



Guyana

TEACHERS

SABER Country Report
2012

Policy Goals

1. Setting Clear Expectations for Teachers

Expectations for students and teachers are clear, but teachers may not have enough time to focus on improving instruction.

Established



2. Attracting the Best into Teaching

Policies allow performance to inform career advancement, but low requirements may make it hard for the profession to attract and select the best candidates.

Emerging



3. Preparing Teachers with Useful Training And Experience

Teachers in Guyana may enter the profession provisionally with minimal preparation, making them less effective early in their career. Teacher training programs are brief compared to those of high-performing systems, but do incorporate classroom experience.

Established



4. Matching Teachers' Skills with Students' Needs

There are monetary incentives for teachers to work in hard-to-staff schools, but not for teachers in critical shortage subjects.

Emerging



5. Leading Teachers with Strong Principals

Principals must complete specific education requirements and administrative experience, but do not receive support through mentors. Principals do not receive performance pay.

Emerging



6. Monitoring Teaching and Learning

According to policy, teachers undergo annual performance evaluations, and student learning data informs teacher evaluations. Despite strong policies, expert respondents suggest a gap between policy and practice.

Established



7. Supporting Teachers to Improve Instruction

Teachers have to complete professional development once they have entered their career. The government officially recommends that teachers take part in professional development but does not focus on proven methods (e.g., teacher/school networks & practice-based methods).

Emerging



8. Motivating Teachers to Perform

Promotion opportunities are linked to teachers' performance, but performance cannot affect hiring and compensation decisions.

Emerging



Overview of SABER-Teachers

There is increasing interest across the globe in attracting, retaining, developing, and motivating great teachers. Student achievement has been found to correlate with economic and social progress (Hanushek & Woessmann 2007, 2009; Pritchett & Viarengo 2009; Campante & Glaeser 2009), and teachers are key: recent studies have shown that teacher quality is the main school-based predictor of student achievement and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged students (Hanushek & Rivkin 2010; Rivkin, et al. 2005; Nye et al. 2004; Rockoff 2004; Park & Hannum 2001; Sanders & Rivers 1996). However, achieving the right teacher policies to ensure that every classroom has a motivated, supported, and competent teacher remains a challenge, because evidence on the impacts of many teacher policies remains insufficient and scattered, the impact of many reforms depends on specific design features, and teacher policies can have very different impacts depending on the context and other education policies in place.

A new tool, *SABER-Teachers*, aims to help fill this gap by collecting, analyzing, synthesizing, and disseminating comprehensive information on teacher policies in primary and secondary education systems around the world. SABER-Teachers is a core component of SABER (Systems Approach for Better Education Results), an initiative launched by the Human Development Network of the World Bank. SABER collects information about different education systems' policy domains, analyzes it to identify common challenges and promising solutions, and makes it widely available to inform countries' decisions on where and how to invest in order to improve education quality.

SABER-Teachers collects data on ten core teacher policy areas to offer a comprehensive descriptive overview of the teacher policies that are in place in each participating education system (see Box 1). Data are collected in each participating education system by a specialized consultant using a questionnaire that ensures comparability of information across different education systems. Data collection focuses on the rules and regulations governing teacher management systems. This information is compiled in a comparative

database where interested stakeholders can access detailed information organized along relevant categories that describe how different education systems manage their teacher force, as well as copies of supporting documents. The full database is available at the SABER-Teacher website.

