

Concept Note

**A Collaborative Global Survey on the Capacities of Teacher Education Institutions (TEI)
in delivering and promoting Teacher Education & Development (TED)**

Summary

This concept note proposes a survey that would address a missing dimension of global education workforce planning: the capacity of teacher education institutions (TEIs) to build and maintain the professional pathways through which teachers and other educators enter, develop within, and move through the education profession.

This note describes several domains and topics within the proposed global fact-finding survey that would report on the characteristics of the initial teacher education (ITE) programs and organized continuing professional development (CPD) programs offered by teacher education institutions (TEI). The survey would report on current numbers of classroom teachers as well as other educators currently enrolled in several different professional pathways leading into and through the various stages of the education workforce. A section of the survey would report on related roles of teacher education institutions in community partnerships supporting innovations, in local and other types of research and in promoting/providing educational leadership within their jurisdictions. A concluding section would examine how they extend to which long-term workforce planning and development is taking place in the jurisdictions from the perspective of the respondents, deans of education or their designates.

This concept note has three parts:

- A. Background and Rationale for the Survey
- B. Concepts and Topics to Be Developed
 - Initial Teacher Education (ITE) Programs
 - Continuing Professional Development (CPD) Programs
 - Post-Graduate Degree (PGD) Programs
 - Research, Innovation, Community Service & Other Roles of TEIs
 - Workforce Development and Planning
- C. Mapping the Pathways into and Through the Education Ecosystem

The survey would be developed jointly by several global organizations concerned with teacher education and development. The funding and data collection would be undertaken by several global, regional and national organizations. The respondents to the survey would be deans of education or their designates.

The Global Network of Deans of Education (GNDE) and its regional and national affiliates would facilitate the project in cooperation with several partners. GNDE is well placed to secure the cooperation of respondents and to manage any ethics/privacy protocols.

The survey will provide urgently needed data on the current capacity of teacher education institutions (TEI) and other similar recognized agencies to prepare the education workforce. It will respond to and build upon the calls for such information coming from the World Summit on Teachers, the SDG4 High Level Steering Committee, the International Teacher Task Force, the World Bank and others. A global

report as well as regional/national and context focused reports will be published in cooperation with project partners.

Experts in teacher education institutions will be encouraged to undertake analyses of the data and related studies. These analyses and studies include examinations of different income levels, governance arrangements, geographic contexts, workforce pressures, and models of teacher education. Such analyses could also examine where pathways connect well, where capacity becomes constrained, where people are lost, and where quality or equity is at risk.

Consultations and agreements related to the partnerships and funding of different groupings of respondents will be completed by December 2026. The survey will be administered beginning in January 2027.

A. Background and Rationale

The recent [World Summit on Teachers](#) has underlined the urgency of the massive teacher shortages as have several other reports. Understandably, these reports have addressed many of the causes of the shortages, including inadequate education funding, working conditions and high teacher turnover rates and low professional status of teachers. The initial report on [financing the teaching profession](#) and the [Santiago Consensus](#) have provided high-quality guidance on the steps that can be taken to raise the status of the profession and increase the supply of teachers

This survey is intended to take a quantitative approach to document and understand the current capacities of Teacher Education Institutions (TEI) to recruit, educate, induct and, along with other agencies and help to continuously develop educators as they progress through the different stages and pathways in their career-long journey.

The need for basic information on the various pathways into teaching and education is urgent

The often-cited number of classroom teachers needed (44 million by 2030) is shocking. Several actions are being pursued, including funding, improving working conditions and raising the professional status of teachers. Yet, there is little global attention being paid to the formal pathways used in every jurisdiction to prepare teachers and other educators for these new and existing positions. We know the numbers of teachers we will need. However, we have few ideas about how many are or will need to be prepared. Education systems have suffered through this before, with shortages appearing apparently by surprise. Education systems should no longer suffer from haphazard, boom or bust cycles that can be mitigated by proper workforce planning and development.

