

The Teacher Education Law is designed to develop a pool of qualified teachers for pre-schools, primary schools and secondary schools. Potential candidates are recruited from teacher-training institutions and programs and colleges/universities that offer a teacher-training curriculum.

These teacher training programs recruit qualified students at the undergraduate, masters and doctoral levels. Eligible candidates must complete a curriculum which covers regular courses, specialty courses and pedagogy courses, after which they must attend a 6-month internship, at the end of which if they pass the teacher certification assessment, they will receive official certification. Only candidates who have obtained this certification are eligible to participate in screenings held by local governments for positions in teaching and administration at the secondary, primary and preschool education levels.

# TEACHERS' QUALIFICATIONS



## Key Policies and Future Plans:

**1.**

The establishment of a Teacher Preparation & Arts Education Unit, which will integrate resources from the educational arms of local and central governments, together with teacher-training colleges/universities and institutions of primary and secondary education, so as to train teachers for all educational levels.

**2.**

The Ministry will finetune the Teacher Education Law, especially in the areas of pre-employment training, on-the-job training, and professional development, as well as take into consideration society's expectations and demand for quality teachers.

**3.**

The implementation of the Teacher Professionalism Index and the Teacher



Professional Performance Index for teachers at all educational levels to encourage teachers to enhance their teaching skills and professional knowledge.

4.

The Ministry will encourage teacher-training colleges/universities to each develop areas of specialization and establish an educational resource exchange platform that will allow different institutions to share resources.

5.

The Ministry will develop a mechanism to evaluate the supply and demand of teachers so as to be able to tweak the number of teachers it trains and ensure superior quality.

6.

The Ministry will provide scholarships and grants to encourage talented students to enter teacher-training programs and also to entice teachers to serve in schools located in remote areas.



7.

The Ministry will set up an evaluation system to be applied to all teacher-training institutions so as to ensure that only qualified faculty possessing up-to-date professional knowledge take part in training teacher candidates.

8.

The Ministry will promote a comprehensive teacher evaluation system as well as build follow-up professional development mechanisms to address deficiencies exposed by evaluation results.

9.

The Ministry will promote curriculum development at the senior high school level and provide professional development opportunities for teachers.

10.

The Ministry will maintain a website for professional development for in-service teachers and encourage teacher-training colleges/universities to offer on-the-job training programs for teachers. These universities will also be funded by the Ministry to organize seminars and provide counseling to local teachers.

11.

In anticipation of an aging society and the implementation of 12-year Basic Education, the Ministry has asked the three major teacher-training colleges/universities to set up an academically-sound professional development platform for in-service teachers.

12.

The central government, local government entities, teacher-training colleges/universities and local schools will form a partnership to train primary school teachers. This four-way partnership is expected to provide vertical integration of teacher supply and professional training.

