forces withdrew and left administration of Timor-Leste fully in the hands of the Timorese people. Twelve years is a very short time to devise and implement any policy, especially given the devastation of the education system in the wake of the Indonesian withdrawal. The time-frame for the introduction of a mother tongue-based programme is even shorter. Up to 2008 there was no provision for mother tongue-based teaching, and Portuguese was the designated language of instruction and the only written language from Grade 4 (Taylor-Leech 2013). Within the context of MTB-MLE programme, it was found All classes included a teacher and a teacher assistant, who worked as a team with continuous interaction and collaboration. Strategic evaluation conducted by Caffery, Coronado, Hodge, and Taylor-Leech (2014) found that the principles of the policy are not well understood by most of the teachers, especially the principle of combining mother-tongue literacy with a staged progression to the co-official languages of Timor-Leste. Issues related to training and learning resources still need to be better addressed. The weakness that was found was not due to the policy itself, but in terms of practical implication and central policy support system which need to be systematically addressed.

In Timor-Leste, the introduction of Learner-centred Teaching Practice (LCP) was justified and substantiated by policymakers on the premise of 'modernising' what was seen as an irrelevant



curriculum, as suggested in the National Education Plan 2007–2012 (RDTL 2008b). Yet the implementation of this approach was far from well considered. For example, when Timor-Leste's curriculum was implemented in 2005, teachers received cursory training on LCP as part of its introduction, in the form of a two-day workshop (UNICEF 2010). This was despite clear international research and experience that suggests that introducing LCP requires heavy investment in terms of material resources, teacher training and the time demands of teachers, as greater responsibility is handed over to the teacher to craft instructional resources, evaluate students and facilitate project-based activities (Schweisfurth 2011). For LCP to be effective, teachers must have high degrees of content knowledge and pedagogical knowledge in order to bring the flexibility and planning to bear on this type of classroom orientation. In the case of Timor-Leste, where the majority of the teacher workforce at that time was deemed severely under-qualified, greater consideration should have been given to what was feasible in such a context. Additionally, targeted training on LCP run by several different donors since 2005, has failed to impart to teachers an understanding of the theories of learning that LCP is founded on.

Rather, the focus has been on encouraging particular techniques of child-friendly or active learning pedagogies, such as group work, activities-based classroom organisation, the utilisation of songs and games, the placement of student work on the walls and the establishment of learning corners in the classroom. Evaluations of the work of these actors have found that this support has had very little residual effect in terms of maintaining effective student-centred approaches and, where observed, its application is often formalistic and lacking real connection to learning processes (Instituto para Formação Continuada 2010; Shah and Leneman 2010). It is perhaps no surprise that the country's most recent National Strategic Plan for Education maintains that, despite policy interventions thus far, *'There appears to be evidence that teachers need further training to fully implement the curriculum'*, acknowledging that teachers continue to struggle with both the content and teaching practices the current curriculum espouse.

3.1.8 Teacher Career Development

It has been widely discussed and concurred that teachers' knowledge and skills have a direct impact on students' learning and achievement. Opportunities towards career development will not only provide teachers to learn, relearn and unlearn, but more importantly inspire them to love teaching, more effective and confident in overcoming difficult situations throughout their career (Guskey 1985). Although an individual's career arises from interaction with organisations and society, the interaction is no longer merely just a sequence of jobs but a story that working people are writing about themselves (Savickas (2009). As in many other profession, teachers' career development is a lifelong process of managing their professional learning and work tasks which include the acquisition of new attitudes, beliefs and competencies. In navigating teaching and learning challenges, Diale (2015) has shown that teachers had high need for career development ranging from the need for formal training, the need for subject and content knowledge development, the need for support from key stakeholders, the need for resources, and the need for stability.

Brunei Darussalam has taken several initiatives towards ensuring that teaching quality and standards can be improved and enhanced. The MOE has introduced the Brunei Teacher Standards, which is a set of teaching competencies designed to raise the quality of teaching, to improve the attainment of all students and the overall quality of education in Brunei Darussalam. The Brunei Darussalam Teachers Academy (BDTA) aims to provide continuous and quality professional development



programmes that develop and build teachers' capacity. This programme is designed to develop the expertise of teachers in their respective fields towards effective teaching and learning, thereby promoting students' excellence. To evaluate its progress in ensuring inclusive and equitable quality education, Teacher Performance Appraisal is applied as performance descriptors for teaching competencies, with SAT used to measure students' achievements and learning in literacy and numeracy. The MoE has newly established the Department of Educators Management to ensure the Ministry is supplied with highly skilled and successful human resource (teachers, school leaders and specialists) through a comprehensive and robust human resource management that focuses on four domains:

In conjunction with the SPN21, the MoE has also embarked on the Literacy and Numeracy Coaching Programme towards realising SPN21 policy objectives on improving student learning outcomes in line with National Literacy and Numeracy Standards. The strategic objectives of this programme are to achieve high quality English Language and Mathematics teaching; produce highly literate and numerate students; and a system empowered to deliver sustained improvements in literacy and numeracy. In July 2019, 149 English Language and Mathematics teachers, 24% beyond the targeted number, were accredited as Coaches, thus ensuring the sustainability of the programme. These coaches comprised of a pool of selected teachers of the English Language and Mathematics who have completed a Coaching Integrated Professional Development for three phases (Accredited, Specialist and Expert) for up to 12-15 months and are supported via one to one in-school coaching based on specialisation (English Language or Mathematics) and pedagogical approach using Teaching for Mastery Framework in English Language and Mathematics.

In progressing towards the acquisition of 4th Industrial Revolution skills, the Ministry's Science, Technology and Environmental Partnership (STEP) Centre provides a value-added platform for schools and assists teachers in encouraging and increasing the involvement of students in quality STEAM (Science, Technology, Engineering, Arts and Mathematics) activities and programmes. One of their initiatives was the Green School Gardening (GSG). The MoE considers the SPN21 as a platform to realise the many objectives of Wawasan Brunei 2035, the national vision. The introduction of the MoE Strategic Plan 2007-2011 and, subsequently, Strategic Plan 2012-2017, signalled MoE's 'case for change' in upgrading teaching and learning in schools, with the aim of improving educational achievement, as well as the holistic development of the individual in Brunei Darussalam. To sustain and enhance its achievements, the Government of Brunei Darussalam has formulated a long-term development framework for a 30-year period. The framework provides for a National Vision, Outline Strategy Policy Directions (OSPD) and the National Development Plan or Rancangan Kemajuan Negara (RKN).

In moving towards 2035, an education strategy puts in place eight OSPD which are translated into education reform and Ministry of Education's Strategic Plan. Thus, adopting international best practices in teaching and learning and strengthening the competency in ICT for students, teachers and educational administrators including integration of ICT in school curriculum are two strategies emphasising teachers. In the MoE Strategic Plan 2007-2011, various policy statements were presented. These have been translated into five Key Design and Development Strategies where two strategies focussing teachers; (a) Quality Education through Creditable Quality Assurance and an Assessment System of International Standard and (b) Professionalism and Clear Career Pathway for Teaching Staff.

Thus, the implementation of the ongoing SPN21 curriculum reforms by the MoE has resulted the introduction of the education programme for gifted and talented students (Ministry of Education, 2008), and current changes in teacher education policy at the Sultan Hassanal Bolkhiah Institute of



Education (SHBIE) at the University of Brunei Darussalam (2009). Establishing teacher education and professional development programmes is in accordance with the initial mandate of SEU (Special Education Unit) in 1994. SEU adopted a multi-pronged approach whereby one of the key focuses was on training a pool of Special Education Needs Assistance (SENA) teachers for schools. These SENA Teachers are the key personnel in the inclusive schools' settings to plan appropriate educational programmes and deliver learning support services for students with Special Needs (SN) and Special Educational Needs (SEN) in the classrooms. Since 1995, SEU and Universiti Brunei Darussalam (UBD) have jointly conducted an annual 14-month, part-time, in-service Certificate in Special Education Programme to equip regular trained teachers to become Special Education Needs Assistance (SENA) Teachers.

In line with SPN-21, SEU has embarked on advanced staff professional development to equip officers with relevant competencies and skills, from first degree to doctorate level, to facilitate the provision and delivery of teaching and learning support services to the varying levels of SN and SEN in the inclusive schools. SENA Teachers acts as a resource to the classroom teachers and are instrumental in setting up the delivery of special education programmes and learning support services in the inclusive school system in Brunei Darussalam (See Figure 20). The principles underlying inclusive education is achieved with the commitment and cooperation of these specially trained SENA Teachers, and regular classroom teachers. In promoting inclusive education, SEU has embarked on various initiatives such as whole-school staff development training on areas such as: Awareness on Inclusive Education; Definition of Special Needs and Special Educational Needs. Since 1999, there are many conferences and seminars, which expose teachers with an awareness of best practices in inclusive education and how to apply the knowledge gained in their respective workplaces. They had a chance to review the practices and teaching techniques they used to support students with SN and SEN in schools.

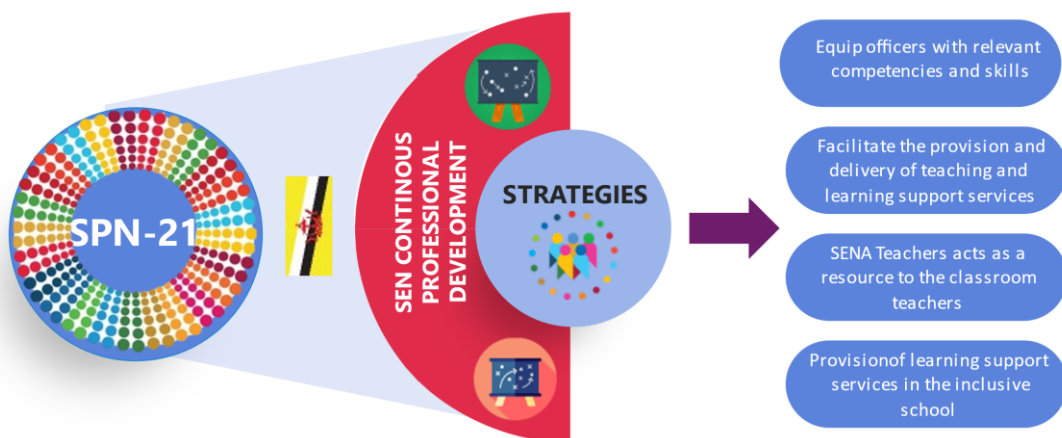


Figure 20: SEU Staff Development Programme

Many other regular special education trainings have also been conducted by SEU for teachers from government and private schools. The training is designed to help teachers refine existing skills and knowledge and develop new inclusive practices and strategies. Teachers learn how to enhance student's learning and development, identify those with learning problems and implement special education programmes to facilitate their progress. Some of these are as follows: Learning Assistance



Programme (LAP): Monthly ongoing training is conducted to provide continuing professional education for SENA Teachers. A 'Train the Trainer' model is used and the SENA Teachers are encouraged to provide relevant support and professional development activities for classroom teachers in their respective schools. Pre-Vocational Induction/Refresher Programme for Home Room Teachers and Vocational Technical Instructors: This induction programme is conducted in January and February annually for Homeroom Teachers, Subject Teachers and Vocational and Technical Instructors. These sessions are focussed on essential concepts in Inclusive Education and the skills needed to teach students with special needs in the Prevocational Programme.