Of particular and significant concern, is the lack of recent, reliable data on the status of initial teacher education (ITE) programs as well as the reach of and participation of classroom teachers and other educators in continuing professional development. Further, there is similar need for reliable data on other educators, including those from other sectors.

There is very little discussion of the numbers of teachers and educators being educated initially and in continuing professional development. Similarly, there is almost no discussion of how many jurisdictions actually have long term work force development plans and programs.

The Global Policy Context on Data on Teacher Education and Development

Sustainable Development Goal (SDG) target 4.c states: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States. Data has been collected regularly to monitor progress on this indicator,

The [International Standard Classification of Teacher Training Programmes \(ISCED-T\)](#) was developed in 2021 to offer a solution, through the definition of internationally agreed categories which will support the production of cross-nationally comparable statistics on teacher training. However, several problems have occurred due to differing interpretations of what is meant by “trained” and “qualified” as well in country capacities to regularly collect such data on teachers.

In August 2025, the [High Level Steering Committee](#) (HLSC) responsible for monitoring SDG4 progress has requested the [Education Data and Statistics Commission](#) (formerly the Technical Coordinating Group) to develop policy indicators related to the teaching profession such as teachers’ status, career, professional development, working conditions, voices and participation in its policy indicator development work.

In April 2026, the Education Data and Statistics Commission (EDSC) considered a paper on [Refining SDG Target 4.c indicators. Conceptual and methodological considerations](#).¹ The paper reviewed the earlier difficulties in reporting on teacher preparedness. It proposed two changes (p7). The first changes the term “qualified” to “academically qualified” and clarifies it to mean “bachelor’s or equivalent, ISCED 6) required to teach”. The second clarification appears to define what it means to be “professionally qualified” to capture the original intent of the indicator (i.e. whether teachers had received dedicated pedagogical training). However, the paper does not define any duration or content minimums for such pedagogical training.

This is important context for the preparation of the survey. The survey will be collecting data from the perspective of the primary providers of ITE. It should be feasible to ask if the TEI has any requirements for levels of schooling (academic qualifications) to graduate from different ITE programs. However, the survey questions should likely determine the duration and content of the training to provide pedagogical knowledge and skills. And whether, this meets any government requirements for such professional qualifications.

Another aspect discussed in the EDSC paper dealt with Target 4.c.7 (which was to report on the percentage of teachers who received in-service training in the past 12 months.) The paper suggests that it is not possible to rely on comparative data, so it suggests that this indicator report on the “Percentage of countries with a national legal or regulatory framework mandating Continuous Professional Development (CPD) for teachers and the minimum annual statutory CPD (hours/days) required per teacher per year. The survey should again focus on the role of the TEO as a provider and ask questions about the CPD programs and activities offered and estimated number of participants (and possibly the source of funding for such CPD

The data from this survey would help or follow up on several initiatives

¹ UN Education Data and Statistics Commission, (2026) [Refining SDG Target 4.c indicators: conceptual and methodological considerations](#) p7 Montreal, UNESCO Institute for Statistics

There are several ongoing or recent global, regional and national initiatives that can be approached as collaborators, for funding, guidance and even administering the survey in cooperation with regional or national affiliates of the Global Network of Deans of Education (GNDE). These include:

