**LAURA AGABA**

**ID UD77012ED86214**

**DOCTORATE IN EDUCATION**

**Policy Perspectives in Education and their Impact on Teaching and Teacher Education**

**ATLANTIC INTERNATIONAL UNIVERSITY**

**HONOLULU, HAWAI**

**SPRING, 2022**

**Table of Contents**

**List of Acronyms………………………………………………………………iii**

1. **Introduction…………………………………………………………….……1**
2. **Teacher Education and Development Issues……………………….…3**

**2.1 Teacher Supply and Demand………………………………………....3**

**2.2 Teacher recruitment……………………………………………….……5**

**2.3 Continuing Professional Development……………………………...6**

**2.4 Program Accreditation…………………………………………….……9**

1. **Existing Policies and their Impact on Teacher Education and Development Issues……………………………………………………….10**
2. **Social, Political, and Economic Arguments for Increasing the Quality of the Teaching Force…………………………………………………….….14**

**4.1 Social…………………………………………………………………….14**

**4.2 Economic……………………………………………………………….14**

**4.3 Political………………………………………………………………….15**

1. **Competing Conceptions of Teacher Quality………………………….16**
2. **Roles of Educators as Advocates for Teachers, Students, and**

**Families……………………………………………………………………....19**

* 1. **Advocates for Students and Families…………………………….…20**
1. **Conclusion…………………………………………………………………...21**

**Bibliography……………………………….…………………………………24**

**LIST OF ACRONYMS**

AQAB - Accrediting and Quality Assurance Bodies

DIET - District Institutes of Education Training

EdTPA – Educative Teacher Performance Assessment

FAPE - Free and Appropriate Public Education

IDEA - Individuals with Disabilities Education Act

NPE - National Policy on Education

TCPD -Teachers’ Continuing Professional Development

UPE - Universal Primary Education

**Policy Perspectives in Education and their Impact on Teaching and Teacher Education**

1. **Introduction**

Education has been seen as the gateway to success, to growth, to the realization of dreams, but most commonly as a channel to give everyone equal footing to succeed. For many countries, it is seen as the ‘gateway’ to economic growth and development that may put them on par with first-world countries. In some countries like India, it is seen as the driving force in their national development (Kumar and Wiseman, 2021).

A meeting was held in June 2019 in recognition of the 25th anniversary of the world conference on special needs education in Salamanca, Spain. This led to the Salamanca Statement and Framework for Action and Special Needs Education which greatly influenced the development of policies and practices of education worldwide. All this stemmed from the international policy of Education for All (1990), to ensure that all individuals received the quality education they deserve (Ainscow et al., 2019). On a grander scale, education is seen as a channel to grow and develop a country’s economy and therefore the reason that schools must be successful (Margot & Kettler, 2019).

Education happens everywhere but for it to be of value within the existing systems, it has to meet the standards set by the governing bodies, hence the education policies. Quite simply put, education policies are rules or regulations put in place either internationally, nationally, or by state, to guide and direct the delivery

and reception of education. Viennet and Pont (2017) add that governments are responsible for creating these guidelines that address the production of education depending on the existing systems. Hobbel and Bates (2019) quoting Hawley (1990) define education policy as putting in place structures defining what upcoming teachers know and can do, their values, what they should teach, and how their learning should be structured. Kumar and Wiseman (2021) throw light on 3 important features of education policy; the people responsible for creating the policy; the process of policy creation and finally the most important, the implementation of that policy. As it is, the implementation cannot be an end in itself but because the world is in a system of constant change, the policies have to evolve requiring further changes in implementation. There are several definitions of education policy, but the driving force behind them is addressing the quality of education hence the creation of policies geared towards achieving this feat.

This essay will begin by highlighting some of the teacher education and development issues like teacher supply and demand, the preparation of pre-service teachers, teacher recruitment, the preparation of teaching programs, continuing professional development, and program accreditation, that are associated with teacher education which will then lead to policies that were/are created to address them. Some of the policies will be analyzed to examine their impact on teaching and teacher education. The social, political, and economic arguments for the increase in the quality of the teaching force will also be explored. Furthermore, this essay will compare competing conceptions of teacher quality that accompany different theoretical perspectives. The roles of teacher educators as advocates for teachers, students, and their families will also be addressed. Finally, the various perspectives of the impact of policies in education on teaching and teacher education will be summarized.

