

DRAFT
Framework on
Standards of Professional Practice for Teachers in Kosovo

1. Introduction

This document can be used to guide activities including teacher preparation, teaching, and teachers' professional growth and teacher evaluation. The framework is designed as a tool to define **quality teaching and** the kinds of **knowledge, skills and attributes** regarded as the key competencies for both graduates of teacher *preparation* programs and as benchmarks for the initial and ongoing professional *development* of teachers.

The framework is intended to raise public awareness about the demands and responsibilities teachers have to meet and help to increase the public appreciation of the work of educators in and for society.

The Framework on Standards of Professional practice provides a focus for:

- The Ministry of Education, Science and Technology regarding the accreditation of teacher preparation programs and the licensing of teachers.
- The Faculty of Education and academic faculties responsible for preparing, amending and delivering teacher preparation programs
- Students preparing to become teachers
- Teachers who seek support in their further professional development
- Supervisors, administrators, evaluators and mentors who need general criteria to define expectations and good performance.

2. Standards of Professional Practice

What should a Kosovar teacher be able to do?

What moral and professional attributes towards learning and learners do teachers in the 21st century need? What defines 'quality teaching'?

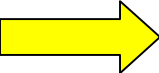
The following criteria shape a picture of quality teaching and the skills, knowledge and attributes needed and expected from teachers.

A teacher should be an **academically and professionally¹ trained** person, who

1. Is aware that teaching and learning are always influenced by the context in which they take place
2. Follows and implements the official curriculum
3. Knows his/her subject(s) well
4. Develop a broad repertoire of professional skills as a basis for his/her personal style
5. Plans and prepares his/her work carefully
6. Manages the classroom well
7. Creates a positive learning environment in the classroom
8. Knows and uses a variety of methods of learner assessment and evaluation
9. Sees him/herself as an agent of change
10. Promotes Democratic principles and Human Rights
11. Believes that permanent growth raises personal values.
12. Knows and understands the legal and moral foundations of his/her profession

¹ "**Academic**" refers to the education in the subject area(s) a teacher is specialized on, "**professional**" to all abilities and knowledge concerned with the art of how to teach: pedagogy, didactics, learning psychology, history of teaching etc. Both components are regarded to be essential!

3. Explanations: Describing the knowledge, skills, and attributes required in the Standards of Professional Practice



The 12 requirements given above are the result of extended discussions and considerations. Concrete examples and areas of application illustrate them.

All standards are interrelated: repetitions are left in the paragraphs on purpose.

1. Being aware that teaching and learning are always influenced by the context in which they take place.

- Is aware of students' variables and their impacts: age, gender, family situation, maturity, learning abilities and problems, previously learned knowledge, social situation, relationships among students, ethnic, cultural and linguistic background, mental states and conditions
- Takes into account school variables: resources availability, number of staff, class size and composition, support from colleagues and administrators, rooms and facilities
- Takes into account his/her own variables and their impacts: teaching and learning experiences, mental and physical state
- Is aware of variables concerning parents and the community and their impacts: parental involvement and support for the children's learning, socio-economic environment, multiculturalism, cooperation of school and other institutions, regional and over regional influences

2. Follow the official curriculum

- Knows the curriculum for his/her subject and is aware of its relations of other subjects to other subjects and to cross cutting issues like democratic values, life skills and environmental education.
- Bases his/her annual/monthly/weekly/daily planning on the curriculum.
- Uses his/her professional and academic knowledge to identify key concepts in each curriculum area to be covered (mastered?) and makes sure that these essentials are covered in his/her teaching
- Applies his/her professional and academic knowledge to develop learning units according to the needs and abilities of the learners
- Based on this knowledge of the learners' needs and abilities the teacher decides on the sequence of topics and the depths and breadth in which a subject area which he/she teaches

3. Know his/her subject(s) well

- Has profound academic knowledge of his/her subject
- Knows where to find and how to obtain expert knowledge on his/her subject if needed
- Informs him/herself on developments and changes in his/her subject(s)
- Knows how to reduce complex concepts to the level needed for the respective group of learners
- Knows about relations to other subjects and the everyday life relevance of the subject and its applications
- Knows about simple ways how the subject is learnt and taught (e.g. using experiments in natural sciences, linked to experiences in everyday life)

4. Develop a broad repertoire of professional skills as a basis for his/her personal style.

- Acknowledges that there are numerous models of teaching and learning and numerous methods of building learning
- Knows and applies a broad repertoire of methods and strategies of instructional planning, instruction, classroom management and evaluation
- Uses skills of observing, analysing and interpreting to adapt planning and teaching to the needs of the learner group and the situation
- Skilfully uses communication techniques in order to improve mutual understanding, conflict resolution and democratic decision making
- Compares styles of teaching by visiting numerous colleagues and reflecting on their style of teaching. Combines this with his/her own professional experience to improve his/her teaching.
- Is aware of why and how his/her way of speaking and moving can create a positive or negative atmosphere in the classroom (e.g. shouting, frowning, slamming the door). Uses nonverbal skills to improve the learning environment
- Bases his/her teaching on principles of democracy and Human rights
- Has understanding of how to address learners with special needs.