Box 1. Teacher policy areas for data collection

1. Requirements to enter and remain in teaching
2. Initial teacher education
3. Recruitment and employment
4. Teachers' workload and autonomy
5. Professional development
6. Compensation (salary and non-salary benefits)
7. Retirement rules and benefits
8. Monitoring and evaluation of teacher quality
9. Teacher representation and voice
10. School leadership

To offer informed policy guidance, SABER-Teachers analyzes the information collected to assess the extent to which the teacher policies of an education system are aligned with those policies that the research evidence to date has shown to have a positive effect on student achievement. SABER-Teachers analyzes the teacher policy data collected to assess each education system's progress in achieving 8 Teacher Policy Goals: 1. Setting clear expectations for teachers; 2. Attracting the best into teaching; 3. Preparing teachers with useful training and experience; 4. Matching teachers' skills with students' needs; 5. Leading teachers with strong principals; 6. Monitoring teaching and learning; 7. Supporting teachers to improve instruction; and 8. Motivating teachers to perform (see Figure 1).

Figure 1: 8 Teacher Policy Goals



The 8 Teacher Policy Goals are functions that all high-performing education systems fulfill to a certain extent in order to ensure that every classroom has a motivated, supported, and competent teacher. These goals were identified through a review of evidence of research studies on teacher policies, and the analysis of policies of top-performing and rapidly-improving education systems. Three criteria were used to identify them: teacher policy goals had to be (i) linked to student performance through empirical evidence, (ii) a priority for resource allocation, and (iii) actionable, that is, actions governments can take to improve education policy. The eight teacher policy goals exclude other objectives that countries might want to pursue to increase the effectiveness of their teachers, but on which there is to date insufficient empirical evidence to make specific policy recommendations.

By classifying countries according to their performance on each of the 8 Teacher Policy Goals, SABER-Teachers can help diagnose the key challenges that countries face in ensuring they have effective teachers. For each policy goal, the SABER-Teachers team identified policy levers (actions that governments can take to reach these goals) and indicators (which measure the extent to which governments are making effective use of these policy levers). Using these policy levers and indicators, SABER-Teachers classifies education systems' performance on each of the eight teacher policy goals using a four-category scale (latent, emerging,

established, and advanced), which describes the extent to which a given education system has in place teacher policies that are known to be related to improved student outcomes. The main objective of this assessment is to identify the strengths and weaknesses of the teacher policies of an education system and pinpoint possible areas for improvement. For a more detailed report on the eight teacher policy goals, policy levers and indicators, as well as the evidence base supporting them, see Vegas *et al.* (2012).

The main focus of SABER-Teachers is on policy design, rather than on policy implementation. SABER-Teachers analyzes the teacher policies formally adopted by education systems. However, policies “on the ground”, that is, policies as they are actually implemented, may differ quite substantially from policies as originally designed, and in fact they often do so, due to the political economy of the reform process, lack of capacity of the organizations in charge of implementing them, or the interaction between these policies and specific contextual factors. Since SABER-Teachers collects limited data on policy implementation, the assessment of teacher policies presented in this report needs to be complemented with detailed information that describes the actual configuration of teacher policies on the ground.

This report presents results of the application of SABER-Teachers in Guyana. It describes Guyana's performance in each of the 8 Teacher Policy Goals, alongside comparative information from education systems that have consistently scored high results in international student achievement tests and have participated in SABER-Teachers. Additional detailed descriptive information on Guyana's and other education systems' teacher policies can be found on the SABER-Teachers website.

Guyana’s Teacher Policy System Results

Goal 1: Setting clear expectations for teachers

Established ●●●○

Setting clear expectations for student and teacher performance is important to guide teachers’ daily work and align necessary resources to make sure that teachers can constantly improve instructional practice. In addition, clear expectations can help ensure there is coherence among different key aspects of the teaching profession, such as teacher initial education, professional development, and teacher appraisal.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) clear expectations for what students should know and be able to do, and how teachers can help students reach these goals; (2) useful guidance on teachers’ use of time to be able to improve instruction at the school level.

In Guyana, there are clear expectations for what students and teachers are supposed to do. Guyana has defined a set of national standards that inform teachers of required subject content and measurable indicators of learning that should be achieved by students at different grades. In addition, the tasks that teachers are expected to carry out are officially stipulated and recognize the diversity of teacher tasks outside of basic instruction.