1. **Teacher Education and Development Issues**

Teacher education encompasses the preparation of pre-service teachers, recruitment of teachers, preparation of teaching programs, continuous professional development, teacher licensing, and evaluation of teachers’ classroom practices, among other things (Hobbel and Bales, 2018).Kumar and Wiseman (2021) quoting Gol MHRD (1968) write that the standard of education is ultimately determined by the quality of the teachers produced. The success of all educational enterprises is highly dependent on the character, educational qualifications, and professional competence of the teachers, rendering them the most important factor in this undertaking.

**2.1 Teacher Supply and Demand**

Teacher supply and demand is one of the biggest issues that teaching and teacher education faces. Teacher supply normally refers to new entrants or re-entrants. These are the two groups that greatly influence teacher supply in the field of teaching. Those recruited from other schools, or states as well as those that hold the necessary teacher credentials are also part of the supply of teachers. However, all indicators show a significant decrease in this pool. (Sutcher et al., 2019).

Records show that in the U.S many states have reported teacher shortages in subject areas like mathematics, science, and special education while other states have reported shortages in other fields of education like career technical education and bilingual education. In addition to this, employers have been struggling to fill the teacher vacancies that have been created with the American Association for Employment in Education reporting that the 2016-17 academic year had double the percentage of candidates unable to fill the vacant teacher positions than in the year 2013-14. This data makes it evident that the country does not have enough qualified teaching personnel for the positions in the specific fields where they are most needed (Sutcher et al., 2019). The global advancement in knowledge prompted Uganda to launch a Science and Technology Innovation Policy in 1994. The study of math and science was given precedence, however, the appropriate planning for their provision was sorely lacking. Though this category of teachers was promised incentives that were approved in 2009, they were yet to be implemented 2 years later. To meet the high demand for science and math teachers as well as their desired incentives, many resorted to teaching in more than one school known as ‘moonlighting’ Urwick and Kisa (2014). This did not alleviate the initial shortage of science teachers and the cycle continues today.

Many have reported the low income afforded to teachers is not comparable to the high work expectations required of them in terms of preparation, consideration of the many learning styles of children as well as the various challenges they face daily. In some states, a starting salary of just over $30,000 was reported making this highly unattractive to those interested in the profession or already working as teachers. For others, it is the working conditions in place for teachers that determines their willingness to join and/or remain in the profession (Sutcher et al., 2019).

As teacher educators, we must then look at what policies we can create or influence that would improve these conditions which would then throw a brighter light or attraction to this profession. If as educators or policymakers, a solution to this gaping hole can be found, not only will highly qualified professionals to be retained but more teachers for the next generation will be available for recruiting and preparation (Skeen et al., 2020).

**2.2 Teacher recruitment**

Another reason for the low supply of teachers is the high dropout rate. Other than low salaries, many novice teachers are not given ample support at the beginning of their careers. Skeen et al., (2020) purport that a solution to keeping teachers from leaving the profession that provides them with the tools they need to adequately meet the varying needs of children in the classroom must be found for students to continue to have access to highly effective teachers (Skeen et al. 2020).

South Carolina has put in place policies that make for the induction and mentoring of novice teachers where a mentor is assigned to a novice teacher and teacher orientation is mandatory in each district. The orientation of novice teachers should include protocols and structures particular to their district as well as all the elements needed like the organizational structure or evaluation procedures, curriculum expectations, and professional learning within a school, to prepare them for success in the classroom (Skeen et al. 2020). The first year can make or break a teacher. In my training as a teacher in Uganda, I did not receive any training in classroom management or differentiated teaching/learning. I then was allowed to teach at an international school (Heritage International School, Uganda), where these skills were glaringly shown to be lacking. Due to the continuous professional development given as well as resilience on my part, I was able to push through and move from just surviving in the classroom to excelling as a teacher. This is where my passion to equip teachers with the necessary skills came from because it was extremely enlightening to discover that with the right tools, teachers can enjoy their profession, and students with various learning challenges can also enjoy their learning and receive a quality education they deserve.