- The UNESCO Institute for Statistics (UIS) which may be interested in complementary data sources that provide complementary information to the data from ministries being collected on SDG Target 4.c1 (discussed above). For example, education deans are in a position to know the various sources of funding available to the teachers in their respective territories or areas of interest. They will also know if the collective agreements for many of their teachers stipulate funding or release days for CPD.
- The UNESCO International Teacher Task Force has been asked to follow up on the [World Summit on Teachers](#) and the [Chile Consensus Statement](#). The priority actions in the statement include comprehensive teacher policies based on the whole teacher professional life cycle, attention to gender and geographical barriers to teacher recruitment, decent work and remuneration, teacher leadership, education ministry policies and strategies for other personnel critical for teacher performance such as principals, teacher trainers, education aides and other school-level resource persons, strong connections between different components of teachers' learning, from initial teacher education, induction and mentoring to continuous professional development, providing ample opportunities for teaching personnel to co-design curricula, education materials and assessment systems, and to engage in professional development and lifelong learning. The GNDE Affiliate from Latin America participated in the program has an active member based in Chile. The ITTF *Global Report on Teachers* is a flagship report is aimed at supporting the international community in advancing its commitment to the Education 2030 Agenda. It is published every two years featuring a thematic focus relevant to the advancement of SDG4. Every other report will also monitor the indicators related to target 4.c. The second edition of the Global Report on Teachers, entitled "Advancing Teacher Professional Development through Lifelong Learning," will explore how teacher professional development can be strengthened through a lifelong learning perspective. It will be published in November 2026. The report is sponsored by the Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences with contributions from France and Norway.
- The World Bank has published a [report](#) on Initial Teacher Education, along with 11 case studies which were highlighted in a [knowledge exchange event](#) co-sponsored by the UNESCO International Institute for Capacity-Building in Africa (IICBA), the Government of Ethiopia and Florida State University. Other participants included the Commonwealth of Learning and China's Mission to the African Union. The GNDE Affiliate from Africa was involved in the program.
- The OECD competency-focused [Teaching Compass](#)² (2025) which envisions teachers as "agents of curriculum change" centered on the OECD [student Learning Compass](#) while being supported by actions promoting teacher agency, competencies & skills, well-being and a teacher eco-system. The [OECD Teaching and Learning International Survey \(TALIS\)](#) reported on

² OECD (2025), "OECD [Teaching Compass: Reimagining teachers as agents of curriculum changes](#)", OECD Education Policy Perspectives, No. 123, OECD Publishing, Paris, doi.org/10.1787/8297a24a-en

[Teachers and School Leaders as Valued Professionals](#) (2023). This report notes that only 26% of teachers felt that their societies valued them as professionals. Teacher collaboration was quite basic with 61% discussing individual student progress, 47% exchanging teaching materials, 21% participating in collaborative professional learning once a month and only 9% observing colleagues teaching.

- An earlier report from the UN Education Commission on [Transforming the Education Workforce](#) (2018) is still relevant, It calls for a much broader view of the education workforce, recommending for an inter-disciplinary, team based approach that engaged different education and many other professionals from other sectors in school-based and school-linked services. (p12). The National Institutes for Health in the USA offers an [online workbook for workforce planning](#) that includes strategies for dealing with supply, demand, analysis and monitoring
- The [Global Partnership for Education \(GPE\) Strategic Plan for 2030](#) (p11) has recognized teachers and teacher education & development as the “cornerstone” of quality education. The plan shares the goals linked with transforming the education profession in low-income countries. The GPE Results Framework (p25) states “Headline Result 5 Number and percentage of teachers who benefit from professional development programs or activities”. The GPE KNOWLEDGE AND INNOVATION EXCHANGE (KIX) Support evidence generation, mobilization and uptake through applied research and regional hubs to scale innovations and strengthen policy capacity

These potential partners and collaborators will be invited to comment on the project and asked if the project could serve their interests in continuing work of teacher education and development.

The Role of Teacher Education Institutions (TEIs)

Teachers cannot be expected to fulfill the recommendations of [Fortaleza Declaration](#) (s10c) , and the Recommendations of the United Nations Secretary-General’s (UNSG) [High-Level Panel on the Teaching Profession](#), which called upon “the international community to take action to transform the teaching profession into a high-status, highly qualified, well supported, adequately remunerated and highly respected profession.” Indeed, the [International Commission for the Futures of Education](#) (p4) urged us to reimagine teaching as a highly collaborative profession, with an emphasis on reflection, research, knowledge-creation and innovation. Others have recommended teacher-led research and projects.