Since 2004, the Enrichment Programme Professional Development Training was conducted for selected primary and secondary teachers. The training focused both on the theory and practical aspects of the Programme so that teachers will have the opportunity to implement what they have learnt in the classroom settings. Educational Psychology Services: The educational psychologists conduct sharing sessions on assessment and training services to schools, SENA Teachers, Class/Subject Teachers, Head Teachers/Principals, parents and other relevant agencies to address the psycho-educational needs of students with intellectual, learning, socio-emotional and behavioural difficulties or disorders.

Sultan Hassanal Bolkiah Institute of Education (SHBIE) offered initial teacher training as well as in-service teacher training programmes. It has since changed its focus and the Certificate of Special Education programme for qualified teachers to become SENAs or HRTs is no longer offered as a course. The Bachelor of Education (Special Education) course programme for SENAs who have successfully completed the Certificate of Special Education programme has also been terminated as a course option. This current status quo requires proactive action as it will directly impact on the delivery of learning support and services for students with SN and SEN in the inclusive schools. MoE is aware of this development and other possibilities for training are being explored. SEU is also working to identify areas of specialisations available at institutions overseas where teachers can be sent to pursue such training.

The continuum of support for students with SN and SEN was expanded to include the employment of Relief Teachers who work as classroom teacher assistants to support classroom teachers working with students with SN who require one to one classroom support in 2005. This initiative is intended to enhance the students' learning and participation in schools and to ensure that teachers are better supported to address their specific individual needs in the classroom. These classroom teacher assistants are qualified teachers who have retired from the teaching profession. They attend a two-week intensive training on providing individual support to the student with SN in the classroom. On the job training is also provided by the SENA teacher and the SEU officers in the classrooms to equip them with the necessary knowledge and skills. More such classroom teacher assistants will be recruited on a regular basis as the need arises.

To summarise, in Brunei Darussalam, more specialists are needed to provide quality services in the inclusive schools. The areas of specialisation include studies in adaptive and assistive technology, courses on vocational-technical skills training to support individuals with SN and SEN, early intervention programmes and assessment, courses on remediation strategies in developing language and mathematics skills, as well as courses in the fields of intellectual impairment, gifted and talented education, behaviour management, visual impairment, hearing impairment, speech and language therapy, occupational therapy, dyslexia, dyscalculia, dyspraxia, counselling, career guidance, and other such specialisations. As illustrated in Figure 21, the initiatives to have more specialist teachers and professionals is an on-going process. All Government Ministries are working actively to ensure that the national targets of Vision 2035 are reached. In line with this aim, qualified teachers have



been granted full government scholarships to acquire post graduate qualifications in all these varied fields so that there will be a pool of local specialists to better meet the needs of all s all students with diverse learning needs in the inclusive schools.

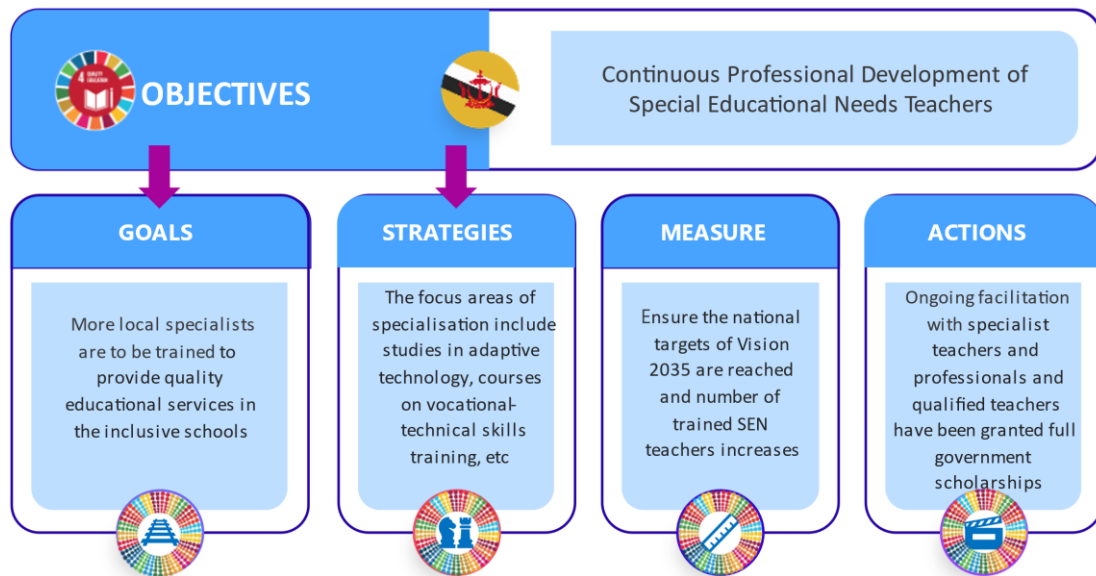


Figure 21. Goals, Strategies, Measure and Actions towards Continuous Professional Development of Special Needs Teachers in Brunei

More than 3.3 million teachers work in Indonesian classrooms every day, along with 365,600 professors and lecturers at the tertiary level and 826,300 in ECED (MoEC 2020; EMIS 2020). For students to learn, teaching has to be effective, since well-trained and motivated teachers are the most fundamental ingredient for learning after the students themselves. Indonesia should focus on hiring the brightest students to be teachers, train and pay them well, and deploy them efficiently and equitably across the archipelago. When it comes to teacher training, Indonesia launched a major drive to improve the skills of its teaching workforce in 2005 by passing a comprehensive Teacher and Lecturer Law (Law No. 14/2005) to upgrade the career paths and management of the nation's teachers. The law, aimed at improving teacher qualifications and pay scales, mandated a university degree and teacher certification to upgrade teacher's competencies, before they were eligible for a professional allowance known as TPG (Tunjangan Profesi Guru). As indicated earlier, the share of teachers with the minimum Bachelor's (S1) degree increased from 37 percent in 2006 to 90 percent in 2016. By 2018 approximately 50 percent of teachers in Indonesia were certified, 17 percent were eligible for certification, and 30 percent were not eligible for certification. Figure 22 underlines teachers' tasks according to Law No 14 of 2005 on Teacher and Lecturers and government regulation no 74 of 2008 on Teachers.





Figure 22: Teachers' Task and Responsibilities

The professional allowances that accompanied the new certification process have led to pay increases, effectively doubling the income of certified teachers. This has aligned teachers' status with other professions such as law and medicine and provided incentives for teachers to upgrade their qualifications. Many preservice lecturers, principals, and teachers indicated that the perception of teaching as a career is improving rapidly and that more students are now attracted to enter the profession because of these policies. Building on the 2005 Teacher Law, Indonesian policymakers have made further changes. For example, the initial model of teacher certification, mostly based on a teacher portfolio with no demonstrable impact on student learning, has been modified. In 2012, the Pendidikan dan Latihan Profesi Guru (PLPG) model required a 90-period (60 hour) teacher training course. And in 2018, the new Pendidikan Profesi Guru (PPG) model requires training of one year for new teachers and six months for existing teachers. Indonesia's regulatory requirements for prospective teachers are clear.

Since the passing of the Teacher Law, the minimum academic requirement for entry into the teaching profession is a four-year university degree at the S1/D4 level. Regulating teacher training institutions, considered by educational experts to be of utmost importance, is insufficiently addressed by existing policies, regulating annual student intakes more tightly, to correlate these more directly with demand for newly graduated teachers, and expanding access to existing (and mandatory) postgraduate teacher training programmes are of critical importance for education administrators at the subnational level. Recruiting and training the right teachers is critical for the future of education in Indonesia. Despite improvements, there are still problems with creating a pipeline of qualified applicants who can meet the desired standards. Despite an increase in those attending teacher colleges in recent years, teaching is still not attracting the best candidates into the career. In high-performing systems, such as those in Finland, Japan, and Republic of Korea, scores of those who want to become teachers are above the national average. In Indonesia the average 2015 PISA score of those who want to study to become teachers was below the national average. An OECD analysis of 2018 PISA data indicates that students who have ability in math and science want to become engineers and scientists rather than teachers. Based on the Teacher Law, admissions



should be based on testing applicants' suitability for teaching. Designing selection procedures that test applicants' knowledge and characteristics (their suitability for teaching) before they begin training would likely improve the efficiency and effectiveness of preservice training.

The government is trying to raise standards at teacher training colleges, known as LPTKs (Lembaga Pendidikan Tenaga Kependidikan, or Institutes of Teachers Education), most of which are private. One element for raising standards is that as of 2018 only LPTK with an accreditation level of A or B are eligible to implement the required one-year postgraduate teaching qualification (PPG). Most of the private colleges are rated C. This does not include teacher training institutions under MoRA. While it is difficult to slow the growth of private institutions, the government is attempting to assure quality by entrusting PPG certification to only 45 institutions, which have A and B accreditation ranks. Most of the accredited institutions are located in Java and big cities on other islands. The former Ministry of Research, Technology, and Higher Education (MoRTHE) was preparing an affirmative policy to expand the eligible list by including selected LPTKs accessible in remote districts, though many of these are accredited C or unaccredited, which improves geographic equity but raises quality concerns. More high-quality teacher training institutions are needed both to train preservice teachers and to provide courses for certifying existing teachers. The 45 institutions do not have enough capacity. In addition to the core task to educate their own students, in the past 12 years, the 45 institutions have served about 1.5 million teachers in the certification process and tens of thousands of others in the process of academic upgrading to S1/D4. They have limited staff to provide all these services, and teacher loads are excessive.

In addition, students entering preservice teacher training programmes (post-Bachelor's) often lack basic subject knowledge. Institutions must be reoriented to respond to basic gaps in subject knowledge in aspiring teachers to strengthen the capacity of Indonesia's teacher workforce. Higher standards for entry into teacher preservice training programmes should allow teacher training institutions to focus on pedagogy as well as content. The Directorate General of Learning and Student Affairs (DGLSA) of MoRTHE, now a part of MoEC, has a key role in managing the PPG programme and ensuring that the LPTKs meet the requirements before granting them approval to conduct the PPG programme. Indonesia has sought to learn from and apply the lessons of good practice in teacher training. MoEC Regulations No. 8/2009 and No. 87/2013 have attempted to set a new standard for preservice teacher training, and the PPG programme's approval and monitoring systems are intended to function as a quality assurance mechanism.

In Indonesia, the average age of teachers is increasing. The largest cohort of teachers are between 35 and 50 years old and, starting in 2018, 55 percent of all civil service teachers will retire over the next 10 years about 960,000 individuals (World Bank 2018c). This wave of retirements presents a unique opportunity to address teacher supply and distribution issues by setting new pupil-teacher ratios and by not replacing teachers who retire from already overstuffed schools, while giving priority to filling positions in schools with high pupil-teacher ratios. The current nine-teacher minimum staffing norm is not efficient or realistic for small primary schools, particularly in remote areas. But more widely sharing the good practices past multigrade teaching could more widely provide an incentive to moving away from whole class teaching and rote learning. By definition, the multigrade approach emphasises child-centred, interactive learning. Collaborative learning and teaching across grades and levels should be possible for highly skilled and motivated professional teachers. Changing the culture of the school and taking account of local circumstances will be a key role for head teachers (OECD & ADB 2015). Indeed, in-service teachers need better content knowledge, well-structured lessons, effective classroom management, and a commitment to higher-order problem solving. This can be achieved through more effective professional development for current teachers to master pedagogical and subject matter competencies. Teachers also need to



adopt inquiry and problem-solving methods so that students have 21st-century-based learning outcomes. To continually develop teachers' competencies requires that teachers can build on their formal education throughout their careers. They need regular feedback and assessment—and high-performing teachers should work to improve the skills of others. In Indonesia's decentralised system, local governments have to help develop teacher competencies.