Guyana’s policies recognize the diversity of teacher tasks. Laws and regulations in Guyana recognize the diverse responsibilities of teachers, including teaching, supervising students, supporting other teachers, collaborating on school plans, taking part in internal evaluations, and conducting administrative tasks.

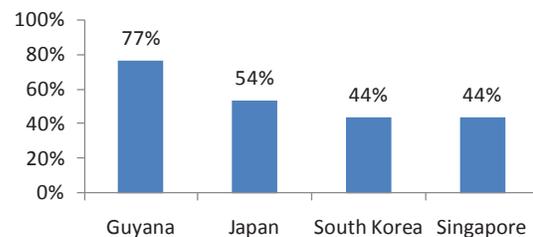
To ensure time spent teaching is used most effectively, teachers need working time allotted for their other duties. In high-performing systems, up to 50 percent of teachers’ work time is committed to preparing effective lessons and conducting administrative duties. High-performers such as Singapore focus most of the non-teaching time on professional development and curriculum planning.

Guyana’s policies, by contrast, provide limited time outside of teaching. Seventy-seven percent of their working time is officially committed to teaching, 15 percent to preparing lessons, and the remainder to administrative and extracurricular duties.

Figure 2. Official Teacher Tasks

	Guyana	Japan	Shanghai	Singapore
Support peers	✓	✓		✓
Collaborate on school plan	✓	✓	✓	✓
Design curriculum		✓		✓
Evaluate school	✓	✓		✓

Figure 3. Official Time Spent Teaching



Source: SABER-Teacher Data; OECD (2010)

Goal 2: Attracting the best into teaching

Emerging ●●○○

The structure and characteristics of the teaching career can make it more or less attractive for talented individuals to decide to become teachers. Talented people may be more inclined to become teachers if they see that entry requirements are on par with those of well-regarded professions, if compensation and working conditions are adequate, and if there are attractive career opportunities for them to develop as professionals.

SABER-Teachers considers four policy levers school systems can use to reach this goal: (1) requirements to enter the teaching profession; (2) competitive pay; (3) appealing working conditions; and (4) attractive career opportunities.

In Guyana, new teachers are required to complete a two-year postsecondary program. Teachers in Guyana must complete a two-year associate’s degree, which may count as two years towards a bachelor’s degree. In addition, they are required to satisfactorily complete a written test, practicum, and practice-based assessment. These requirements may communicate that the career has higher prestige than no postsecondary education, but less than those that require a bachelor’s degree.

There are multiple paths to enter the teaching profession, which broadens the pool of potential teachers. In Guyana, there are several ways teachers may acquire the necessary skills to enter the profession: they may acquire the two-year associate’s degree or acquire a teaching certificate after attaining a bachelor’s degree. This allows professionals who did not decide to enter the profession at the beginning of their career or have a nontraditional career path to become teachers. Similarly, successful education systems offer multiple paths to ensure a competitive pool of teacher candidates (Figure 4).

Teacher compensation includes benefits but does not vary with performance. Teacher pay is subject to a specific scale that does not account for teacher effort or results. As a result, people who could become tomorrow’s high-performing teachers may instead

enter professions that provide greater rewards for their strongest professionals.

Working conditions may be unattractive. Working conditions, such as student-teacher ratios and the physical condition of schools, play a role in job satisfaction. In Guyana, potential teachers may choose to work in professions in more attractive environments. While there are school facility standards, results of systematic monitoring are not available. Guyana’s primary and secondary school teacher ratios are 26 and 22, respectively, which approach our expectation of minimum adequacy.

Effective teachers have some opportunities to grow and advance in their careers. Opportunities for growth over a lifetime attract talented people to the career and raise the prestige of the profession. In Shanghai, talented members of the profession may later become administrative leaders or curriculum specialists. In Guyana, teachers may apply to become principals but not academic specialists. Policies in Guyana do allow past performance to inform career advancement.