5. Plans his/her work carefully and professionally

- Knows the curriculum for his/her own subject, related subjects and cross cutting issues well
- Is able to define clear objectives (both academic and social) he/she wants the learners to achieve and initiates purposeful learning activities according to these objectives
- Bases planning on his/her knowledge of the learners' previous knowledge
- Constantly monitors the learners to be aware of their needs, strengths, weaknesses, interests and individual learning progress
- Has a profound knowledge of different teaching methods and ways to structure a lesson
- Has a profound knowledge of various techniques of how to monitor and evaluate learning to find out if and what has been learnt
- Knows how to apply knowledge in the classroom in an appropriate way to meet the students' needs and abilities and the standards required in the curriculum

6. Manages the classroom well

- Is aware of different models of a teachers' role and critically reflects on these models
- Knows the needs and abilities of the specific group of learners he/she is working with.
- Critically reflects upon his/her attitude towards learners and monitors his/her own teaching
- Knows about modes of group behaviour and strategies to structure and improve it
- Knows about child psychology and learning theory
- Is able to change a lesson plan based on his/her ongoing observation of the learners to meet the objectives of the lesson in another way.
- Offers a variety of learning activities to meet the needs of all learners including children with special needs

7. Creates a positive learning environment in the classroom

- Uses a variety of methods to engage students in learning and cooperation
- Creates a stimulating environment in the classroom by exhibiting students' work, models, pictures etc.
- Supports students' self-esteem and avoids embarrassing and frightening students
- Works on building a relationship of trust and cooperation with the students by
- Accepts ideas and criticism of students
- Involves students in decision making processes and is consistent in his/her behaviour and demands.
- Makes learning requirements and criteria for evaluation transparent for learners
- Takes the personal context of learners and the learning situation into consideration, assists students in personal problems within the limits of his/her professional abilities

8. Knows and uses a variety of methods of learner assessment and evaluation

- Understands principles of evaluation and monitoring and different methods of evaluation .
- Is able to do student monitoring, evaluation, keeping notes and reporting on student skills, needs and their individual development.
- Is able to use evaluation results to evaluate and improve his/her teaching and to support students in their learning.
- requirements for learning and evaluation criteria transparent to students.
- Goes beyond the evaluation of single oral or written tests, but includes observation of learners during group work, assessment of project work and team-working skills, assessment of communication skills and other areas
- Assesses not only products but also processes of learning
- Regularly communicates the results of students' assessment to their parents

9. Considers him/herself as an agent of change

- On classroom level: initiates innovations and promotes changes based on his/her professional judgement and knowledge
- Regards him/herself as responsible for the development and well-being of his/her learners
- On school level: involving colleagues, learners, parents and community in discussions and activities, which are aiming at improving school life and school environment.
- On a general level: Supports improvements of education and teaching on local, regional, national or international level.
- Supports network of development among educators on all levels.
- Follows regional and international developments and discussions on education, teaching and learning

10. Promotes Democratic principles and Human Rights

- Acts upon and promotes principles of tolerance and equality in the classroom, school and school environment
- Ensures equal rights and opportunities to all learners disregarding their gender, ethnic or religious background and origin
- Ensures that learners with special needs have the same right to education as others. This applies both to learners with learning difficulties or impairments and to learners with special talents and abilities.

11. Believes in constant personal and professional development

- Believes in the concept of life-long learning: No one is perfect, always someone can and needs to improve continuously
- Thinks critically about his/her own teaching and social behaviour, monitors and seeks to improve his/her own teaching based on the Standards of Professional Practice
- Constantly upgrades his/her professional and academic knowledge: e.g. by participating in seminars, by reading appropriate literature or by attending conferences.
- Tries to implement new technology as is available in the school and keeps informed on developments in technology and teaching aids,
- Consults and exchanges with colleagues, participates in school based or regional activities of professional development
- Cares for the professional and personal development of learners and colleagues, gives and accepts advice and feedback from them

12. Knows and understands the legal and moral foundations of his/her profession

- Knows and understands regulations and laws relevant for his/her profession.
- Follows changes in school law and regulations
- Knows and follows the formal or informal Codes of Ethics for teachers
- Knows about his/her responsibilities and duties as a teacher who may be seen as a moral model by learners and the community
- Follows and promotes the rules of the school or engages in improving these rules if needed

The New Curriculum Framework for Kosovo

The curriculum framework and its philosophy of teaching and learning does state a number of requirements a teacher must fulfil to work in accordance with the standards and objectives set by the curriculum framework. The key items are listed below. They correspond closely to the expectations drafted on the future teachers for Kosovo given above.

According to the New Curriculum Framework², teachers have to

- Understand the subject they are teaching.
- Act as facilitators of learning.
- Balance new and traditional methods of teaching and assessment.
- Apply constructivist approaches to teaching for learning.
- Develop higher order Intellectual skills.
- Use interactive pedagogy and learner-Centred Methodology.
- Give attention for identifying and developing the individual potential of each student.
- Help students to develop self-confidence, responsibility and social skills.
- Create and maintain a positive & warm learning environment in which children feel safe and comfortable.
- Foster the development of openness and tolerance.
- Use instructional planning for the development and implementation of curriculum.
- Create meaningful learning experiences for students.
- Ensure that special needs students have the same right to education as others
- Strive for life-long professional learning.
- Seek cooperation among teachers, and among teachers, family and the broader community.

² Chapters V and VI