Teacher working groups are the most viable avenues for teachers to receive continuous professional development - Kelompok Kerja Guru (KKG) at primary level, subject teacher working groups Musyawarah Guru Mata Pelajaran (MGMP) at secondary level, and principal working groups (KKKS). All should be at the forefront of in-service teacher training programmes to improve teacher competencies. International research and experience consistently show that teachers learn best in communities of practice (Wenger 1998). Continuing professional development is an essential ingredient of any successful and improving education system, and this is best undertaken in school or teacher working groups—for primary teachers, this is usually in school clusters (Fullan 1992, 2010, 2015). In Indonesia, these groups need additional support. In some districts, the working groups are very active, while in others they are defunct or meet infrequently. The Indonesian system of school clusters (gugus) and teacher working groups is well established but is often not used to best effect as a vehicle for teachers' professional development (Ragatz and Kesuma). This is partly due to the lack of useful materials, tight teacher schedules, and the costs to transport to group meetings, especially for teachers living in remote areas. In 2017, the MoEC issued guidelines for the development of the teacher working groups, stressing their role in supporting professional development and the urgent need for them to realise this role. In areas in Indonesia where these systems are working well, teachers can share their teaching challenges through KKG and Musyawarah Guru Mata Pelajaran (MGMP) meetings and receive input from their peers on how other teachers address similar challenges.

The government is putting more emphasis on continuing professional development, using established better practices as a means to improve teaching quality and urgently help meet higher teacher competency standards. The Open University (Universitas Terbuka, or UT) provides a pathway for teachers who need to upgrade their training. It has an extensive network and good working relationships with provincial universities. It also has a smart teachers' portal that contains a wide range of materials for teachers, including education laws, teaching workshops, video case studies, and new ideas to discuss and try. Salaries set to attract and retain qualified teachers yet attract good students to teaching and to keep good teachers in the classroom, teachers can receive incentives that motivate them to stay up to date and ensure student learning. Indonesia now has attractive salaries but could focus more on providing progressive salary and benefit schemes, to attract and retain qualified teachers and to signal that teachers are supported. MoEC plans to expand Kinerja dan Akauntabiliti Guru (KIAT) to all remote schools in Indonesia starting in 2021. MoEC and MoF should include positive lessons from this pilot into the payment of the TPG for all teachers nationwide (World Bank 2018a).

Experiment with ways to increase accountability through incentives certified civil service teachers who are absent two days out of five receive the same payment as those who work all five days and come early and stay late to help struggling students. Teachers generally do not receive incentives based on performance. Indonesia has piloted the use of incentives (KIAT Guru pilot in rural areas as well as the Daerah Khusus Ibukota Jakarta program), and these can be adapted and tested more widely to try to improve both equity and performance. Some existing teacher allowances can be made conditional, tied to objective and observable indicators such as attendance and professional development to improve teaching competence.



In Malaysia, the Ministry of Education through its Teacher Education Division (TED) will ensure the delivery of effective student-centred and differentiated teaching and learning in every classroom and elevate teaching to become a profession of choice. The Ministry will achieve this goal by introducing a new Teacher Career Package to fundamentally change the way teachers are selected, developed and rewarded throughout their entire careers. Measures undertaken will include: Raising and enforcing entry standards into teacher training programmes; Revamping the IPGs to raise the quality of leadership and lecturers, research and innovation, infrastructure facilities, IPGs as a learning organisation, and pre-service training curriculum; Improving the effectiveness of pre-service and continuous professional development; and Developing exciting new career pathways that support fast-tracking based on performance and competencies, along with opportunities for redeployment for consistent underperformers.

In 2007, the Ministry raised the minimum pre-service training qualification from a diploma to a bachelor's degree for primary teachers, in line with the existing practice for secondary school teachers. The Ministry provided incentives for existing teachers to further their education to deliver on this aspiration. The results are promising. As of 2010, 31% of primary school teachers had at least a Bachelor's degree. Despite these gains, the Ministry recognises that there is still room for improvement. In comparison to top-performing education systems, Malaysia's pre-service programmes appear to have a limited practical component in which trainees are able to practice their skills in schools under the guidance and supervision of an experienced teacher. For example, in the KPLI, approximately 20% of the credit hours are allocated to practicum. In contrast, top-performing teacher education programmes at the National Institute of Education in Singapore and the Melbourne Graduate School of Education in Australia allocate around 40% of the course time to this component.

The IPGS or Teacher Training Institutes is responsible for training new primary school teachers. It takes in teacher trainees upon completion of Form 5, Form 6 or an undergraduate degree. Before 2008, the IPGs had 27 campuses that were managed independently and offered a three-year diploma programme and a post-graduate certificate programme. In 2008, all 27 campuses were brought under one central management to standardise quality. The curriculum and qualifications were upgraded to offer a five-and-a-half-year foundation and degree programme and a post-graduate diploma programme. Over the next five to ten years, the IPGS aspires to transform itself into a world class teacher training university. The Ministry adopt a holistic approach to new teacher recruitment. It will encourage applications from diverse academic and ethnic backgrounds, without compromising on stringent requirements for entry, including academic qualifications, pre-disposition and teaching aptitude of applicants. The IPGS offer different programmes (diplomas, undergraduate and post-graduate degrees) to cater to candidates with varying experience levels (fresh graduates and midcareer leavers).

The results from Malaysia's participation in the Teaching and Learning International Survey (TALIS) suggest that participation in professional development activities has been very good. Over 90% of teachers report that they spend approximately 10 days each year on professional development, which is more than the Ministry-mandated requirement of seven days per year. This training spans the spectrum of self-study and off-site workshops to school-based coaching activities such as classroom observations and lesson planning. These findings demonstrate that Malaysian teachers are strongly committed to self-improvement. The aspiration is to raise the percentage of school-based professional development activities, such as peer observations and lesson planning, from its current level of 16% today. This is based on international research which demonstrates that on-site



training grounded in what actually happens in the classroom is more effective than off-site training programmes. Focus groups of Malaysian teachers also reported that they find it most useful when their subject head or principal observes them in action, as it enables them to receive direct insight into how they should improve their classroom practices.

The new remuneration and performance management 8:8:6:3 system is a marked improvement on the previous progression cycle as it now enables graduate teachers to progress from DG41 level (the starting pay scale for a fresh graduate teacher) to DG54 level (the highest possible pay scale for a teacher in a non-leadership role) in 25 years. Nonetheless, this progression is still primarily tenure-based which may reduce incentives for teachers to constantly develop themselves. Further, a 25-year promotion timeframe is still relatively long and will not address the current challenge wherein there are insufficient senior teachers to coach new teachers as they enter the system. Currently about 58% of teachers are still at the lowest grade level of DG41 or DG29, as compared to 1.2% at DG52 or DGA34.

Another Performance Report or Laporan Nilai Prestasi Tahunan (LNPT) is not tied to specific teaching competencies, such as subject knowledge and the mastery of a range of teaching strategies. As the LNPT is the same instrument used for all civil servants, its evaluation dimensions are relatively generic and do not lend themselves well to performance differentiation. In a 2010 sampling of approximately 48,000 teachers, more than 60% of respondents were graded above 90%, while a further 38% scored between 70% and 90%. 2% of respondents were graded below 70%.

The situation in Malaysia witnessing the MoE remains committed to its long-standing policy of strengthening the teaching profession to make it a vibrant, rewarding, and prestigious profession in Malaysia. Drawing on the successes of previous efforts, and preliminary engagements with teachers and teacher unions, the Ministry proposes rolling out a new Teacher Career Package in waves. This Career Package will address challenges currently faced by teachers at each point in a teacher's career, from recruitment and teacher training through to retirement. It encompasses raising entry requirements, increasing individualised continuous professional development opportunities, enabling teacher progression by competencies and performance, and creating a peer-led culture of excellence.

In the Philippines. Enhanced Basic Education Act of 2013 (Republic Act No. 10533) promotes teacher qualification, training and continuing professional development. DepEd, CHED and Technical Education and Skills Development Authority (TESDA) conduct teacher training and educational programme in collaboration with relevant partners. Such professional development programme conducted throughout the year to ensure constant upgrade in teaching skill. Inservice training on content and pedagogy and training of new and mobile teachers conducted. To enhance student learning, DepEd has sought to improve teacher quality through a series of programmes and projects. These include the national adoption and implementation of the Philippine Professional Standards for Teachers in 2017 and the partnership between DepEd and the Department of Science and Technology the Capacity Building Programme in Science and Mathematics Education in 2018. In 2019, the plan to transform the National Educator Academy of the Philippines (NEAP), a unit responsible for in-service training of teacher and non-teaching personnel in the public basic education system, has been approved.

Teacher Education and Development Programme is a two-stream package of long-term policy reforms and immediate programme reforms in teacher education. Financing will be sought through government allocation and from Official Development Assistance. The programme has been progressively revised since it was first conceived in 1999. In a nutshell, the programme has been



initiated to advocate a stronger formal partnership between the CHED/Teacher Education Institutions and DepEd Public Schools for the improvement of both pre-service and in-service teacher education. Teachers' competencies will be enhanced through a unified programme of pre-service and in-service teacher training which will be more school-based and demand-driven. A two-track career path for teachers will be mapped out.

There are numerous programmes that have been carried out to enhance teaching profession and upgrade teacher's competency such as National English Proficiency - A training programme to improve the English proficiency of elementary and secondary level teachers and administrators. It complements Every Child a Reader Programme. It was implemented on June 2003 in compliance with Executive Order 210 mandating the use of the English language as the primary medium of instruction in all public and private schools. Project on Strengthening the Support System for School-based INSET Institutionalisation. This project has been supported by the Japan Bank of International Cooperation (JBIC) to provide continuous development of administrators, teachers and nonteaching personnel. It supported the training of school heads, district and division supervisors in performing their respective roles in monitoring the conduct of school-based in-service training and providing instructional supervision of teachers. At the same time. The government has also made an initiative to increase the Number of teaching positions yearly. In 2006 alone, 10,000 positions were created. On the hiring, deployment and promotion of teachers, a policy that promotes competency-based hiring has been promulgated and shared with local governments.