Figure 4. Models of Teacher Preparation

	Guyana	Japan	Shanghai	Singapore	South Korea
Concurrent model	✓		✓	✓	✓
Consecutive model	✓	✓		✓	✓
Alternative model	✓		✓		

Source: SABER-Teacher Data (2012)

Goal 3: Preparing Teachers with Useful Training and Experience

Established ●●●○

Equipping teachers with the skills they need to succeed in the classroom is crucial. Teachers need subject matter and pedagogic knowledge, as well as classroom management skills and lots of teaching practice in order to be successful in the classroom. In addition, preparation puts all teachers on an equal footing, giving them a common framework to improve their practice.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) minimum standards for pre-service training programs; (2) required classroom experience for all teachers.

Pre-service training is required in Guyana before the first year of teaching. In most countries, one must complete coursework and other requirements before becoming a teacher. In Guyana, teachers are recruited into the profession, and then must complete their training within a set number of years. Teachers working provisionally therefore may have had no coursework and may not even have seen the material they are teaching, since they studied in the same course.

Within their first years of teaching, all teachers are required to complete a program at a technical training college below the bachelor’s level (ISCED 4A). By contrast, high-performing systems require a bachelor’s degree (ISCED 5A) or higher before entry into the profession.

Teacher entrants are required to have substantial practical experience through a mentoring program. The more practical experience teacher entrants have, the better prepared they will be for their job. In Guyana, policies require that teacher training programs incorporate classroom experience. In addition, student teachers can develop classroom experience through mentoring programs once they have started their first job. Teachers in Guyana are required to attend mentoring programs for a period between one to two years. These programs have the potential to make

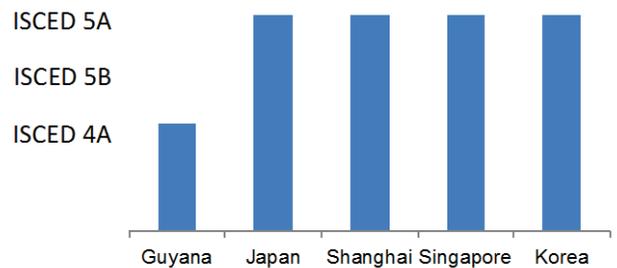
teachers more effective in the classroom and reduce teacher turnover.

Figure 5. Requirements to enter the profession

	Guyana	Japan	Shanghai	Singapore
Pass written test	✓	✓	✓	
Interview-stage assessment	✓	✓	✓	✓
Minimum practical experience	✓	✓		✓
Assessment based on practical experience	✓	✓		✓

Source: SABER-Teacher Data (2012)

Figure 6. Minimum education requirements



Source: SABER-Teacher Data (2012)

Goal 4: Matching teachers’ skills with students’ needs

Emerging ●●○○

Ensuring that teachers work in schools where their skills are most needed is important for equity and efficiency. First, it is a way of ensuring teachers are distributed as efficiently as possible, making sure that there are no shortages of qualified teachers at any given grade, education level, or subject. Second, it is a means of ensuring all students in a school system have an equal opportunity to learn. Without purposeful allocation systems, it is likely that teachers will gravitate towards schools serving better-off students or located in more desirable areas, deepening inequalities in the system.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) incentives for teachers to work in hard-to-staff schools; and (2) incentives for teachers to teach critical shortage areas.

Incentives to work in hard-to-staff schools exist, but transfer policies may hinder equitable teacher distribution. Attracting effective teachers to work in hard-to-staff schools, which may serve students from disadvantaged populations, is a challenge for many countries and often requires a complex set of incentives. The government of Guyana provides bonuses and housing allowances for teachers in remote areas, which may attract more teachers to them. Using seniority as a basis for approving transfer requests may permit the most seasoned teachers to leave hard-to-staff schools, leaving less experienced and potentially less capable teachers at underserved schools. In Guyana, transfers are determined exclusively by job title and years of experience, which may contribute to inequitable teacher sorting.