These higher order roles for teachers are not likely to happen if the participating teachers cannot see practical, structured and academic benefits to making efforts to go beyond the traditional, classroom focused tasks. These supports for teachers as researchers and innovators can be provided by connecting such teacher knowledge development activities with faculty members and collegial activities organized or facilitated by teacher education institutions (TEIs) .

The Global Network of Deans of Education (GNDE) has described these activities under the themes of local research and community service. A fully capable faculty of education are not only focused on ITE and CPD. These community service roles can include partnerships with schools promoting innovative

programs and field-testing new ideas as well as hosting or leading specialist teacher associations and study groups.

Overview of the Proposed Survey

Having provided a rationale and context for the proposed survey, we can begin a discussion of its potential purposes and scope as well as indicate the topics that could be developed into survey questions.

The survey will use three critical lens³ to better understand teacher education and development.

- The **whole teacher**: Understanding the social, professional and employment related factors affecting teachers and other educators in a holistic way helps to reveal issues such as teacher identities, low social and professional status, the impact of a flat career structure, time-starved work days, the lack of respect and time for preparation and staff meetings let alone reflection and research, classroom isolation and difficulties in structuring collaboration with colleagues, teacher agency and other features of a professional work life. In particular, the need to have an adult assigned to be with groups of students all day, every day, creates timetabling demands and unscheduled substitutions that interrupt teacher planning and meeting time.
- The **whole career**: There is a growing consensus that the many pathways, steps, stages and structures involved in career-long approaches need to be aligned and coherent. These include Initial Teacher Education (recruitment strategies, including entry and graduation requirements, academic qualifications, professional qualifications, practicum design and implementation) Induction programs (with continuing involvement of IET faculty), Specialization and Additional Qualifications programs for counsellors, psychologists and others as well as special needs teacher, principal and vice-principal. The upgrading of education assistants and apprentice teachers as well as assignment related upgrades for reading specialists, department heads, cultural awareness, trauma informed practice technology training and more are also part of the whole career.

As well, the survey should report on the status of regulation/accreditation of ITE Programs, including comparative facts on the process and procedures as well as the designated lead (government department, designated agency, self-funded cooperatives operated by IETs or others). This data would be part of a respondent identifying section of the survey which would include the status of the IET (normal school, college (private or public), university faculty (private or public) as well as how the IET is funded (private, public, combination, indirectly through university, by student tuition etc.)

- The **whole workforce**: The survey should seek to capture data on the entire workforce that works within and with schools. These include:

Classroom teachers: The survey should use the multiple teacher modalities suggested in the Santiago Consensus Statement (part b), including early childhood, primary & secondary teachers, adult learning, and technical and vocational education teachers. Teachers who have

³ These three lens are also used in the GNDE position paper on teacher education and development

been hired under special permits or other pathways as apprentice teachers should also be part of these categories of classroom teachers.

Other Educators: It is proposed that the survey should also gather data on other categories of educators as suggested by the Santiago Consensus Statement (part a) These would include school principals, teacher trainers, education aides and school level resource people such as nurses, counsellors, psychologists and others.

Beyond the Usual: The survey should try to capture data on other educators outside our usual view of teachers. The work of the Education Commission on Transforming the Education Workforce offers powerful insights into the value of a diversified and expanded view of the education workforce and how these educators can work together. These include educators employed in countries affected by conflict and disasters. The similar work done by educators and coordinators in low resource and developing countries also requires different education and training.