"Special Education Act of 2019 Include SPED programmes for teacher training institutions. Creation of the Special Children Wellness Board to aid the Bureau in its mandate and to ensure that the national policy of providing services to the CYSNs. SPED teachers shall receive a starting salary classification of three (3) grades higher than regular teachers. Regular teachers currently handling special education classes may be classified as SPED teacher, entitled to the same salary grade classification, as mentioned in the preceding paragraph, upon compliance with qualifications set by the Bureau. They shall also be entitled to all other compensations awarded to SPED teachers. The Bureau shall enhance the gift of teachers or instructors to professional advancement and ensure that the teaching staff attract the best available talents through adequate remuneration, scholarship and training grants; teacher exchange programmes, incentives and allowances and other means of securing job satisfaction and fulfilment, as well as, their long and stable tenure in their respective posts. A similar programme shall be designed for support personnel like interpreters, psychologists, social workers and others involved in the education and rehabilitation of the children and youth. Department Order No. 5, s. 1998 entitled Reclassification of Regular Teacher and Principal Items to Special Education (SPED) Teacher and Special School Principal which authorises the implementation of salary grades for SPED teachers and special principals as contained in the Revised Compensation and Position Classification System in the Government Act.

The training/refresher programmes of SPED teachers and regular education teachers involved in inclusive education have to be assessed, reconsidered and refocused to enable the teachers to take on their new role. Teachers are perceived to be weak in some areas, including student assessment, classroom management techniques and multigrade teaching methods, as shown in the monitoring data gathered by the Special Education Division. The In-Service Teacher Training (INSET) which addresses some of these weaknesses has to be strengthened in order to support the full implementation of inclusion education. Instructional materials for teachers and administrators like the Basic Learning Competencies (a list of skills that need to be developed in the special learning areas) for people with visual impairment, hearing impairment and mental retardation have already been distributed to schools needing these materials. Likewise, the



Handbook on Inclusive Education (Department of Education, Culture & Sports, 1999) and Handbook on Teaching Filipino Children with Autism were given to implementers, while the Handbook on Learning Disabilities is being developed. Although systematic plans have been orchestrated in equipping SPED teachers with knowledge and skills, Allam and Martin (2021) in their evaluation have highlighted several issues and challenges faced by SPED teachers. Figure 23 highlights five main challenges faced by SPED teachers. They then delineated six recommendations; i) Department of Education Training and Development in collaboration with regional in-service officers should organize continuous professional development opportunities on inclusion strategies of learners with SPED needs; ii) The Department of Education should provide more adequate resources, equipment, and teaching material for learners with diverse learning needs; iii) The Department of Education should recruit trained teachers, and those who are not trained should be trained through in-service training, iv) Proper placement of the students with learning disabilities shall be done; v) Strong support of the stakeholders shall be encouraged by formulating active organization spearheaded by the school head; and vi) future research in this area should involve systematic development work across a range of sites and settings, which also allows for the examination of the impact of the innovations upon achievement

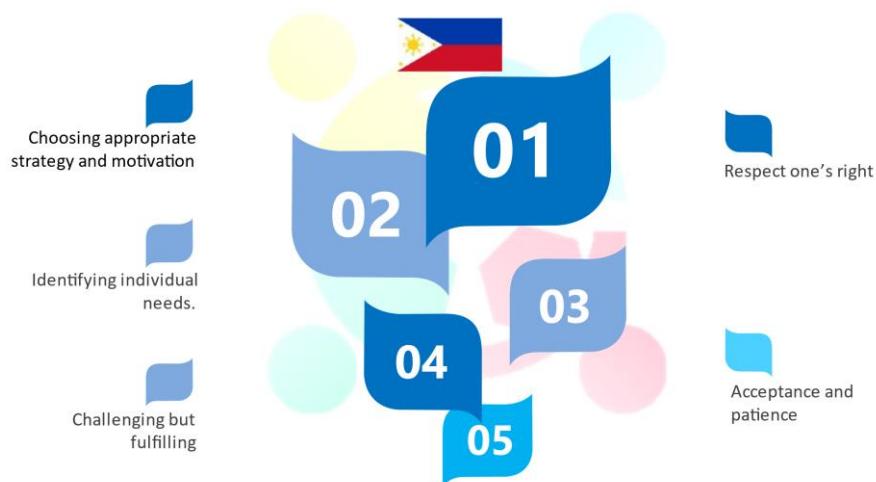


Figure 23. Issues and Challenges Faced by SPED Teachers

The Commission on Higher Education issued CHED Memorandum Order No. 30 series of 2004 entitled Revised Policies and Standards for Undergraduate Teacher Education Curriculum in accordance with the provisions of the Magna Carta for Disabled Persons (RA 7277) and to improve the quality of teachers. Special education and preschool education were added as new areas of specialisation. Teacher education courses promote collaboration between regular class teachers and special education teachers. Knowledge, skills, attitudes and competencies that are required of teachers to work with children with special needs were defined and incorporated in the teacher education curriculum.

Short term educational goals which were introduced in 2015 in Timor-Leste, aims to improve the quality of education by substantially increasing the quality of teaching in Pre-School, Basic, Secondary and Recurrent Education. Its main strategies include: Ensure all existing teachers are qualified to the minimum legal standard, Increase the capacity for pre-service and in-service training,



Upgrade INFORDEPE to the status of an academic institution and open at least three new regional training centres, Increase the academic and professional quality of the tutors working in pre-service institutions, Develop specific measures to attract qualified students for pre-service training programmes and reduce drop-out rates, Increase quality of pre-service teacher training programmes with a reviewed curriculum and more practical experience in schools, Review the teacher training curriculum and develop a modular delivery strategy for in-service training, and Use results of performance evaluations to determine in-service training priorities. Teaching excellence and increased professionalism of teachers is promoted through the introduction of a quality human resources management system oriented towards ensuring efficiency in the usage of the resources invested and effectiveness in achieving desired educational results. However, lack of quality teacher training has resulted in poor instructional quality in the classrooms of Timor-Leste for almost a decade.

The majority of teachers throughout the country do not meet the minimum qualifications to be teachers. Pre-service training is poor, insufficient and out-dated. Until 2010, short-term in-service training interventions have been of limited impact. Many teachers began their career with poor subject knowledge, weak pedagogical skills and did not have full working competency in the two official languages of instruction in Timor-Leste. This situation is now improving but there are still many challenges ahead. In managing teacher career development, an equitable system to promote teacher careers has been introduced. This will set clear steps for salary increases based on performance and qualifications. A performance evaluation system will be introduced that is more appropriate to the teaching service. A monitoring and evaluation process will occur to ensure that progression and promotion is based on merit and that teachers have equality of opportunity. Undeniably, the expansion of the education sector requires recruitment of qualified teachers. A new system to accurately forecast teacher supply and demand will be implemented. To ensure the necessary supply, participation will be stimulated by offering schemes for scholarships, grants and/or student bonds. Future salaries will ensure that a teaching career is a well-paid, long-term employment career prospect. The opportunity to become a teacher should be available to all suitable candidates throughout the country, but with an emphasis on the recruitment of women to achieve gender balance in the teacher workforce by 2030. New measures to stimulate participation will favour those living in locations that are distant from the teacher training centres. Training will need to be flexible to meet the projected demands for teachers by each of the education sub-sectors, areas of the curriculum requiring extra teachers, and teacher shortages in various geographical areas (See also Figure 24).



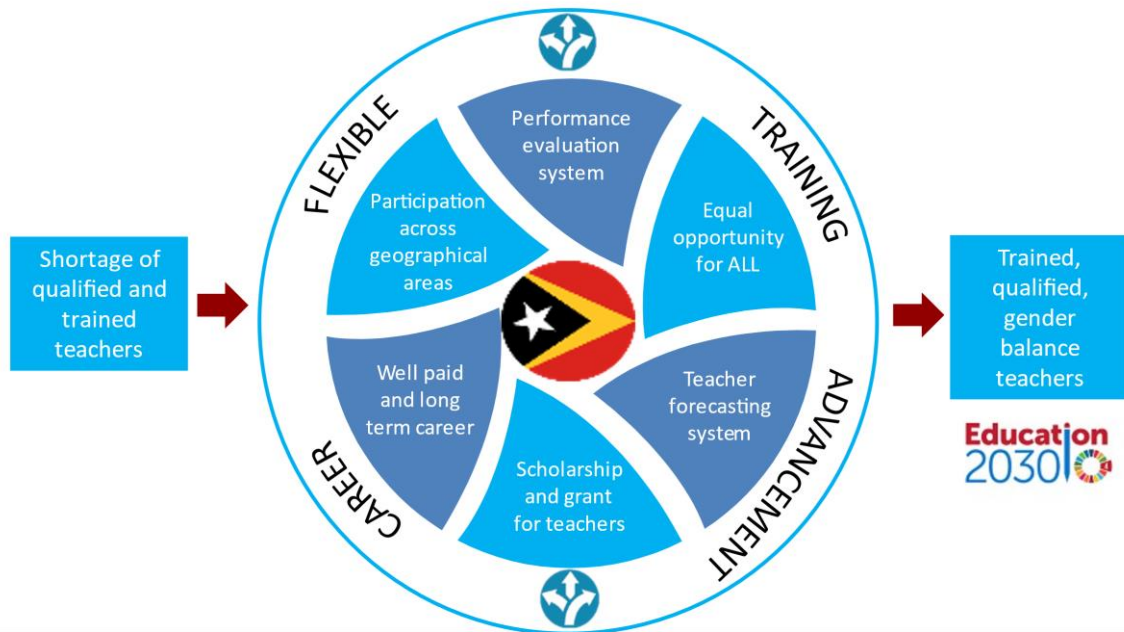


Figure 24: Equitable System to Promote Teacher Career Advancement

3.2. CONSTRAINTS, CHALLENGES AND RECOMMENDATIONS IN POLICY IMPLEMENTATION

In Brunei, although teachers were mostly optimistic about the SPN21 and its aims, they were not satisfied with what they thought was a lack of direction from the ministry and the school administrators on the new education system. This indicates a breakdown in the macro-micro-transmission cycle in which the expected targets anticipated by the macro-planners (i.e., the ministry) have not been adequately articulated down the chain of command to the micro implementers (i.e., the teachers) (Sharbawi & Jaidin, 2020).



BRUNEIAN TEACHERS' RECOMMENDATIONS...

- Teachers should be equipped with appropriate skills and the responsible authorities should create a special scheme to cater towards creating instructors or teachers that will have the correct set of skills.
- Teachers should be given token of appreciation in order to help them to upgrade themselves. Giving award recognition and incentives especially teachers who struggle in classroom filled with children with uncountable characters.
- Teachers should be provided with essential Professional Development Programmes especially in ICT and necessary equipment for online teaching and special guidance in integrating ICT in teaching and learning.
- Government should allocate special incentives for the teachers to further their studies and provide them with scholarship.
- Teachers' view and innovative ideas should be taken into consideration while discussing the policy changes.
- School leaders should aware and always monitor the implementation of curriculum in order to guide the teachers and try to facilitate them so that teachers could implement teaching and learning activities as envisaged in the curriculum.

(Sub Education Policy Review Report: Teacher Policy and Plan, 2020)

In Indonesia, based on the survey results on the attitude of teachers' acceptance in the Ministry of Religion towards friendly education for persons with disabilities, 17% of acceptance attitudes were low, 72% were moderate, and 11% were high (Nugraheni, 2018). Based on these results, the attitude and understanding of teachers towards friendly education for persons with disabilities within the Ministry of Religion needs to be improved (Salim et al., 2019).



INDONESIAN TEACHERS' RECOMMENDATIONS...