Guyana has formally identified subjects with insufficient teachers but has no policies to meet the shortage. In almost all countries, teachers of certain subjects are of particularly high demand. Respondents in Guyana identified a shortage of teachers in certain subjects such as French. While policies recognize shortage subjects, they do not provide incentives to increase the supply of teachers of those subjects. High performers identify, monitor, and use incentives to

attract teachers of shortage subjects. For example, when the United Kingdom faced shortages of mathematics and science teachers, they offered payments to people studying to become teachers in those subjects to defray education costs (OECD, 2011).

Figure 7. Incentives to teach shortage subjects¹

	Guyana	Japan	Shanghai	South Korea
Formal identification of shortage subjects		✓	✓	✓
Higher basic salary		✓		
Monetary bonus			✓	
Subsidized education			✓	

Source: SABER-Teachers Data.

Figure 8. Incentives to teach in hard-to-staff schools¹

	Guyana	Japan	Shanghai	South Korea
Promotion opportunities			✓	✓
Higher basic salary		✓		
Monetary Bonus	✓	✓	✓	
Subsidized education			✓	

Source: SABER-Teacher Data.

Box 2: Addressing shortage subjects

Subject-specific shortages may result in teachers serving that are not trained in the subject and cannot effectively teach it, classroom crowding in those subjects, or important subjects not being offered. In Singapore, where entry to the profession is competitive, authorities manage the number of teacher candidates allowed to enter each year based on the system’s needs. In Chile and England, teacher candidates of shortage subjects receive remuneration for education costs. In other systems, math and science teachers receive higher pay to decrease the likelihood of them leaving the teaching profession for more lucrative work.

¹ Note: Singapore has no specific deployment school and subject incentives but instead centrally manages teacher deployment

Goal 5: Leading Teachers with Strong Principals

Established ●●●○

The quality of school leaders is second only to classroom teaching as a predictor of student learning (Eberts & Stone 1988; Leithwood, et al. 2006). Quality principals attract and retain quality teachers (Boyd, et al. 2009; Ingersoll 2001a, 2001b; Papa Jr., Lankford & Wyckoff 2002). In addition, capable principals can spearhead much-needed change at the school level, so having strong leaders is important not only to ensure acceptable levels of performance but also to drive improvements. Finally, good principals can facilitate teachers’ work and continuous improvement. The more capable a principal is, the more he or she can support teachers, create a sense of community, make teachers feel valued and ease their anxiety about external pressures (Mulford 2003).

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) education system’s investment in developing qualified school leaders; (2) decision-making authority for school principals to support and improve instructional practice.

Principals in Guyana must complete specific coursework but may lack practical training. Virtually all high-performing countries require that teachers have an educational level equivalent to ISCED 5A (a Bachelor’s degree), and some systems, such as Finland, require in addition a research-based master’s degree (OECD 2011). Guyana requires principals to have a least 4 years of professional teaching experience, possess a four-year non-research-based degree (ISCED 5B), and complete a written test. Principals are also required to have 3 years of administrative experience. They are not required to take part in internship or mentoring programs. Most high-performing systems require participation in an internship or mentoring program to help new principals learn from the experience of others.

Additionally, some high-performing systems provide incentives for principals to improve school quality. Guyana does not provide any such incentives.

Principals are expected to support teachers in improving their instruction. Once education systems get talented candidates to become principals, they need to structure their time to focus on improving instruction (OECD 2012, Barber & Mourshed 2007). High-performing education systems such as Finland, Ontario, and Singapore think of their principals as instructional leaders. Principals are expected to be knowledgeable in teaching and curriculum matters, as well as to provide guidance and support to teachers. They evaluate teachers, provide feedback, assess the school’s needs for professional development, and direct instructional resources where they are most needed (Darling-Hammond & Rothman 2011). Principals in Guyana are officially expected to support teachers to improve instruction and their classroom practice. Principals are expected to serve as leaders in their schools, and take part in teacher and school evaluations, enumerating teacher responsibilities.