These three lens or domains are described briefly in Part B of this Concept Note below. They are applied to ITE and CPD programs, including a discussion of roles played by TEIs that are often not discussed (community service, research and educational leadership), Part B concludes with a discussion of the need for long term workforce development and planning

B. Concepts and Topics

These concepts and potential topics in the survey would be developed into fact-finding questions covering:

1. Initial Teacher Education (ITE) Programs
2. Continuing Professional Development (CPD) Programs
3. Post-Graduate Degree (PGD) Programs
4. Other Related Roles of Teacher Education Institutions (TEIs)
5. Workforce Planning and Development

1. Initial Teacher Education (ITE) Programs

ITE programs would be asked to answer these simplified versions (i.e. yes-no, tick box, selecting alternatives from prepared lists) of the open-ended questions used in a recent [World Bank qualitative study](#) of six cases. The replies could then be reported in a quantitative manner.

Attraction

1. Does the education ministry have any strategies in place to enhance the appeal of the teaching profession? (flexible career pathways from other occupations ladders into teaching for education assistants and other caring professions, increased salaries in the collective agreement, changes to the working conditions to protect teacher preparation time etc)?

2. Does the education ministry provide funding to local education authorities or directly to candidates to provide financial incentives to attract ITE candidates including from underrepresented groups (scholarships, stipends, loan forgiveness)?
3. Has the education ministry increased base or per-student grants to universities which can be transferred into TEIs to reduce student fees for ITE and CPD programs

Selection

1. What are the current entry requirements for ITE programs (academic, non-academic)? How rigorous are they?
2. What selection mechanisms are used beyond academic scores (interviews, assessments of interpersonal skills, motivation)?
3. If there is a limited pool of qualified applicants, what strategies are being used by the education ministry or the TEI to balance selectivity with the need to fill teacher shortages (remedial or bridging programs)?

Curriculum (Core Courses, Over-arching principles) TEI Philosophy/Content

4. Have the TEI faculty, students and others developed a core set of values or principles for the overall ITE curriculum?

Is that core set of values and principle's responsive to the philosophy and goals of the education system?

Which of these globally recognized education paradigms reflected in the core set of values and principles

- inclusion and equity (SDG4)
 - cognition and scientific reasoning(Blooms Taxonomy etc)
 - community and social cohesion (Ubuntu)
 - liberation and social justice (Friere etc.)
 - other
5. Does the core set of values and principles in the ITE program consider the different models underpinning teacher education and development that are reflected in the phrase "teaching is an art, a science and a craft". These include a social justice approach, a master-apprentice (craft) approach, an applied science approach, a teacher identity approach, a competence approach, reflective approach and others.
 6. How does the ITE program ensure that the "academic qualifications" now recommended by the UN Education Data and Statistics Commission⁴
 - a) How does the ITE curriculum ensure mastery of subject matter related to the teaching assignment?

⁴ UN Education Data and Statistics Commission, (2026) [Refining SDG Target 4.c indicators: conceptual and methodological considerations](#) p7 Montreal, UNESCO Institute for Statistics

- b) How does the ITE curriculum ensure that all graduates have the required levels of foundational literacy and numeracy?

Related

7. How does the curriculum build pedagogical knowledge (general and subject-specific), including child development, the science of learning and teaching strategies?
8. How are practical skills (lesson planning, assessment, classroom management) and inclusive education practices integrated?

Related: How does the ITE program ensure that the “professional qualification” as per SDG target 4.c is achieved?

9. How is a strong professional identity being fostered (ethics, norms, collaboration)?
10. How do the ITE, CPD and PGD programs foster a commitment to safe-guarding the safety, health and well-being of students while they are in school and reporting concerns to appropriate agencies and their supervisors?

ITE Teaching Methods and Teacher Educators

11. What teaching methods are used to bridge theory and practice (microteaching, lesson study, modeling)?
12. What are the qualifications and experience requirements for ITE teacher educators? What professional development is available to them?

Structure and Scaffolding

13. How are field placements structured? Do they allow for a gradual increase in responsibility, from observation to independent teaching?
14. How is coherence ensured between coursework and field placement experiences?
- 15.