- New breakthroughs in the world of education (training and workshops on education in the 4.0 era.
- Teachers must be equipped with appropriate competencies: Progressive, Inspirational, Competitive and Collaborative.
- Teachers' qualification requirement should be reviewed and teachers should be equally distributed according to the needs across the country.
- Teachers need to occupied themselves with ICT skills, implementing online class and mobile learning application effectively.
- Considering the wide spectrum of demographic profile of children in Indonesia, It will be very useful for teachers to deliver the content knowledge to the children in easy way.

(Sub Education Policy Review Report: Teacher Policy and Plan, 2020)

Teachers' adaptation is always considered as an important factor in preparing teachers to change their teaching and learning practice according to the changes in educational policy. The ability and willingness to change are essential in order to obtain a fruitful achievement in any changes in education system and curriculum (Yaacob et al. 2020). As changes in Malaysian curriculum are occurring in faster phase, Malaysian teachers need to occupy themselves with strength and knowledge in order to face the challenges when applying the new system or curriculum or any



curriculum changes. The newly appointed teachers are adapting to the changes and need to keep on upgrading themselves. The generation gap or age factor always become a common factor that affecting the teacher adaptation to the current changes. Teachers are more prone their own teaching style rather than implementing new strategies and approach which embedded in new curriculum. Teacher adaptation also can be seen tremendous different when the pedagogical approach focusing in ICT. Elderly teachers are allergic towards the ICT usage in classroom rather than the young teachers. Thereby the teacher adaptation should take into consideration.



MALAYSIAN TEACHERS' RECOMMENDATIONS...

- Provision of sufficient financial support for the teachers and reduce overloaded workload especially paperwork and help providing them with infrastructure and ICT facilities.
- Professional development also should be focused on current situation especially related to COVID-19 outbreak
- Learning tools for students in need and better internet access facilities may be helpful for the teachers and students to undergo the online learning effectively.
- Sudden changes in curriculum should be well explained to the teachers as should only be implemented after proper research had been done in current pandemic situation
- More teachers should be appointed in order to cater the number of the students in classroom.

(Sub Education Policy Review Report: Teacher Policy and Plan, 2020)

In addition to the wide variety of challenges of rural education in the Philippines, the implementation of the MTB-MLE has resulted in a new set of dilemmas that rural teachers face. teacher factor, particularly on the fact that teachers themselves reported lack of sufficient knowledge about their own mother tongue and how to teach them and their lack of sufficient training to implement the policy (Nolasco, 2012; Tupas & Martin, 2016); structural misalignments, specifically between the intentions of the national language policy at the national level and the ways that teachers interpreted the national policy in the classroom level (Burton, 2013)(Lopez et al., 2019; Parba, 2018). Besides that, the level and timeliness of salary payments can be an important factor in motivating teachers, which in turn can affect levels of student learning. Teachers in the Philippines are relatively well paid, but their salary scale is more compressed. Comparable information on other East Asian countries shows that the starting salary of teachers in the Philippines is relatively high. These relatively small salary increases over the course of a teacher's career are unlikely to motivate them significantly. The Public Education Expenditure Tracking and Quantitative Service Delivery Study (PETS-QSDS) study found that high school teachers with a post-graduate degree felt that their remuneration was not adequate. Moreover, about one-fifth of teachers reported that they had to have other jobs or sources of income to supplement their earnings from teaching. However, teachers also receive a bonus based on their school's ranking on a set of performance- based indicators including how well the school's students score on the National Achievement Test (Samarai, 2016).





THE PHILIPPINES TEACHERS' RECOMMENDATIONS...

- Seminar and training should be conducted and widely available to the teachers to enhance their skills and competencies
- Teachers need to be assigned based on their qualification and preference and should not be given unrelated teaching assignments such as feeding, disaster risk reduction management etc. which greatly affect the efficiency and successful implementation of teaching-learning process
- Teachers' salary should be balanced with their workload.
- Establish national teacher training association in order to properly look after the teacher's welfare.

(Sub Education Policy Review Report: Teacher Policy and Plan, 2020)

As in Timor-Leste, the country needs resources to develop infrastructure, train teachers, and develop curricula and textbooks to its growing student population. Despite a strong commitment to education, capability remains low and reliance on external help through donor agencies and intergovernmental Organisations (IGOs) remains critical. Lack of qualified teachers negatively impacts the student/teacher ratio in the classroom especially in rural municipalities. The challenges associated with poorly trained teachers are further exacerbated by poor supervision by untrained school inspectors, hence raising serious concerns regarding the quality of education offered through the public education system. Although access to school has improved across the country, absenteeism among adolescent girls is still commonly crucial in rural areas. Despite magnificent curriculum reform, there are still numerous factors which directly and indirectly effect the teacher's performance. Starting from self-related qualification, infrastructure, leaders, district and state officers until the learner's awareness gives tremendous impact on teachers' policies and performance.



TIMOR LESTE TEACHERS' RECOMMENDATIONS...

- Diversify and improve professional development offerings for teachers through more effective methods such as school-based trainings, mentoring, teacher working groups and co-teaching, as well as through an increasing use of ICT
- Teachers should to be trained on topics that are most relevant to them, allowing them to use methods that do not take them away from their classrooms during schooltime to reduce student abandonment.
- Clear system of ensuring professional development's role and importance in teacher performance evaluation and subsequent salary raises
- Development of better teacher performance evaluations
- Problem of educator staffing in schools should be solved by redistributing existing teachers, legalising each school's staffing profile, and investing in teacher recruitment that gives opportunity to new teachers who are both motivated and qualified to teach according to the demands of a 21st century education.
- Teachers need to be equipped with current assessment practice so that they could fair judgment of the students' abilities.

(Sub Education Policy Review Report: Teacher Policy and Plan, 2020)





RECOMMENDATIONS

4.1 LESSON LEARNT AND RECOMMENDATIONS



Making the Teacher Standard Competence Work Well in The National Context

- The current review suggests that policy framework and legislative support regarding teacher competence standard must be in place to guide successful educational transformation within a national context. A clear and agreed understanding, expectations and objectives of education personnel is especially important for current training and qualification schemes to transform. While there are some measurements made in all of the five cluster countries, it is crucial to ensure that the standard work well with the education systems as some of the criteria may be adopted from other countries due to funding and political interest (Lewis et al., 2019). The growth of public policies on implementing educational transformation should also be followed with changes in practices. Increased in national policy to respond to global commitment is not always matched with local expertise for sustainable change to education systems. This includes those outside the educational institutions to ensure the inclusion of all. Promoting minimum standards relating to teachers' abilities to understand and operate a wide range of technology tools is also important in improving students' access to education and their learning outcomes. Rapid digital transformation within a country must be followed with national budget planning to upgrade technology-based teaching materials especially in suburban and rural areas. Teachers' role has shifted from providing knowledge to enabling today's learners who have responsibilities to contribute to the 'people and planet' (UNESCO, 2016a). Global crisis such as the COVID-19 pandemic challenged teachers' pedagogical skills to encourage interest to learning among students even when school is closed. The strategies may be differ based on national rules, practices and culture. It is also crucial to promote ethical teacher standard that include teachers and their representative organisation in the framework development process. A shift of thinking about this bottom-up approach is in line with the Global Framework of Professional Teaching Standards (International Education & UNESCO, 2019). Education policies that recognise shared knowledge and expertise in the interests of the community will provide education that is inclusive and equitable quality learning agenda. This is especially relevant in today's highly diverse context where one-size fits all approach may overlooked the different needs of teachers and students.



Implementing Professional Development Programmes

- Increased in the number of children accessing education, was not necessarily followed by transformation in the way teachers developed (Loreman, 2017). Policies regarding teacher training program are in place and investment are provided in some contexts but teachers continue to feel underprepared to educate those with special and additional needs (Khairuddin & Miles, 2020). Teachers with innovative child-centered strategies to educate a diverse range of abilities are needed to maintain currency of knowledge and practice. This includes strategies that promote active student learning and adaptations to rapid changes in the population of children in today's society. Adequate, well-trained and qualified teachers should be an integral part of a school in order to provide the right conditions for children's learning. The global commitment to include learners in inclusive and equitable education systems will require inter-ministerial collaboration, as well as a step change in the awareness of professionals about diversity in education. This includes encouraging the development of trans-national strategies to respond to contemporary problems (Soldatic & Grech, 2014). Therefore, policies on pre-service and in-service teacher training programs also need to reflect upon the changes in research and practice. Development



programmes for school leaders and teacher trainers are also essential part in transforming education. Collaboration and negotiation skills that are intentional and classroom-based, intensive, and on-going are important aspects to promote sustainable practice. These require beyond in-school and whole-school collaboration efforts to link with other sectors and the community (United Nations, 2022). Leaders and trainers are important stakeholders to provide adequate monitoring.



Safeguarding teacher support and enabling working conditions

- Teachers are the levers for education transformation therefore each country must adopt special policies and legislation that protect teachers' right at work. High level of stress, burnout and attrition are among the risks to the education systems when teachers are not appropriately supported. A common support for teachers has been the colleagues, leaders and parents (Forlin & Sin, 2017). However, support also include the whole education systems involving multi-stakeholders inside and outside the school gate. Positive and productive school life contributes to a democratic society when teachers could develop their professionalism more efficiently. Therefore, the education policy makers must coordinate with other social policy makers as a whole in moving towards and inclusive and equitable education systems. Teacher support also includes ensuring working conditions that are not only safe but also enabling teachers to teach effectively. Education sector must be a priority in the national budget planning in order to "build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all" (UNESCO, 2016b, pg.14). Gender equity is often overlooked in context where limited resources are available. Teachers' voice must be included in the decision making process in order to sustain enabling working conditions. It is also crucial to encourage and help facilitate the development of training materials for teachers. Individualized in-class support coupled with university courses could help especially new teachers adapt more effectively (Casey, Dunlap, Brister, Davidson, & Starrett, 2011). Since teacher shortage continue to be a challenge, training modules will facilitate teachers to change roles when necessary. Reduction of teacher/student and adult/student ratios may not be possible in certain context due to various reasons hence guidelines must be documented to model education transformation.



Teaching Quality

- Establishing legal framework on sustainable development and linking it to environmental agencies and educational policies ensure quality education as envisioned by UNESCO could be implemented in a more systematic manner in the education system of each cluster country. Each country could decide to champion sustainable issues relevant to their country and contribute towards finding solutions for global issues. Teachers' readiness in terms of emotive attitudinal, cognitive and behavioural readiness to implement Sustainable Development and Global Citizenship in the curriculum and co-curriculum are imperative to its success. Thus, teacher education (pre-service) and professional development programmes (In-service) need to include aspects of ESD and GCED education in its module in order to prepare teachers sufficiently. The teacher's role is fundamental to the interpretation and implementation of elements of the SDG4 as they construct their teaching practices by selecting suitable and relevant content, methodology, pedagogy and teaching materials, which are informed by the curriculum available. As important it is for our students to form distinct national identity, there needs to be a consciousness of belonging to a global world and addressing global issues and the teacher's role in bringing about such consciousness is fundamental.