Developing a well-rounded teacher with the ability to assess student knowledge and needs about what is being taught and meet these needs as well as providing the teachers with ongoing professional development that will encourage them to be lifelong learners, will go a long way to creating quality teachers with a foundation of effective practices (Knight et al., 2015).

Sutcher et al., (2019), argue that no one policy can decrease the problem of teacher attrition and that the federal, state and local levels must use comprehensive strategies that are focused on adequately preparing new teacher entrants into the field of education and equipping them to specialize in areas where their demand is high. No one can argue against research-based evidence where for each district or country or continent, specific solutions and policies will be needed that work for them. Though the teacher development issue may be the same, in this case, teacher recruitment, the solution may highly depend on the social, economic, and political state of that particular country.

**2.3 Continuing Professional Development**

To improve the quality of teachers, teacher preparation and teacher education should be more focused. Instead of a more general approach, accredited universities should create programs for all school levels (Kumar and Wiseman, 2021). To better fit in today’s digitalized world, pre-service teachers must have digital tools and methodologies included in their curriculum as they provide greater information accessibility and greater opportunities for critical thinking. Teacher educators and researchers are afforded richer data and overall confidence in the use of information and communication technology which is imperative for the 21st-century (Baer and Danker, 2017).

Continuous professional development is essential for new policies to be successfully implemented. Ho (2018) reported that the Taiwanese teachers faced uncertainty regarding teaching according to the new reforms as they were more accustomed and inclined to their traditional ways. The change from the traditional national curriculum with specific assigned textbooks and curriculum to a style of teaching where teachers had the freedom to choose their materials and instruction, added to their lack of confidence. The curriculum guidelines were not clear, nor were the goals of the reforms, making them feel ill-equipped and therefore hesitant to adopt the reforms. At Heritage International School, Uganda, we wanted to move from a highly structured type of the curriculum in our Science and Social Studies, to one that is more fluid and allows the children to be actively involved in their learning. Initially, this concept was very difficult to adjust to, as teachers were used to having textbooks that determined what was taught each day. Now they were provided with a framework with very little structure, using the International Primary Curriculum, that gave them the liberty to build on the material to be taught. Through continuous professional development, teachers were able to become proficient and realized that this was a much better way to teach children as they were more actively involved in their learning and that learning was more effective.

Bett (2016) also reports that the educational reform policies in developing countries like Kenya can only have success in their implementation if the teachers are appropriately trained especially those outside the city where the larger part of the population resides. Many are not sufficiently trained in their training colleges and are ill-equipped to implement the new policy changes in education. To address this issue Teachers’ Continuing Professional Development (TCPD) was implemented to provide the teachers with the skills they needed to perform well. The government and educational stakeholders have a large role to play to ensure this training and development continues.

Policies and reforms in education are geared towards improving the quality of education which starts with ensuring that we have high-quality teachers. Conceptions of teacher quality may differ; however, some are universal. Training teachers to competently use technology in the classroom is critical for the students of the 21st century. Baer and Danker (2017) write how new generation art teachers are trained to improve the scope of art education using digitally relevant research. Students today spend a large percentage of their time on electronics. To capture their attention, teachers must be well versed in technology and be able to use it to teach the children of today. Through continuous professional development, teachers can be trained to be competently digitally literate.

There are, however, some critics of the view that policies positively impact teaching and teacher education and they contend that the focus is unjustifiably on basic skills and policies are made to regularly inspect teachers and educators. Others feel that due to the stringent policies, the curriculum has left out critical elements of teacher preparation making the teaching less professional (Fernández, 2018).

**2.4 Program Accreditation**

To maintain the quality of education, accreditation bodies and policies are put in place. This has become essential as there have been cases where corruption has infiltrated the education field, undermined the process, and devalued academic qualifications, making research outcomes unverifiable. To address corruption and malpractice, accrediting bodies are put in place under the supervision of a government or committee. These accrediting and quality assurance bodies (AQAB) provide support to the people in the higher education community to ensure that funds are available to carry out their required tasks of maintaining the standards of quality education (Glendinning et al., 2019).

