

Invest in Quality Teachers



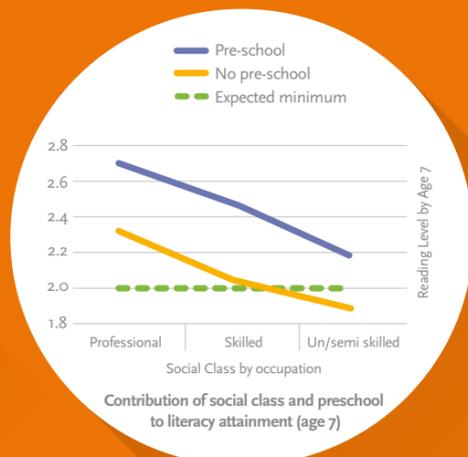
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The Evidence



Children with high quality teachers for three years in a row achieved 50% better results than those with low quality teachers for the same period of time. (*Eric Hanushek, 2002*)

Quality and duration of preschool programs directly impact learning outcomes. (*EPPE Study, 2011*)



A high quality preschool education improves the development of all children, especially for those with disadvantaged backgrounds, and it is the quality of the teacher which is the key to that education. (*Reynolds et al, 2011*)

The Impact

Quality Teachers

Children that have learned respectful and supportive **interactions** from the adults in their lives.

Strong **partnerships** between educators, families, and community members.

Children who learn to appreciate and value **diversity** and through daily experiences develop the skills to participate and interact.

Assessment and planning processes that enable every child to succeed.

Teaching strategies that reflect democratic values; cognitive development and academic achievement that in line with social development.

Children engaged in cooperative activities in a **secure and responsive environment**.

Teachers engaged in ongoing **personal and professional development**, who work with critical reflection while modeling enjoyment of lifelong learning.

Simple Equation

Qualified, motivated and supported teachers

=

High quality teaching

=

Happy, well-adjusted children



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To access the ISSA Quality Principles in English, French, Russian and Spanish, visit www.issa.nl.

To learn how to access the other resources in the Quality Resource Pack and how the Principles are promoted in different countries across Europe and Central Asia, contact ISSA's member organizations. Contact details are available on ISSA's website.

Why do quality teachers matter?

- Research shows us that children can learn twice as fast in high quality classrooms, and it is the quality of the teacher that is the key to the child's learning.
- A quality teacher can facilitate high performance in a child, regardless of the child's social background or the general quality of the school she/he attends.
- Preschool education provided by high quality teachers boosts the development of children from all social and ethnic backgrounds, laying a strong foundation for the rest of their education.

When investing in QUALITY, WHAT you invest in matters more than HOW MUCH you invest

- Provide policy support and funding for high quality pre-service and in-service training of early childhood educators.
- "A key feature of a competent system is the development of responsible and responsive practices that meet the needs of children and families in ever-changing societal contexts." (CoRe, 2011)
- Ensure good working conditions, appropriate wages, and paid time for professional development.
- Create competent ECD systems that develop reciprocal relationships between individuals and teams, institutions (preschools, schools, support services for children and families) and competent governance at the policy level. (CoRe, 2011)

Quality in the education system can be introduced through any of the below:

Structural Changes

- Establishing new educational institutions or schools
- Altering school years and levels
- Decentralizing systems of responsibilities

Increase in Resources

- Increasing professional staff in schools
- Providing new materials
- Increasing funding for education

Changes in Educational Processes

- Improving the way teachers teach and principals lead

But research indicates that improving the teacher's practices is the key to improving quality.

Teachers need to be provided with opportunities to:

- become aware of their professional strengths and weaknesses
- understand benchmarks of quality teaching practice
- discover intrinsic motivation to create positive change in their practice
- gain support from colleagues and other representatives of the education system while feeling safe and protected.

ISSA is a professional association with Members and Friends from more than 40 countries in Europe and Central Asia, dedicated to improving quality, equity and access in early childhood education and care. ISSA can support your efforts to improve quality through:

- A framework that defines quality practice for educators, addressing children's holistic development
- Support for consistency and continuity between pre- and in-service training of educators
- In-service training, external assessment and self-assessment, as well as ongoing pedagogical support
- Multiple professional development opportunities and support in early childhood development, inclusion and education for social justice
- Opportunities for peer learning and mutual support among educators and educational institutions at national and international levels
- Support in the development of competent systems that create and nurture high quality educators
- Space for dialogue between key actors in children's education.

To support the professional development of educators, ISSA has developed a **Quality Resource Pack**:

- Competent Educators of the 21st Century: Principles of Quality Pedagogy
- Putting Knowledge into Practice: A Guidebook for Professional Development
- Kindergarten Development Tool for Improving Quality of Practices in Kindergarten/School
- An Online Video Library on Quality Pedagogy
- Instrument for Assessing Quality Practices in Early Childhood Education Services for Children from 3–10 Years
- Online course on quality pedagogy for kindergarten 'Teachers that make difference'