

## Recommendations based on the preliminary draft of the NPST

The idea of having Professional Standards for Teachers, that will help drive improvement in teaching-learning practices in schools is a very welcome and timely initiative by the NCTE.

These standards need to articulate benchmarks of quality – in terms of teacher knowledge, teacher skills, teacher attitude and behaviours. These are undoubtedly aspirational and they can lead to the development of rubrics and descriptions of desired practices and performances for teachers who are at varying levels in their career progression.

The Teacher Foundation (TTF) has worked intensively with teachers and headteachers offering professional development sessions and school improvement programmes for schools across the country. In the past nearly **20 years**, TTF has worked with nearly **90,000 teachers**, and in the process has a deep understanding of teachers and their professional development needs.

Here are TTF's observations and recommendations on the draft NPST that has been circulated:

- **The need for clarity and consistency of terminology used in the document.**

There are several instances of misuse or mix-up of terminology which needs to be rectified. Some examples from the draft have been listed below -

- The term '**Standards**' has been used in multiple ways in the document. On page 9, we see the following definition '***Standards are the statements that reflect what is valued in the profession***'. On page 20, we see the term standards having a different connotation, '***The framework is arranged in the following four interrelated areas called 'Standards' covering multiple domains.***'
- On page 35 , under the **sub-domain- Plan learning experiences**, beginner teachers are expected to be able to " Develop ***a learning plan*** in a subject/teaching area ", whereas, proficient teachers are expected to be able to " Create ***lesson plans*** incorporating individualised learners needs". The distinction between a learning plan and a lesson plan is hazy and liable to be misinterpreted.
- On page 40, under the **sub-domain – Communication and feedback** – proficient teachers are expected to be able to "***Implement different***

**strategies to communicate assessment judgement to students and parents ...”** It would be useful to clarify what **‘assessment judgement’** means.

- The **figure** on page 12 and 23, although identical have been **captioned differently**; on page 12 the figure is captioned **‘Teacher Professional Skill Standards Assessments Framework’** and on page 23 it is captioned **‘Suggested Teacher Professional Standards Framework’**. It would be helpful to have a consistent caption for the figure. Moreover what's the need for that visual at all in relation to Teacher Standards?
- We recommend, using the international practice of teacher standards of having a **set of 8-10 standards**. Each standard needs to be defined comprehensively explaining why it is necessary. Next each standard needs to be clearly enumerated in terms of knowledge indicators, skill indicators and attitude indicators.

Here is an example:

**Standard 1 Content Knowledge** - (*a description of what this means and why it is important*) The competent teacher understands the central concepts, methods of inquiry and structures of the subject/s they have to teach and creates learning experiences that make the content accessible and meaningful to all their students.

- **Knowledge Indicators**

- understands major concepts, assumptions, debates, principles and theories that are central to the discipline(s) undertaken to teach.
- understands the processes of inquiry central to the specific subject.
- understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- understands the relationship of knowledge within the subject to other content areas and to life and career applications.
- understands how a student's disability affects processes of inquiry and influences their learning.

- **Skill indicators -**

- evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
- uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
- engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.

- designs learning experiences to promote student skills in the use of technologies appropriate to the subject.
- anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
- facilitates learning experiences that make connections to other content areas and to life and career experiences.
- designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities.
- **Attitude indicators -**
  - willingness to try multiple methods to ensure all children are grasping the subject.
  - has high expectations of every child and believes that every child can and will be able to learn
- **Need to de-couple Teacher Professional Standards from Career progression and career pathways for teachers.**
  - Teacher professional standards as mentioned at the start should be considered as the benchmarks that all teachers must aspire and work towards in terms of knowledge, skills and attitudes.
  - The standards must detail out the indicators under each standard ie knowledge, skills and attitudes and determine which indicators are to be expected / essential for teachers of different levels of expertise.
  - The standards work do not work formatted as a rubric. They work best as bullet points under each defined standard.
  - A separate section can be included that is a **career progression rubric** which could include the following -
    - Needs of teachers at different levels
    - Areas of development / focus for teachers at different levels
    - Methods of addressing the needs of teachers at different levels
    - Manner of assessment of teachers at different levels
- **Need for clarity on who will use the standards**
  - It is unclear why and how **'ed-tech'** firms would make use of these standards.

- There needs to be more clarity on the role of the **'regulatory body'** in the design / dissemination/ implementation / monitoring of these standards.
- **Competencies of beginner level teachers to be reviewed / made more practical.**
  - Most of the competencies for listed for the Pragammi Shikshak are not demonstrable and thereby very difficult to measure. Also as mentioned earlier, these don't have a place in Professional Standards for Teachers. Instead there can be a separate document for career pathways of teachers.
  - An analysis of 'Standard 1: Core Values & Ethics' for beginner level teachers has been presented here with feedback - \*

<b>Domain / Sub-domain</b>	<b>Competency</b>	<b>Remarks</b>
Constitutional Values	Demonstrate knowledge of...	<b>Theoretical</b>
Professional Ethics & values	Recognise the importance of ...	<b>Theoretical / Not measurable</b>
	Demonstrate behaviours that ...	Demonstrable
Professional autonomy	Demonstrate understanding of ...	<b>Theoretical / Not measurable</b>
Wellbeing and potential of students	Identify strategies that ...	<b>Theoretical – Does not talk of implementation</b>
	Demonstrate commitment in ...	<b>Theoretical / Not measurable</b>
Dignity, respect and fairness	List the methods to ...	<b>Theoretical</b>
	Treat students with...	Demonstrable
Diversity	Exhibit understanding and honour diversity in...	<b>Theoretical / Not measurable</b>
Relationships with students, colleagues, parents/guardians and the wider community	Describe the importance of ...	<b>Theoretical</b>
Right to privacy and confidentiality in professional relationships	Respect privacy ... Respect the right to privacy...	Demonstrable
Comply with rules, regulations, policies and legislations	Examine relevant rules ...	<b>Theoretical</b>
Highest image of the teaching profession	Exhibit positive behaviour...	Demonstrable
Honesty and integrity	Describe the importance of ...	<b>Theoretical</b>

in all aspects of their work		
Responsible and ethical use of technology	Describe issues related to ...	<b>Theoretical</b>

**\* Note :** This kind of structuring is therefore not recommended.

**In Summary :** TTF recommends a re-structuring of the NPST and suggests a few simple resources as reference:

<https://www.gov.uk/government/publications/teachers-standards>

<https://www.aitsl.edu.au/teach/standards>