It has been argued that accreditation goes a long way to establishing quality education but in countries like Chile, as a result of neo-liberalization, accreditation bodies only focused on funding, leaving teacher preparation programs minimally regulated. However, scholars agree that the status of the teaching profession and the number of qualified teachers will only increase with the accreditation of teacher preparation programs (Fernández, 2018).

In some cases, people look at setting up educational institutions like a business and their goal is to put in as little as possible to get out as much as possible. Many developing countries know that education is the gateway to development and therefore many are inclined to join educational institutions, making this a worthwhile business venture. It is up to educators to recommend the appropriate policies to be ratified by the government to ensure that the mushrooming educational institutions provide a quality education that meets the national or international accrediting standards, hence providing the gateway to development.

1. **Existing Policies and their Impact on Teacher Education and Development Issues**

Education policies have been put in place to ensure that quality teacher education and development occurs. A policy that is well-justified and adequately addresses specific issues is considered an effective one (Kumar and Wiseman 2021). All over the world, policies are put in place to regulate teacher education focusing on specific areas or sometimes on the broader professional sequence of learning to teach (Hobbel and Bales 2018). The policies created must be research-based to fit a specific community’s needs otherwise the implementation of these policies is not successful.

In the U.S, education policies have been re-designed so that the education system focuses on outcomes and student performance as opposed to the previous input-based systems. Students’ success has been equated to teachers’ effectiveness (Hobbel and Bales 2019). This forces teachers to teach to the exams or assessments instead of being guides to students’ learning by discovery and teaching from a growth mindset perspective.

In Uganda, several policies were designed by the government to provide students with disabilities access to education. The Uganda National Institute of Special Education Act (1995) instituted special needs education that facilitated education approaches and programs that were suitable for persons with special learning needs. The policy on Education for National Integration and Development that was established in 1992, promised to support special needs education through funding and training of teachers (Basome and Allida 2018). This policy positively impacted teacher education as funds were set aside to make its implementation possible and improve teacher training in this area. However, as is the case in many countries, the resources were insufficient, leaving many schools that catered for students with special needs, inadequately resourced. Teachers with the skills to address their needs were very few as not all training colleges included special needs education in their curriculum (Basome and Allida 2018). There was therefore a huge gap between the policy and its implementation.

Training teachers suitably yields quality education. The teachers must be equipped with all the tools they need to meet the varying needs of 21st-century children. Hobbel and Bales (2019), quoting Jordan (1988), write that in the U.S, the state issues licensing programs to ensure that all children have access to an education and that while they are in school, they are availed of the care that they need. It is also important that the teachers have the knowledge and skills they need to teach effectively. They reiterate that to attain quality teachers, funds were provided by the Higher Education Authority for the recruitment, training, and licensing of teachers which was a positive impact on teacher education and development.

In the analysis of education reform, the policies a state puts in place regarding those qualified to teach, those that can be taught and the curriculum to be used, are essential, as teachers are integral in the way communities sustain their identities (Hobbel and Bales, 2019). Similar to what happened in Uganda with the problem of insufficient funds, Hobble and Bales (2019) reported that ‘The Goals 2000: Educate America Act’ was not implemented effectively as the funds provided for pre-and in-service improvement were insufficient.

The Universal Primary Education (UPE) policy was introduced in Uganda in 1997, by President Yoweri Kaguta Museveni, where free primary education was offered to up to four children per family. This policy greatly boosted the literacy rate in Uganda, however, noble as it was, the funds that were, before this, provided for training teacher colleges in specialized areas, were diverted to the UPE program (Ssenkaaba, 2014). In addition to this, the number of students increased exponentially and there were not enough trained teachers to meet this demand leading to the high student-to-teacher ratios as well as insufficient instructional resources (Bategeka and Okurut, 2005).

In India, the first policy on education, the National Policy on Education (NPE) was legislated in 1968. This policy was geared towards improving the service conditions of teachers and in-service education. To improve the quality of education, teachers were recognized as an integral part hence attention to improving their services was made. A revised and more acceptable pay was recommended as well as approved study leave and the teacher training was remodeled to be more practical (Bhattacharjee, 2015).