Mentorship and School Partnerships

16. How are placement schools and mentor teachers selected? What criteria are used?
17. What training, incentives, and support are provided to mentor teachers?
18. How do ITE institutions and placement schools collaborate on supervision and assessment of student teachers?
19. How is coherence ensured between coursework and field placement experiences?

Institutional Coordination and Governance

20. What mechanisms exist for coordination between the Ministry of Education, higher education authorities, ITE institutions, and schools?
21. How are teacher unions and civil society organizations involved in ITE policy dialogue and reform?
22. How is the ITE curriculum aligned with the national school curriculum, teacher standards, and recent reforms?
23. How does the TEI undertake institutional or program accreditation?

2. Continuing Professional Development (CPD) Programs

While the many different programs and approaches to the continuing professional development of teachers and educators are provided by many academic, voluntary and private sector organizations, the survey should report on the CPD undertaken by TEIs, who will be or should be an important providers of much CPD in any jurisdiction.

TEIs are linked to the education system, have ongoing relationships with many of their students. TEI faculty members also often know the many concerns of the education and other ministries.

1. Does the TEI have formal partnerships with local school districts and schools to provide teacher induction programs?
2. Does the TEI offer Additional Qualifications Programs/Certificates that lead to new job Assignments and increased pay (eg Special Ed Qualifications, Master Teacher, pedagogical Consultants or Regional or CurriculumCoordinators?
3. Does the TEI offer courses/programs resulting in “micro-credentials” leading to new assignments on release from teaching time (eg Department Heads, Reading Specialists, etc.)
4. Does the TEI offer mentoring and coaching Programs? Which ones?
5. Does the TEI offer Communities of Practice? Which topics?
6. Do CPD programs promote teacher collaboration and co-agency through Team Teaching, joint production of instructional programs and materials or student assessment tools etc.
7. Does the TEI encourage faculty members to lead, facilitate or support for Specialist Teacher Associations?
8. Does the TEI encourage faculty members to facilitate and support Teacher led and teacher friendly web platforms for easy access to teaching/learning materials?
9. Does the TEI collaborate with other organizations in offering CPD programs? Which types were active over the past year? Teacher Unions. Voluntary Sector (NGOs). Private Sector. Program Implementation/Research Projectsred

3. Post-Graduate Degree (PGD) Programs

This sub-section would collect basic information on the post-graduate degree programs offered by the Teacher Education Institution (TEI) within their education faculty or in cooperation with other faculties in the universities. Questions could gather data on:

- Does the TEI offer M'Ed and Doctoral Programs in education in general, in specific training such as Special Needs Education
- Does the TEI offer CPD of specific courses for Master and Doctoral students/graduates from other faculties such as counselling, psychology, nursing, social work/child protection, international development, relief au=I and other similar disciplines.

4. Research, Innovation, Community Service & other Roles of TEIs

The Nature of Teacher Education and Development offered by the TEI

- What are the qualifications and experience requirements for ITE teacher educators?
- What professional development is available to them?
- Are opportunities for faculty members to enhance their research skills and interests related to their teaching? opportunities to enhance their technology skills and interests related to their teaching? opportunities to enhance their skills and interests in social justice, environmental and other areas related to their teaching

In Monitoring, Reflection and TEI Quality Assurance

- What internal and external Quality Assurance processes are in place (accreditation, program reviews, internal self-evaluation and external review/validation)?

In Community Service

Are members of the faculties engaged with innovation projects sponsored by the private sector?, by research projects?, by partnerships with local schools or school districts?

In Research and Knowledge Development/Exchange

Does the TEI have processes and procedures to encourage faculty members to create and lead research centres and knowledge exchange programs?

How many such Centre of Excellence or Knowledge Exchange programs are currently active within the TEI?

Does the TEI encourage faculty members to create and lead professional, peer-reviewed journals?

How many are currently actively publishing?