Figure 9. Requirements to become a Principal

	Guyana	Japan	Shanghai	Singapore	South Korea
Specific coursework	✓	✓		✓	✓
Internship		✓	✓	✓	✓
Mentoring program		✓	✓	✓	✓

Source: SABER-Teachers Data.

Goal 6: Monitoring Teaching and Learning

Established ●●●○

Assessing how well teachers are teaching and whether students are learning is essential to devise strategies for improving teaching and learning. First, identifying low-performing teachers and students is critical for education systems to be able to provide struggling classrooms with adequate support to improve. Second, teacher and student evaluation also helps identify good practices which can be shared across the system to improve school performance.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) availability of data on student achievement in order to inform teaching and policy; (2) adequate systems to monitor teacher performance; (3) multiple mechanisms to evaluate teacher performance.

Some methods exist to monitor student performance throughout the system. National student assessments can help authorities identify student groups, schools, and classes that are in need of attention. Guyana conducts national assessments at grades 2, 4, 6, and 9 and the student learning data can be linked to individual teachers. According to policy, these data are designed to inform policy makers to improve pedagogical design and teachers to improve their classroom practice.

Teachers evaluations may be used to inform the work of teachers and policy makers. In Guyana policies require teachers to participate in four performance evaluations per year by principals. The results are reported to authorities but cannot be tracked over time (Figure 10). While centralizing information permits authorities to see overall teacher performance, an inability to track over time may limit the data’s usefulness.

Policies make use of multiple mechanisms to evaluate teacher performance. Research suggests that no single method of evaluating teacher performance is foolproof and so most high-performing systems conduct teacher evaluations using a variety of mechanisms of data collection and varied criteria for assessment. In Guyana, policy stipulates performance evaluations must

incorporate input from principals and colleagues as well as include classroom observations. The most effective evaluation methods make use of student achievement data and external evaluators.

Similar to policies of high-performing countries, Guyana’s policies specify a variety of criteria for assessing performance. These include: subject matter knowledge, teaching methods, student assessment methods, and student academic achievement.

Figure 10. Methods Used to Monitor Teachers

	Guyana	Japan	Shanghai	Singapore	South Korea
Required performance evaluations	✓	✓	✓	✓	✓
Performance monitored by authorities		✓	✓	✓	✓
Teachers can be tracked over time		✓	✓	✓	✓

Source: SABER-Teachers Data

Goal 7: Supporting teachers to improve instruction

Emerging ●●○○

Support systems are necessary to help improve instruction at the school level. In order to constantly improve instructional practice, teachers and schools need to be able to analyze specific challenges they face in classroom teaching, have access to information on best practices to address these challenges, and receive specific external support tailored to their needs.

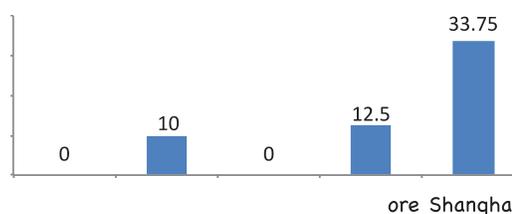
SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) availability of opportunities for teacher professional development; (2) teacher professional development activities that are collaborative and focused on instructional improvement; (3) making sure teacher professional development is assigned based on perceived needs.

Teachers are required to take part in 36 hours of professional development annually. Teachers in Guyana are required to take part 180 hours in continuous professional development over the course of five years. Many high-performing countries require 72 hours of professional development for teachers: systems with low education requirements to enter the profession often require more professional development to remain in the profession.