Formative and Summative Assessment Framework on Teaching

- The wide range of tools and methods that educators use to assess, measure, and document teaching performance, academic readiness, learning progress, skill acquisition, and educational needs are referred to as assessments in education. In the five countries that make up the cluster—Brunei, Indonesia, Malaysia, the Philippines, and Timor-Leste—teacher assessment has been used to assess the quality of teaching. In all these countries, the teaching evaluation system had been implemented to measure the great quality of teaching among teachers based from the instruments that includes achievement statements (descriptor rubrics) as well as more precise procedures for determining teachers' grades or overall accomplishments. The instruments have outlined a few standards and focus area that will identify the key components in assessing quality teaching. This instrument will be used by the school as a guide for operations according to the needs and interests of improving achievement. The assessment that is carried out can identify the level of professional competence of teachers in the aspects of practicing the value of teacher professionalism, knowledge and understanding as well as learning and teaching proficiency. It also assists academic units in planning, selecting, or developing tools, training teachers on how to use processes and tools, interpreting summative assessment results, and planning teaching improvement efforts across the unit. Therefore, the assessment has been seen as the great tool to measure the quality of teaching and should be revised accordingly.



Showcasing and Rewarding Best Teaching Practices

- In an effort to recognise teachers' dedication to education, numerous prestigious awards have been established in Brunei, Indonesia, Malaysia, the Philippines and Timor-Leste. These awards recognise the dedicated educators and provides them with the opportunity to demonstrate their dedication to education. The awards were established with the intention of establishing a distinct career path for classroom teachers that places an emphasis on professional collaboration and efficient teaching methods and permits further career advancement while remaining in the classroom. The award will recognise teaching excellence in a wide range of settings, including schools with specific goals, small schools, rural and remote schools, and schools with community responsibilities. It will also investigate the perspectives of the most experienced educators and educational administrators regarding the current educational system, as well as those of the newest educators and those who are considering entering the profession.



Teacher Professionalism

- In planning activities towards teacher professionalism, the needs of individual teachers need to be at the heart of any teacher professional development because educational policy enactment in a large part depends on the interpretation and discretion of teachers themselves. As a result, policy decisions designed to direct classroom instruction may not necessarily bring about changes in teacher practice if teachers need have not be accounted for. It is then suggested professional learning within a community of learners as one way to envision ongoing professional learning. In this approach, teachers should be viewed as professionals who can engage in thoughtful meaningful dialogue about the needs of their school and the school community, their individual professional learning, and the learning of



the students in their classrooms. Time and space should be allotted to them to reflect on their practice and strategise how to improve it accordingly; to collaborate with their colleagues and other professionals to solve problems that will enhance their instruction and promote student success. There are many approaches these initiatives could be realised such as teachers as reflective practitioners, action research, narrative inquiry etc. Using this professional learning within a community of learners approaches, teachers create an inquiry-based learning environment that focuses on the school, their professional learning needs, as well as their students' learning. However, we have to accept the fact that change is a complicated process. Additionally, not all teachers are at the same stage of development at the same time. It is not reasonable to expect teachers' professionalism significantly improve overnight because of their participation in a professional development programme. Thus, it is suggested that teachers professional learning should focus on expectation of and the skills required for continuous learning. In this format, professional learning will be instructive in nature, as teachers develop in-depth and relevant knowledge that they can use with different students and in contexts.



Teacher Career Advancement

- As in many other profession, teachers' career development is a lifelong process of managing their professional learning and work tasks which include the acquisition of new attitudes, beliefs and competencies. Based on teachers' suggestions it could be inferred that teachers' inclination towards career development could be explained at five different levels, starting from the most intrinsic needs such as personal and career development needs to extrinsic needs such as needs towards support, resources and stability. Undoubtedly, teachers' intrinsic needs could be fulfilled by participating in any professional development courses. However, the core of their effectiveness during curriculum implementation in the classroom rests on those career development needs that are extrinsic in nature over which teachers might have no direct control. Challenges; such as the needs for support from key stakeholders such as parents and school leadership, the need for educational resources, and the need for stability are beyond their circle of control and fully depend on the other important role players; such as the school leadership and management teams, community-based organisations, and the MoE itself. Thus, school management and policy makers should take necessary actions to sustain support and fulfil the career development needs of teachers in order for them to cope with the ever-changing demands and challenges towards school effectiveness and improvement.

4.2 CONCLUSION

It is almost axiomatic that educational transformation will only happen if teachers are professionalised, trained, motivated, and supported to drive the process and to guide their learners to reach their objectives and well-being. Discussion so far unequivocally highlighted not only emerging issues related to teachers, teaching and teaching profession in the Southeast Asian region, but also challenges, which revolve around teachers' shortage, lack of professional development opportunities, low status and working condition, limited opportunity to involve in policy dialogue, lack of capacity to develop teacher leadership, autonomy and motivation. As we could see specific interventions have been formulated and hence implemented in certain countries in ensuring impactful outcomes of certain educational policy enforcement. Such successful policy interventions



could be regarded as best practices and should also be considered by policy makers in any countries in navigating challenges towards quality education for all. As has been revealed in the review of each cluster countries, the process of translating educational policy into practice is complex and inherently involves many layers of initiatives that regulate what is important in a policy and how it will be accomplished. With regards to policies related to teachers, teaching and the teaching profession, new insights from teacher education research should be shared with policy makers as policy makers should also share the research they are using as a basis for their policies formulation. This will in turn, develop sense of mutual understanding among policy makers and practitioners, which ultimately bring about successful implementation of the policies. Additionally, in formulating new policies, or reviewing the existing policies, policy makers should work together with teachers, especially in making decision that will have direct impact on classroom and instruction. Indeed, working together with the various educational stakeholders to seek input from all concerned parties creates an environment that is conducive, highly motivational and meets the demands of both teachers and school leadership. Subsequently, this will ensure educators' professional needs are not absent from decisions on how to effectively implement any educational policy.



Teachers create and transform
energy.
They are the dynamos of
educational change

Andy Hargreaves





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**APPENDIX 1:
PRESENTATION SLIDE
SUB REGIONAL MEETING ON
EDUCATION RECOVERY AND
TRANSFORMATION
BALI, 26 TO 27TH OCTOBER 2022**



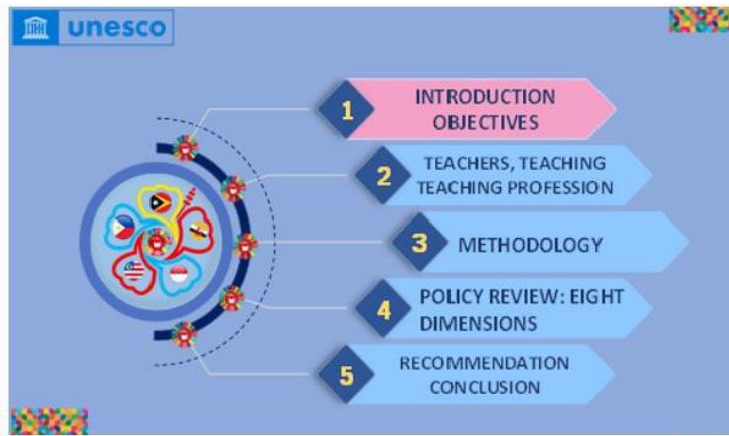
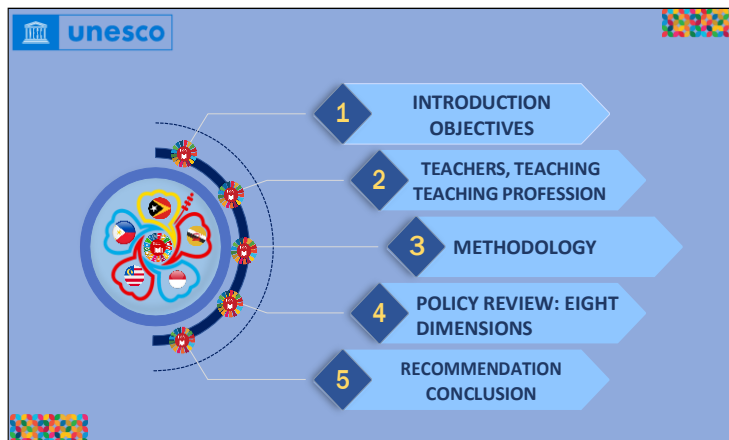
SUB-REGIONAL MEETING ON EDUCATION RECOVERY AND TRANSFORMATION

SUB REGIONAL POLICY REVIEW ON TEACHERS, TEACHING AND THE TEACHING PROFESSION

KAMISAH OSMAN
AZLINA ABDUL AZIZ
KHAIRUL FARHAH KHAIRUDDIN



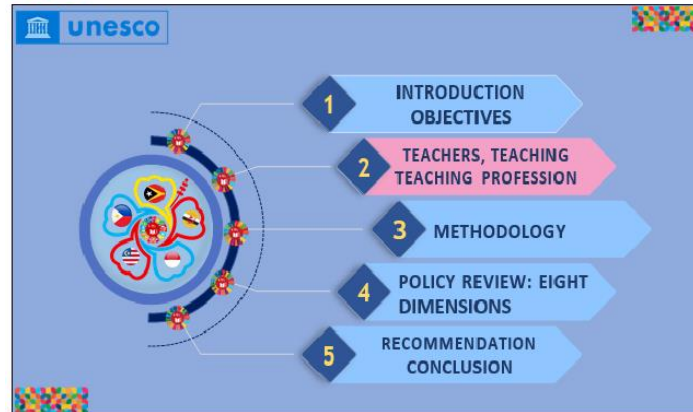
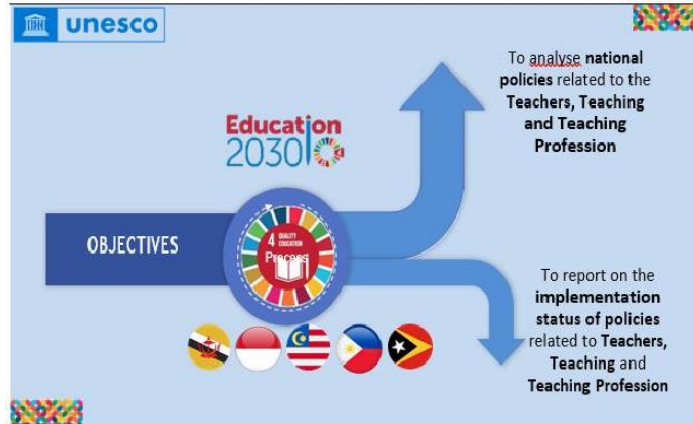