In Leadership and Advocacy for High- Quality Education in local Authorities, the Jurisdiction and Internationally

- Does the Dean or Faculty of the TEI actively participate in preparing or participating in jurisdiction reviews and assessments of the education system? List examples over the past five years

5. Financing, Governance, Autonomy/Accountability, & Leadership

Quality Assurance Mechanisms

1. What internal and external QA processes are in place (accreditation, program reviews, internal self-evaluation and external validation)?
2. How are standards for ITE provision (program content, field placement, resources) established and enforced?
3. Is teacher certification or licensure required? How does this process link to ITE program completion and readiness?

Monitoring, Evaluation, and Learning

1. What data are collected to monitor ITE effectiveness (student teacher demographics, field placement quality, graduate employment/retention, performance)?
2. What is the capacity for local research on teacher education? How are findings used to inform policy and practice?

How is technology, including AI, leveraged to enhance ITE delivery, reduce teacher workload, or support student learning? What are the opportunities and cha

6. Workforce Planning and Development

1. How are teacher workforce needs forecast (by subject, location, language, grade level), and which entities are involved?
2. How are these forecasts used to determine ITE program capacity and entry/graduation requirements?
3. What are the current challenges in teacher supply and demand (for example, shortages, oversupply, attrition)? How is ITE policy adapting?
4. Does the education ministry or TEI offer training to school administrators in inter-professional, inter-agency collaboration?
5. What are the current challenges in teacher supply and demand (for example, shortages, oversupply, attrition)? How is ITE policy adapting?
6. How does the Teacher Education Institution (TEI) select from among the many pathways listed below as the institution constructs its strategic profile of pathways into teaching?

C. Mapping the Pathways into and through Education Ecosystems

The chart on this page seeks to capture basic factual information on the many pathways into and through education eco-systems.
(Yes-no or tick box questions will be formulated to gather the information on each pathway)

Pathway/ Teaching -Educator Position	How many students were enrolled in this program in the last year? (Estimates are acceptable)	What is the duration of the program? (years or months)	What is the recognition after completing the program? (Degree, Additional Degree, Certificate, Eligible for new job assignment, Attestation of the qualification, Other)
Classroom Teachers			
Apprentice teachers (From temporary government assignments, education assistants, previous substitute teachers, other careers etc.)			
Early Childhood Teacher			
Primary School Teacher			
Indigenous School Teacher			
Special Education Teacher			
Secondary School Teacher (Generalist)			
Secondary School Teacher – Specialist)			
• Science			
• Math			
• Social Studies			
• Physical Education			
• Health & Wellbeing			
• Home Economics			
• Music			
• Art			
• Second Language			

• Ancestral Lang & Culture			
• Technology -Computers			
• Other			
Technical-Vocational Teacher			
Adult Education Teacher (including late Sec school graduation programs)			
Other Educators Employed by School Systems			
• Education Support (teaching-Learning Assistance)			
• Education Support (Child Support)			
• Education Support (Culture, Recreation Sports Activities)			
• Education Support (Clerical-Administration)			
• Education Support (Facilities & Janitorial)			
• Education Support (Security & Civil Protection)			
School Counsellors			
School Psychologists			
School Principals & Vice-Principals			
School District Executive Officers			
School District Program Directors			
• Curriculum, Learning and Student Assessment			

• Transportation			
• Facilities			
• Student Services Special Needs			
• Technology			
• Indigenous Schooling			
• Disadvantaged Communities			
• Other			
Senior School Leaders/ Education Ministry Senior Directors			
Other Educators Employed by Other Sectors (for whom TEIs provide undergrad courses in cooperation with other faculties or Induction/CPD programs for working with schools)			
School Nurses			
School Social Workers – Child Protection			
Police Officers Assigned to Schools			
Civil Protection Officers Assigned to High-Risk Schools or Regions			
Teachers/Educators/Coordinators for Schooling in Emergency Contexts (Conflict or Disasters)			
Teachers/Educators/Coordinators for Schools in Low Resource Countries and Communities			

End Notes