




Question:

In what ways can educators be more accountable for creating the conditions in which all Pacific Island children can learn?

Part of the Answer:

By assuring that every child has a **highly qualified** teacher every year




What Does It Mean To Be A Highly Qualified Teacher Of Pacific Island Children?

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Assumptions About Teaching

- # Teaching is a complex practice and is not reducible to recipes or prescriptions
- # Teaching is about making decisions and building relationships
- # What is learned is fundamentally connected to how it is learned



Based on these assumptions the preparation is not a one-time experience.


Being a highly qualified teacher is a career-long process



A highly qualified teacher is a professional not just a technician.

The technician is told what to do, how to do it, and follows the plan.

The professional is engaged in assessing the learning situation, designing and implementing the plan, and building the relationships that support student learning.



What Does It Mean To Be A Highly
Qualified Teacher Of Pacific Island
Children?

Who should answer this
question?



Developing of the Highly Qualified Teaching Professional

- # What should professional teachers know?
- # What should these teachers be able to do?
- # What should these teachers care about?

What Should Teachers Know?

- # Knowledge of subject-matter content
- # Knowledge of child development
- # Knowledge of local and national expectations
- # Knowledge of pedagogy – strategies for teaching
- # Knowledge of the special strategies related to the content area

What Should Teachers Be Able To Do?

- ✚ Establish and maintain safe and effective classroom environment
- ✚ Implement worthwhile content
- ✚ Adapt content to local values and contexts
- ✚ Facilitate discourse (classroom conversation)
- ✚ Assess learners formally and informally
- ✚ Build and maintain appropriate relationships with children, parents, and colleagues
- ✚ Analyze their own practice



What Should Teachers Care About?

- # Local, community and cultural values
- # Supporting the continued growth of the profession
- # Their own personal growth in the profession



Examples from the Pacific of high-quality, long-term teacher development

- # Project DELTA (1999)
Developing Effective Leadership Team
Activities
- # MENTOR (2002)
Mathematics Education for Novice Teachers:
Opportunities for Reflection



Discussions Questions Concerning Highly Qualified Teachers

What issues do you think need to be considered in any conversation about highly qualified teachers?

Who should be included in the conversation and who should decide what constitutes highly qualified teachers?

What should a highly qualified teacher know, be able to do, and care about? How are these characteristics similar and how do they differ across the Pacific region?

How are local, community, and cultural values related to the knowledge base and preparation of highly qualified teachers? What issues need to be considered in the including of local, community, and cultural values into the knowledge base and preparation of highly qualified teachers?

How do you see these values as contributing to the work of the highly qualified teacher?



Discussions Questions Concerning Highly Qualified Teachers

How can you, in whatever role you hold in your island nation, support the development of highly qualified teachers?

What gaps or deficiencies have you observed in the development of highly qualified teachers at you locale?

Who can and should address these gaps and deficiencies? What strengths have you observed in the development of highly qualified teachers in your locale?

Who is responsible for developing these strengths?

What resources do you currently have that contribute to the development of highly qualified teachers?

What resources do you need to enhance or further develop highly qualified teachers?

Responses

- **Characteristics of High Quality Teachers**
 - Passion for student success.*
 - Knowledge of students.*
 - Care about how to teach*
 - Can improvise - not just relying on a book, willingness to use local resources.*
 - Understands local culture.*
 - Comes from the community in which they teach.*
 - Has formal education – a B. Ed. And eventually a Master's degree.*
 - Understands and strives to meet community expectations.*
 - Adapts to cultural diversity.*
 - Commitment to teaching as a profession.*
 - Willing to be mentor and eventually serve as a mentor to others.*
 - Content expert.*
 - Strategy expert.*

Responses

- # **What Needs to Happen to Develop More High Quality Teachers**
 - The system needs to change in the ways money is allocated and resources are spent.*
 - The quality of life for teachers needs to improve – better salaries.*
 - Reduction in tuition cost for those going back to school to earn initial or advanced degrees.*
 - Better conditions in schools like supplies and air conditioning.*
 - Scholarships for those seeking to be teachers or seeking to earn a higher degree.*
 - Support from the parents and the community for the teachers. More involvement by parents and community.*
 - Praxis is not “our” standards, but a US standard.*



Responses

- # **What can I do individually this coming school year to support the development of High Quality Teachers.** (this last part was rushed and fewer responses were shared)
As a parent: *I can see that I support the teachers and ask other parents to do so.*
As a teacher: *I can talk to other teachers, share ideas, share materials, share strategies. I can try some new ideas.*
As a community leader/board member: *Be better informed, listen to teachers needs and concerns.*

Below are the questions provided to participants in the session on High Quality Teachers at the Pacific Education Conference (PEC) July 13, 2006 in Palau. Following the questions are the responses of those who attended the session and engaged in the group discussions.

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How can you, in whatever role you hold in your island nation, support the development of highly qualified teachers?

What gaps or deficiencies have you observed in the development of highly qualified teachers at you locale? Who can and should address these gaps and deficiencies?

What strengths have you observed in the development of highly qualified teachers in your locale? Who is responsible for developing these strengths?

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**What Does It Mean to be a Highly Qualified Teacher of Pacific Island Children:
The Ideal and the Reality**

PEC Conference

July 13, 2006

Responses (in italics) from participants are paraphrased and were elicited in the following three areas:

I. Characteristics of High Quality Teachers

Passion for student success.

Knowledge of students.

Care about how to teach

Can improvise - not just relying on a book, willingness to use local resources.

Understands local culture.

Comes from the community in which they teach.

Has formal education – a B. Ed. And eventually a Master's degree.

Understands and strives to meet community expectations.

Adapts to cultural diversity.

Commitment to teaching as a profession.

Willing to be mentor and eventually serve as a mentor to others.

Content expert.

Strategy expert.

II. What Needs to Happen to develop more high Quality Teachers

The system needs to change in the ways money is allocated and resources are spent.

The quality of life for teachers needs to improve – better salaries.

Reduction in tuition cost for those going back to school to earn initial or advanced degrees.

Better conditions in schools like supplies and air conditioning.

Scholarships for those seeking to be teachers or seeking to earn a higher degree.

Support from the parents and the community for the teachers. More involvement by parents and community.

Praxis is not “our” standards, but a US standard.

III. What can I do individually this coming school year to support the development of High Quality Teachers. (this last part was rushed and fewer responses were share)

As a parent: I can see that I support the teachers and ask other parents to do so.

As a teacher: I can talk to other teachers, share ideas, share materials, share strategies. I can try some new ideas.

As a community leader/board member: Be better informed, listen to teachers needs and concerns.