Teacher Education and Training Policy in Mexico

Beatriz Pont, OECD
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Introduction
OECD-Mexico Agreement

Specific areas of work

- School management & social participation
- Teacher selection & recruitment
- Teacher education & training
- Teacher incentives
- Evaluation

Improving the quality of education
Teacher Education and Training

An introduction to the key issues

- Teachers in Mexico have a wide ranging background, difficult to know:
- Pre-primary/primary: 2/3 are university trained without specific teacher training
- 1/3 from “normales” or technical schools
- In secondary schools, most university graduates
- Quality of teachers and of teacher training may be measured by test to select teacher candidates: 62% did not pass the test in 2008.
Teaching skills and teaching experience
Country means of teacher self-efficacy and job satisfaction (2007-08)

[Graph showing the relationship between self-efficacy and job satisfaction across different countries, with points representing countries and a red arrow indicating the trend.]
The quality of the classroom environment (2007-08)

Percentage of lesson time spent teaching and learning

Classroom disciplinary climate: mean standardised factor score
Countries are ranked in descending order of the percentage of teachers whose principal reported considerable responsibility held at the school for selecting teachers for hire.
Source: OECD, Table 2.7.
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**Initial Teacher Training**

- 457 escuelas normales: 170,000 students (60% public/40% private)
- Bachelor degrees tertiary equivalent
- No research, infrastructure problems
- No recruitment requirements
- Often 2/3 choice
- Results: Test (CENEVAL): 27% insufficient
- Recognition: Constant improvement plans (PTF)
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Continuous training and development

• National Training Catalogue: 200 different courses designed and provided by SEP
• Training provided in Centro del Maestro (Teacher Centers) and SEP premises
• Other institutions, normales or universities provide training
• No budgets for school level training or development (maybe some programmes)
• Only these count for salary increases Carrera M
Figure 2.5. Percentage of teachers whose school principal reported that the following teacher behaviours hindered the provision of instruction in their school a lot or to some extent (2007-08)

Countries are ranked in descending order of the percentage of teachers reporting lack of pedagogical support as a factor hindering instruction. Source: OECD. Table 2.8.
Most teachers train for long duration

Figure 3.2. Comparison of the level and intensity of participation in professional development (2007-08)

Source: OECD. Table 3.1
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**High n. of days in training, still want more**

Figure 3.8 Comparison of unsatisfied demand for professional development and amount undertaken (2007-08)

Source: OECD. Tables 3.1 and 3.3
And they don’t take more for various reasons

Figure 3.14. Reasons for not taking more professional development  (2007-08)
Among those teachers who wanted more development they received (international averages)
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Financing: Pay all costs for longer programmes

Countries are ranked in descending order of percentage of teachers having paid all of the cost of development they took.

Source: OECD. Table 3.5a
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Reforms proposed by the Alianza

- The creation of the National System of Permanent Training and Professional Improvement of Active Teachers.
  - 80% of exams will be in math, science, Spanish, history, civic and ethical education. Higher education institutions will participate and the quality of their classes will be assessed. Acquired competencies will be certified independently.
  - Teachers for whom students show low levels in standardized tests (ENLACE) will have to take specially oriented classes.
  - From the 2008-2009 school year onwards, a new catalogue of courses, and examination session of higher education institutions for course assignment will be introduced.
- Professional skills (competences) certification.
- Strengthen professionalisation of primary school teachers and create five regional centres of academic excellence.
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The key challenges

- Quality and relevance of initial and continuing education
- Financing
- Matching supply with demand at the school level
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Preliminary recommendations

- Adopt a coherent long term vision to teacher initial education and continuing training: While initial teacher education covers less, continuing training should not have to compensate.

- **Initial teacher education**: select candidates, equip them with appropriate skills to fit school needs, ensure quality control of institutions, use accreditation test as standard for teacher initial education, ensure quality trainers.
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Preliminary recommendations

- Continuing training and development:
- Analyse skills, broaden supply in line with school based demands rather than based on National Catalogue
- Explore financial support mechanisms for teacher training
- Explore the development of regional education centers as a possibility
- Engage teachers in reform process to foster ownership and commitment.
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Key questions for the Steering Group

- What should be Mexico’s key priorities regarding teacher education and training, and what are the short and mid-term goals/visions?
- What are the advantages and disadvantages of the strategy followed by Mexico; and how can it be improved?
- What are the technical and the political enabling conditions that can make this strategy successful?
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The OECD Plan of Action

- Contribution to the creation of 5 Centres of Excellence for Teachers
- Analyse the current National Teacher Training and Development system and propose options for improvement
- Are these suitable outcomes to support developments in Mexico in this area? If so, how should they be consolidated?