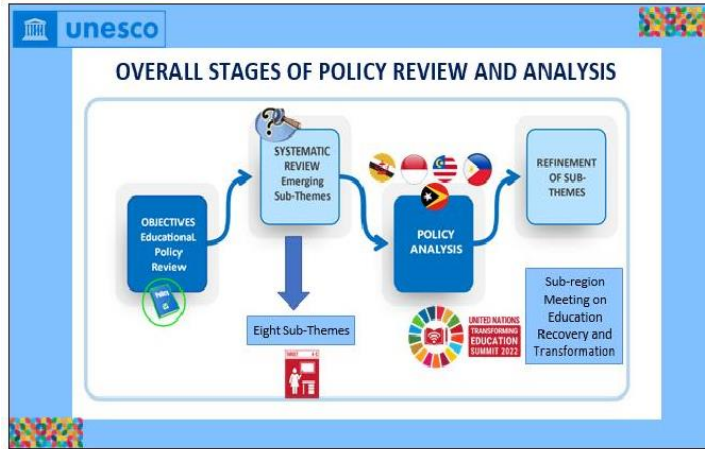
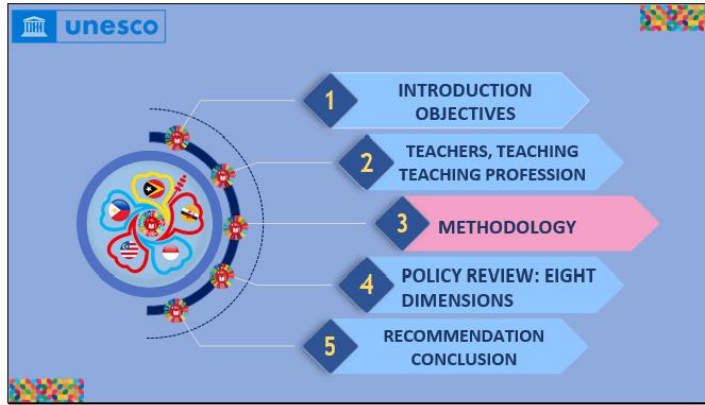
POST COVID SITUATION



Demand and tested educators to be more adaptive, resourceful, and flexible in their teaching during a global health crisis.
Under pressure to demonstrate quality teaching so their students' education will not lag behind.
Continuously be proactive and innovative to facilitate students' learning within the context of digital learning platforms and enormous learning materials
Students need to be facilitated so that learning will be enhanced and sustained







BRUNEI

- Brunei National Education System For the 21st Century
- Wawasan Brunei 2035
- Ministry of Education Strategic Plan 2018-2021
- Brunei Teacher Standard

policies

2018-2022 Ministry of Education STRATEGIC PLAN

INDONESIA

- Law No 20/2003 on National Education System
- Law No 14/2005 on National Education System
- Character Education Policy 2013
- Teacher Performance Assessment

policies


NATIONAL GAZETTE
REPUBLIC OF INDONESIA
No. 21, 2003 EDUCATION: National Education System, Character, Community, Government, Local Government, The Organization attached to the National Gazette of the Republic of Indonesia Number 4207

ACT OF THE REPUBLIC OF INDONESIA
NUMBER 21, YEAR 2003
ON
NATIONAL EDUCATION SYSTEM




unesco

MALAYSIA



- Malaysia Education Blueprint 2013-2025
- Teaching of Science and Mathematics in English
- To Uphold Bahasa Malaysia, To Strengthen the English Language Policy 2014
- Malaysian Teachers Standard

policies



unesco

THE PHILIPPINES



- The Philippines's Commission on Higher Education's Strategic Plan 2011-2016
- CHED Memorandum Order
- Enhanced Basic Education Act 2013
- The Philippines's National Competency-Based Teacher Standards

policies



unesco

TIMOR-LESTE




- National Education Strategic Plan
- National Education Plan 2007-2012
- Mother Tongue-based Multilingual Education Programme
- Inclusive Education Policy 2017

policies

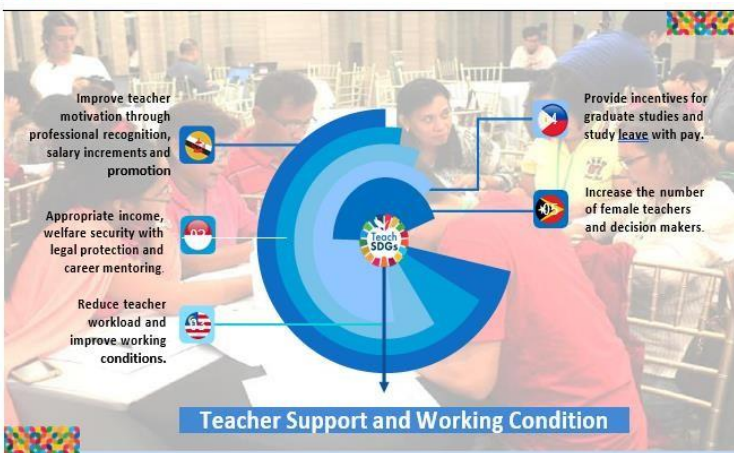
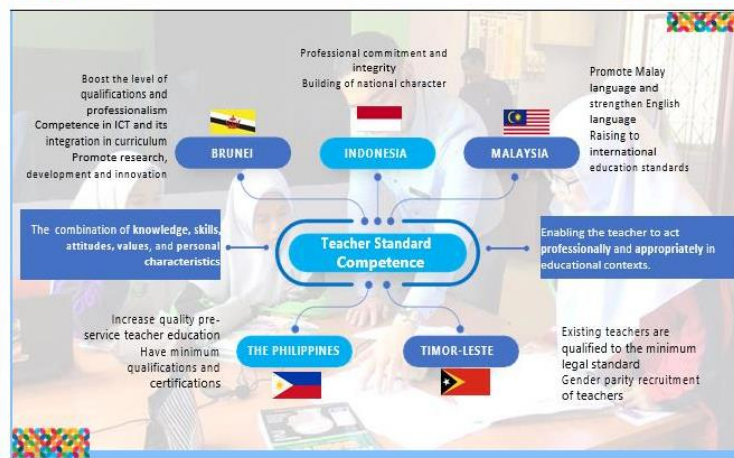
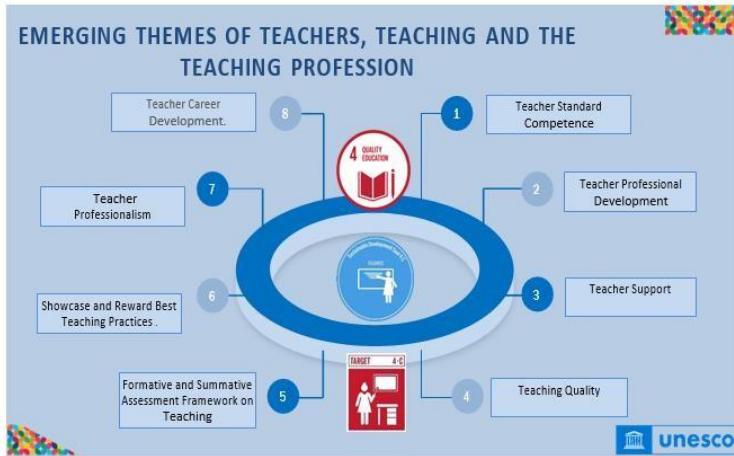


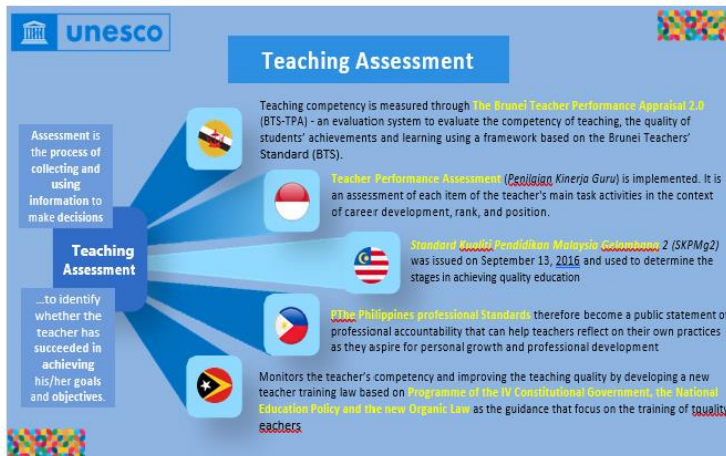
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- 1 INTRODUCTION OBJECTIVES
- 2 TEACHERS, TEACHING TEACHING PROFESSION
- 3 METHODOLOGY
- 4 POLICY REVIEW: EIGHT DIMENSIONS
- 5 RECOMMENDATION CONCLUSION







Showcasing and Rewarding Best Teaching Practices

Vision

Rewards are the economic welfares that can be provided to employees, such as promotion, spoken recognition, and obligations

Motivates teachers to perform their duties very well. It is given to teachers who excel, have outstanding achievements, extraordinary dedication, and/or assignments in special areas

Positioning Statement

Would engender other best teaching practices among teachers. It helps to motivate and provide job satisfaction and pride in teachers' recognition and achievement.

Mission

Brunei	Indonesia	Malaysia	The Philippines	Timor-Leste
The Teacher's Day Award	The Teacher Performance and Accountability interventions (KIAT Guru)	The Excellent Service Award	The Princess Maha Chakri Award and Outstanding Filipino Teacher Award	The Princess Maha Chakri Award and Outstanding Filipino Teacher Award

unESCO Teacher Professionalism

Teachers' Needs

- Intrinsic:** Adopting international best practices in ICT, strengthening the competency in ICT, promoting research, development and innovation with government-funded institutions, public-private and international partnerships
- Extrinsic:** Improving teacher qualifications and pay scales, mandated a university degree and teacher certification to upgrade teacher's competencies

Establishment of National Institute for Training of Teachers and Educational Professionals (INFORDEPE) to provide more systematic and professional development especially among unqualified female teachers

Capability building among teachers and school administrators focuses on the adoption of inclusive education as an approach to educating all types of children nationwide

Improving demographics of the teaching force, quality of teaching, selection, pre-service training and ongoing professional development, placement, working conditions, remuneration and performance management

unESCO Career Development

Teacher Career Package to fundamentally change the way teachers are selected, developed and rewarded throughout their entire careers.

Continuous

Assess: Provides clear pathway for teachers who need to upgrade their training via sharing of best practices and collaboration with training institution

Objectives: Full government scholarships to acquire post graduate qualifications in all fields so that there will be a pool of local specialists to better meet the needs of all students with diverse learning needs in the inclusive schools.

Empower: Transform the National Educator Academy of the Philippines (NEAP), a unit responsible for in-service training of teacher and non-teaching personnel in the public basic education system, has been approved.


Sustainable: An equitable system to promote teacher careers has been introduced. This will set clear steps for salary increases based on performance and qualifications. A monitoring and evaluation process will occur to ensure that progression and promotion is based on merit and that teachers have equality of opportunity

Strategies

unESCO


- 1 INTRODUCTION OBJECTIVES
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- 5 RECOMMENDATION CONCLUSION







BRUNEIAN TEACHERS' RECOMMENDATIONS...

- Teachers should be equipped with appropriate skills and the responsible authorities should create a special scheme to cater towards creating instructors or teachers that will have the correct set of skills.
- Teachers should be given token of appreciation in order to help them to upgrade themselves. Giving award recognition and incentives especially teachers who struggle in classroom filled with children with uncountable characters.
- Teachers should be provided with essential Professional Development Programmes especially in ICT and necessary equipment for online teaching and special guidance in integrating ICT in teaching and learning.
- Government should allocate special incentives for the teachers to further their studies and provide them with scholarship.
- Teachers' view and innovative ideas should be taken into consideration while discussing the policy changes.
- School leaders should aware and always monitor the implementation of curriculum in order to guide the teachers and try to facilitate them so that teachers could implement teaching and learning activities as envisaged in the curriculum.