Policies do not encourage the most effective professional development activities. Professional development that is collaborative and provides opportunities for the analysis in-situ of instructional practice have a more profound effect on teacher practice (Darling-Hammond & Bransford, 2005). While Guyana makes use of practice classrooms and mentor teachers in the initial preparation of teachers, continuous professional development methods are limited to courses. High-performing systems use professional development activities that are practice oriented, including teacher networks, visits to observe highly effective teachers, and mentoring or coaching opportunities (Figure 12).

Policies do permit assigning professional development based on individual needs. To ensure support is customized to each teacher’s needs, high performing systems use performance evaluations to develop customized professional development plans or assign mentors. In Guyana, teachers can be assigned professional development based on their performance evaluation. Additionally, teachers who receive an unsatisfactory evaluation can be assigned a supervisor or mentor.

Figure 11. Required days per year of professional development



Source: SABER-Teachers Data.

Figure 12. Use of Highly Effective Professional Development Methods

	Guyana	Japan	Shanghai	Singapore
Observation visits		✓	✓	✓
Teacher networks		✓	✓	✓
School networks		✓	✓	✓
Research		✓		✓
Mentoring or coaching		✓	✓	✓

Source: SABER-Teachers Data.

Goal 8: Motivating teachers to perform

Emerging ●●○○

Adequate incentives for teachers can contribute to effective teaching and learning. First, incentives are a way for school systems to signal their seriousness in achieving certain goals. The more aligned incentives are with the behaviors and outcomes they want to produce in teaching, the more likely they will obtain them. Second, incentives are also a way to recognize teachers’ work. Teaching is a challenging job and incentives can let teachers know that the results they have achieved are valued so that they continue working hard to sustain them. Finally, some types of incentives can also influence the profile of the teaching profession and make it more competitive, dynamic, and performance-driven.

SABER - Teachers considers three policy levers school systems can use to reach this goal: (1) linking career opportunities to teachers’ performance; (2) having mechanisms to hold teachers accountable; (3) linking teacher compensation to performance.

Promotions, but not hiring decisions, are informed by performance. To ensure teachers are capable before granting them long-term contracts, authorities need both a probation period upon initial hires and the right to not offer long-term contracts to teachers who do not perform during the probation period. In Guyana there is a mandatory probation period, but performance on the job does not factor into whether teachers receive appointments. Promotions decisions, however, are informed by past performance.

Misconduct can result in dismissal of teachers, and some positive standards exist to remain a teacher. Requiring teachers to meet some standards in order to remain in the teaching profession can facilitate the removal of ineffective teachers. Employed teachers are not required to participate in performance evaluations, but professional development is required to remain a certified teacher.

Additionally, it is vital to be able to remove unsafe teachers from the profession, and Guyana does have policies allowing dismissal for misconduct, child abuse, absenteeism, and poor performance.

Teacher compensation is not linked to performance. To align teacher incentives, systems that are most effective at motivating teachers provide incentives to perform well by providing incentives (e.g. performance bonuses). In Guyana high-performing teachers do not receive bonuses as rewards for exemplary performance, nor do performance evaluations have any effect on teacher compensation.

Figure 13. Employment decisions influenced by performance

	Guyana	Japan	Shanghai	Singapore	South Korea
Open-ended contracts			✓	✓	
Teacher compensation			✓	✓	✓
Promotions	✓	✓	✓	✓	✓

Source: SABER-Teachers Data

Policy Options

Building on the above snapshot of key teacher policies, this section offers some options to strengthen Guyana's teacher policy framework.

Goal 2: Attracting the best into teaching

Teachers may enter the profession with no formal training and only two years of training are necessary to remain, which may suggest that it is not a prestigious profession.

- Guyana has recently streamlined the process for teachers to acquire a bachelor's degree. Raising the level of education may increase the prestige of the profession in the long term.
- Authorities may want to investigate whether or not teacher compensation on average, and over a teacher's career, is competitive with other skilled professions.

Goal 4: Matching teacher' skills with students' needs

Although incentives exist for hard-to-staff schools, incentives do not exist for shortage subjects.