Many educationists recognized that quality education can only come from well-trained teachers. In India, the Education Commission was instrumental in improving teacher education and in-service training programs through policies set. The National Education Policy gave particular importance to the training of elementary school teachers and assigned specific institutions to be District Institutes of Education Training (DIET) (Kumar and Wiseman, 2021).

As earlier mentioned, policies must be research-based as what may work for one country may completely fail in another. Indeed, many policies positively impacted teacher education and development, and also in theory almost all policies can be seen to positively impact education, however, we cannot be blind to the fact that there are several that have failed miserably. Kumar and Wiseman (2021) report that the failure of teacher quality policy development and implementation in India has largely been because they were based on international standards and therefore unable to relate to the state and local levels in India.

1. **Social, Political, and Economic Arguments for Increasing the Quality of the Teaching Force**

**4.1 Social**

Earlier on, the Education for All Act was portrayed as being set to ensure that all individuals were allowed to receive the quality education they deserve. This has to do with social justice. The focus was on inclusive education and ensuring that teachers too, were well trained to address these learners’ needs hence improving their standard of quality. Hobbel and Bales (2019) report that teacher education policies are centered around social justice as they navigate issues of inclusion and exclusion and whether all people are afforded the same rights which is at the heart of justice and equity.

**4.2 Economic**

Economically education is seen as a capital investment in knowledge and skills that can be exchanged for income hence economic growth and development. The higher the standard of education, the higher the demand and resulting income and development. In India, education policymakers have put forth arguments to improve the quality of teachers which leads to improvement of student outcomes and education as a whole because they are cognizant of the return on this investment to the country, strongly believing that this investment gives them an advantage economically in our competitive world today (Kumar and Wiseman 2021). Kumar and Wiseman (2021), further purport that when individuals improve their educational value, they are more marketable. Collectively, they positively impact the economy through their innovations and high-quality products. Fernández, (2018) agrees with this and recommends that Chile work at improving its educational system by reducing the gap between low- and high-income students and follow the rest of the world’s path by improving its teacher preparation which will produce quality teachers who will then improve student outcomes. The Ministry of Education implementing the incentives, standards, and consequences needed will in the long run improve the economy of Chile and put it on the road to becoming a developed country.

**4.3 Political**

The political arguments for increasing the quality of the teaching force are intertwined with the economic and social ones. To promote social justice, the education policy makers draft the relevant policies which have to be endorsed by the government through the Ministry of Education. Similarly, policies to improve the quality of teachers are approved by the Ministry of Education. The government has a vested economic interest in having these policies drafted and implemented.

Brownell et al., (2010), write that the amplitude with which universities and colleges were able to train special education teachers was increased by the endorsement of The Education of Mentally Retarded Children Act by the government. Subsequent legislative Acts provided sufficient funding for the training of teachers in special schools. The government has a vested interest in having policies endorsed that work towards improving the quality of education which in turn will improve the market value leading to the development of the country.

1. **Competing Conceptions of Teacher Quality**

One would imagine that universally, concepts of teacher quality are similar, however, some believe that to achieve the high-quality standards of a teacher needed for special needs children, their preparation needs to be re-thought; it is believed that they should be provided specialized training through the creation of a strong knowledge base.

To fulfill the requirements of the federal policy of highly qualified teachers, specialized teachers are required to be proficient in the knowledge and instructional practices needed (Brownell et al., 2010). However, for some, it is what may be referred to as the ’X’ factor, that makes them quality teachers and not necessarily depending on their knowledge base. As one may say, some are born teachers while others are made. Some teachers instinctively know to handle the specific needs of a child without having the knowledge or the training to do so, hence can be described as quality teachers, yet others have gone through intense training and have the knowledge base yet do not possess the quality of these teachers. But we cannot deny that specialized knowledge in this field is required.

For new policies that are believed to develop the quality teachers that the state requires, Knight et al. (2015) scribe that the teachers have to be involved in their professional development. This not only gets their buy-in but ensures more successful implementation. They add that beyond the knowledge base, active learning opportunities are essential for them.