(Sub Education Policy Review Report: Teacher Policy and Plan, 2020)






INDONESIAN TEACHERS' RECOMMENDATIONS...

- New breakthroughs in the world of education (training and workshops on education in the 4.0 era).
- Teachers must be equipped with appropriate competencies: Progressive, Inspirational, Competitive and Collaborative.
- Teachers' qualification requirement should be reviewed and teachers should be equally distributed according to the needs across the country.
- Teachers need to occupied themselves with ICT skills, implementing online class and mobile learning application effectively.
- Considering the wide spectrum of demographic profile of children in Indonesia, It will be very useful for teachers to deliver the content knowledge to the children in easy way.




(Sub Education Policy Review Report: Teacher Policy and Plan, 2020)






MALAYSIAN TEACHERS' RECOMMENDATIONS...

- Provision of sufficient financial support for the teachers and reduce overloaded workload especially paperwork and help providing them with infrastructure and ICT facilities.
- Professional development also should be focused on current situation especially related to COVID-19 outbreak
- Learning tools for students in need and better internet access facilities may be helpful for the teachers and students to undergo the online learning effectively.
- Sudden changes in curriculum should be well explained to the teachers as should only be implemented after proper research had been done in current pandemic situation
- More teachers should be appointed in order to cater the number of the students in classroom.




(Sub Education Policy Review Report: Teacher Policy and Plan, 2020)

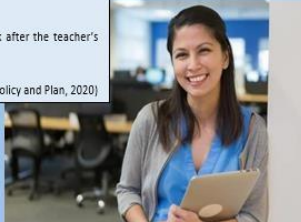




THE PHILIPPINES TEACHERS' RECOMMENDATIONS...

- Seminar and training should be conducted and widely available to the teachers to enhance their skills and competencies
- Teachers need to be assigned based on their qualification and preference and should not be given unrelated teaching assignments such as feeding, disaster risk reduction management etc. which greatly affect the efficiency and successful implementation of teaching-learning process
- Teachers' salary should be balanced with their workload.
- Establish national teacher training association in order to properly look after the teacher's welfare.




(Sub Education Policy Review Report: Teacher Policy and Plan, 2020)



BRUNEIAN TEACHERS' RECOMMENDATIONS...

- Teachers should be equipped with appropriate skills and the responsible authorities should create a special scheme to cater towards creating instructors or teachers that will have the correct set of skills.
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- School leaders should aware and always monitor the implementation of curriculum in order to guide the teachers and try to facilitate them so that teachers could implement teaching and learning activities as envisaged in the curriculum.



Qals Education Policy Review Research Teacher Policy and Plan 2020



Challenges

Intervention & Best Practices

Shared Vision

1. Revolve around teachers' shortage, lack of professional development opportunities, low status and working condition, limited opportunity to involve in policy dialogue, lack of capacity to develop teacher leadership, autonomy and motivation

Specific interventions have been formulated and hence implemented in certain countries in ensuring impactful outcomes of certain educational policy enforcement

2. Those successful policy interventions could be regarded as best practices and should be considered by policy makers in other countries in navigating challenges towards teacher professionalism.

3. New insights from teacher education research should be shared with policy makers as policy makers should also share the research they are using as a basis for their policies formulation

CONCLUSION

OBRIGADA



TERIMA KASIH



SALAMAT





APPENDIX 2: CONCEPT NOTE SUB REGION MEETING ON EDUCATION RECOVERY AND TRANSFORMATION





Concept Note and Agenda

Sub-region Meeting on Education Recovery and Transformation

“Accelerating progress towards SDG 4-Education 2030”

Bali, Indonesia | 26-27 October 2022

MEETING BACKGROUND

The COVID-19 pandemic caused an unprecedented disruption to education globally and regionally and severely impacted education delivery, learning outcomes, student engagement and their health and well-being. This resulted in a significant setback in progress towards achieving the Sustainable Development Goals (SDGs) in the region, in particular SDG 4. Countries in the Asia and Pacific region were the first impacted by COVID-19, which disrupted access to education for 760 million children at the initial peak of the pandemic in 2020. While the situation varies between countries, schools were closed for an extended period in many cases. The impact of school closures on learning will be dramatic. Early estimates suggest that the proportion of children around the world who cannot read or write a simple text by the age of ten, will increase from 53% in 2019 to 63% in 2021. The World Bank projected that the interruptions in school participation and learning may result in losses valued at \$15 trillion in terms of affected children’s future earnings, and in long-lasting consequences in terms of wellbeing and life prospects of this generation, in particular for the most disadvantaged learners.

The 5-Year Progress Review of SDG 4 – Education 2030 in Asia-Pacific released in September 2021 by UNESCO and UNICEF, shows that despite overall progress, most countries surveyed were not on track to achieving SDG 4 and that the Asia-Pacific region was facing a learning crisis well before the COVID-19 pandemic, one that has since been alarmingly exacerbated by the broader impact of COVID on societies and economies. The shocking headlines are that: 27 million children and adolescents in the region remain illiterate, 95% of who are in South Asia; and that in many of the region’s countries, 50% of children are unable to read and understand a simple sentence by age 10, despite completing their early grades.

Overall, while the situation varies between and within countries of the sub-region, the pandemic not only exacerbated pre-existing deep inequities in access to education and learning achievements, but it has also exposed important weaknesses in terms of the quality and relevance of education and the overall fragility of current education systems.

The pre-existing weaknesses of current education systems, exposed by the pandemic on the one hand and creative responses to the crisis on the other, have also revealed the need to reimagine education in future. Concerted, innovative efforts are required to strengthen the resilience and effectiveness of education systems across all levels of education. This should be done through sector-wide responses that ensure sustainable education recovery as well as the transformation required beyond COVID-19 to accelerate progress towards SDG4. Addressing the learning crisis and ensuring the right of learning for all must be at the heart of education recovery and transformation in the sub-region of Southeast Asia. The need for curriculum review and flexible learning for adolescents, so that they have the skills required to thrive and contribute to socio-economic recovery is also urgent. Flexible pathways can also be a key means to enabling the realization of lifelong learning in practice.



Countries in the sub-region of Southeast Asia will face similar challenges in adapting their education systems, policies and practices to these new challenges. Learning more from each other will help improve and expedite their responses.

SESSION BACKGROUND

As part of the Sub-Regional Meeting, there will be discussions on sub-regional's education trends and key issues. Results of the discussions will generate recommendations for the region to going forward in terms of priority actions and implementation strategies from the perspective of the three key angles/messages spelled out above, i.e., system transformation and building resilience, improving learning, and increased and better investment in education, for accelerating progress towards SDG4.

Under these three main angles, the following themes are envisaged:

I. Learning recovery and addressing the learning crisis

- a. Learning Recovery and Improving Learning Outcome for all (curriculum, pedagogical approaches and assessment)
- b. Teachers
- c. Skills Development (school-to work transition, flexible pathways)

II. Transformation of education systems

- a. Equity, Inclusion, and Gender Equality
- b. Digital Transformation and blended learning
- c. Transformative, holistic education and resilience (ESD, GCED, Health and Wellbeing)

III. Increased and better investment in education and enablers for transformation

- a. Data and Monitoring
- b. Community/parents mobilization and adolescent/youth participation

OBJECTIVES

The overall aim of Sub-Regional Meeting is to discuss and make recommendations on how to achieve education/learning recovery and at the same time strengthen and transform education systems to become more equitable, inclusive, responsive, relevant and resilient with the overall objective to accelerate SDG4 implementation

The specific objectives are to:

- Identify challenges in progressing towards SDG4 in the sub-region, with a focus on the impact of COVID-19 and COVID-19 responses
- Share and learn from effective policies, practices and innovations for education recovery and system transformation
- Identify on priority areas of action and strategies, and key steps going forward for education/learning recovery and system transformation beyond COVID-19 to accelerate SDG4 implementation in the sub-region

DATE AND VENUE

26-27 October 2022, Bali Indonesia.



PARTICIPANTS

There will be 30 participants, representation from both government and non-government institutions from UNESCO Jakarta Cluster Countries (Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor-Leste), include:

1. Ministry of Educations.
2. Government and State Institutions.
3. Intergovernmental regional/sub-regional organizations.
4. Non-governmental organizations (NGOs) and civil society organizations (CSOs).
5. Private sector/Education foundations

MEETING AND WORKING LANGUAGE

Both meeting and working language is in English.

AGENDA (PROVISIONAL)

DAY 1 – Wednesday, 26 October 2022	
08:30-09:00	Registration
09:00-09:30	Opening Session <ul style="list-style-type: none"> • Welcoming Traditional Indonesian Dance • Welcoming Remarks, Mr Mohamed Djelid, Director, UNESCO Jakarta Office • Opening Remarks, Dr Itje Chodidjah, Executive Chair of the Indonesian National Commission for UNESCO
	Group Photos
	Coffee Break and Media Conference
09:30-09:50	Coffee Break and Media Conference
09:50-10:40	Introduction of 2-Days Meeting
	Plenary I: Introduction and Status of SDG4 in the region Transformation Education Summit 2022 <ul style="list-style-type: none"> • Introduction and Agenda Review of the Forum • Progress of SDG4 in the region and Highlight from Transformation Education Summit 2022
10:40-12:00	Plenary II: Presentation on Country Statements for Transformation Education (Transformation Education Summit 2022) <ul style="list-style-type: none"> - Brunei Darussalam - Indonesia - Malaysia - The Philippines - Timor-Leste
12:00-13:30	Lunch Break
13:30-15:00	Plenary II: Learning recovery and addressing the learning crisis Post Covid-19 <ul style="list-style-type: none"> • Leaving no one behind in Education, Ministry of Education Malaysia • Teachers and Teachers Development, Ministry of Education, Culture, Research and Technology Indonesia • Adult Learning and Out-of- School Education, Department of Education, the Philippines
15:00-15:30	Coffee Break
15:30-17:00	Plenary III: Transformation for Future Education <ul style="list-style-type: none"> • Youth Learning and Skills development, ASEAN Secretariat • Education for Sustainable Development; Health and Well-being in Education, Ministry of Education Brunei Darussalam



	<ul style="list-style-type: none"> Peace and Reconciliation in Education, Ministry of Education, Youth and Sport, Timor-Leste
17:00	Closing of Day-1
DAY 2 – Thursday, 27 October 2022	
09:00-09:15	Opening and Agenda Review of Day-2
09:15-10:00	Plenary IV: Sub-regional Policy Review on Teachers, Teaching and the Teaching Profession, National University of Malaysia
10:00-10:30	Coffee Break
10:30-12:00	Parallel Session Group I: Inclusive, equitable, safe and healthy schools
	Parallel Session Group II: Learning and skills for life, work and sustainable development
	Parallel Session Group III: Digital Learning and Transformation in Education
12:00-13:30	Lunch Break
13:30-15:30	Plenary V: Panel Presentation Each Group will present the summary of the Parallel Discussion (15' group)
15:30-16:00	Wrap-up and closing
	<ul style="list-style-type: none"> Wrap-ups of 2-Days Meeting: Dr. Mee Young Choi, Head of Education Unit, UNESCO Jakarta Office. Closing Remarks: Mr Mohamed Djelid, Director, UNESCO Jakarta Office.

INFORMATION AND CONTACT

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END





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