- Providing greater career opportunities, compensation, or other incentives for teachers of critical shortage subjects (such as science) may increase their supply.

Goal 5: Leading teachers with strong principals

Principals do not receive training beyond coursework, which could teach them how to be more effective leaders.

- Requiring principals to undergo induction or mentoring programs under the guidance of seasoned school leaders could help them be more effective.

Goal 7: Supporting teachers to improve instruction

While primary and secondary school teachers are required to participate in professional development, it

is offered through traditional coursework and distance learning.

- By shifting professional development that focuses on teacher practice, professional development may be more likely to improve teacher's work in the classroom.
- If required professional development included directly with visiting curriculum specialists, they could receive tailored and practical assistance.

Goal 8: Motivating teachers to perform

Guyana requires probation periods of new teachers, but does not decide hiring or compensation based on performance.

- Guyana could allow required performance evaluations to inform a portion of teacher compensation.
- Guyana could use performance during probation periods to inform long-term hiring decisions.

Acknowledgements

This report was prepared by Andrew Trembley (Consultant, HDNED), with inputs from Mary E. Breeding, (Consultant, HDNED), Analia Jaimovich (Consultant, HDNED), Emiliana Vegas (former Lead Economist, HDNED), and under the direction of Halsey Rogers (Lead Economist, HDNED). The team would also like to thank Walter Alexander for assistance with data collection. Finally, the report also benefited from the collaboration of Hongyu Yang (Operations Officer, LCSHE).

References

- Campante, F. & Glaeser, E. L. (2009). "Yet Another Tale of Two Cities: Buenos Aires and Chicago." NBER Working Paper 15104. Cambridge, MA: National Bureau of Economic Research (NBER).
- Darling-Hammond, Linda. (2000). "How Teacher Education Matters." *Journal of Teacher Education*, 51(3), 166-173.
- Hanushek, E. A., & S. G. Rivkin. (2010). "Generalizations about Using Value-Added Measures of Teacher Quality." *American Economic Review*. 100 (2): 267–71.
- Hanushek, E. & Woessmann (2007). "Education Quality and Economic Growth." Washington, DC: The World Bank.
- Hanushek, E. & Woessmann (2009). "Schooling, Cognitive Skills, and the Latin American Growth Puzzle." NBER Working Paper 15066. Cambridge, MA: National Bureau of Economic Research (NBER).
- Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). "How Large Are Teacher Effects?". *Educational Evaluation and Policy Analysis*, 26(3), 237-257.
- Park, A., & Hannum, E. (2001). "Do Teachers Affect Learning in Developing Countries?: Evidence from Matched Student-Teacher Data from China." *Paper presented at the Conference Rethinking Social Science Research on the Developing World in the 21st Century*. Park City, Utah: Social Science Research Council.
- Pritchett, L. & Viarengo, M. (2009). "Producing Superstars for the Economic Mundial: The Mexican Predicament with Quality of Education. PEPG Working Paper 09-01. Cambridge, MA: Program on Education Policy and Governance (PEPG).
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). "Teachers, Schools and Student Achievement." *Econometrica*, 73(2), 417-458.
- Rockoff, J. E. (2004). "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data." *American Economic Review*, 94(2), 247-252.
- Sanders, W. L., & Rivers, J. C. (1996). "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement." *Research Progress Report*. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.
- Vegas, E., et al. (2012) *What matters most in teacher policies? A framework for building a more effective teaching profession*. Washington, DC: The World Bank.

The Systems Approach for Better Education Results (SABER) initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on Teacher Policy.

This work is a product of the staff of The World Bank with external contributions. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of The World Bank, its Board of Executive Directors, or the governments they represent. The World Bank does not guarantee the accuracy of the data included in this work. The boundaries, colors, denominations, and other information shown on any map in this work do not imply any judgment on the part of The World Bank concerning the legal status of any territory or the endorsement or acceptance of such boundaries.