Knight et al., (2015), report that in their contribution to the re-conceptualization of teaching quality, Allen and Penuel purport that the restructuring of the curriculum to incorporate standards that address the specific needs within a community will bring to the forefront the issues of teaching and learning which will then be critically addressed by the teachers and professional developers. They continue by emphasizing that teachers must be involved in their professional development so that any ambiguity is cleared and they can make better sense of new organizational structures and be more positive about implementing the change that the new policies require. In one of the schools I worked in, a visiting psychologist who had developed a behavior management policy that she felt worked for her family of multiple special needs children, believed that this was what would work for the school. Her method of implementation was top-down. The teachers were not at all involved in the creation of the policy to mold it to what would work in a classroom setting let alone, a school setting. It was very much a case of ‘do as I say.’ Though the philosophy behind this policy was agreeable, it was not suitable for the school setting and failed in its implementation as the teachers did not find it practical. When another behavior management policy was developed, the teachers were highly involved in its formation as they worked with the existing circumstances and what would best work with the diverse community of the school. Since they were fully involved, the teachers were able to successfully implement this in their classrooms.

Brownell et al., (2010) believe that a true quality special education teacher needs to understand the history of the field and the resulting policies and research that have shaped the teacher training practice and special needs education. A teacher education program that suits the specific needs of the community can then be re-designed, leading to the legitimate quality teachers needed.

With the inclusion policies created, quality teachers are expected to meet the needs of all students in the classroom. They are expected to do this through differentiation or by incorporating various learning styles in their lesson to ensure that high achievers, slow learners, and children with other learning challenges can achieve the same standard of quality education. This, though noble, is too high an expectation of a teacher. Teachers try to incorporate all these demands but many are left feeling discouraged and unsuccessful. Brownell et al., (2010), believe that a collaboration between the general education teachers and the special education teachers during the teacher training is essential. Much as the general education teachers can be trained in some aspects of special education, the specialized teachers must work together with the general teachers to create a framework of how to address the specific needs that may not be able to be met in the classroom or share ideas on the best approaches to meet these needs.

Though there is no contention that quality teachers are needed in Education but what constitutes a quality teacher may be perceived differently. It is therefore imperative that policies are created that ensure that the teachers produced today, are trained to meet the needs of the children of the 21st century and bring about political, social, and economic development in the country.

1. **Roles of Educators as Advocates for Teachers, Students, and Families**

Educators are mandated to create the best environment for teachers to succeed. This means preparing the teacher through professional development to equip them with the tools they need as teachers of the 21st-century. Continuous professional development is crucial for teachers to continue to be relevant today. The world is very different from what it was 2 years ago pre-COVID. When the world was thrown into this pandemic, gears had to shift to a more digitally-based modus operandi. Those who were not ‘tech savvy’ had no choice but to join the digital race if they were to remain in the profession and also continue to provide an education to students all over the world. Baer and Danker (2017) write about their desire as art educators to have passionate students that are advocates for art education and can conduct action research as teaching with and through arts is what students are continuously learning to understand. They write about creating a digitally relevant curriculum through pre-service so that their art-teacher students gain a wider scope of skills and continue to be relevant in the perpetual advancing field of art education.

In addition to this, educators must fight for teachers’ rights in the best way possible. If one is to continue to work passionately, external stresses must be handled. A look into their remuneration is pertinent because if they are not happy with their wages, they are not able to focus and give their work the full attention it deserves. As educators, we are in positions to influence policy and ensure that all that is needed for quality teachers is provided. As Fleischer and Garcia (2021) write, teacher educators, have the power to advocate to alter the narrative regarding literacy.

It is agreed that policies are put in place to provide quality service and in many cases, they serve this purpose. However, in some cases, they have been found to do the reverse. Sato (2014) argues that the educative Teacher Performance Assessment (edTPA) implemented across the U.S had a negative influence on the pre-service teachers as they were lacking in the analysis of this standardized performance assessment.

As advocates for families, we need to provide support for *all* children to receive a quality education. Policies have been put in place for inclusive education but it is important to realize that not only do the novice teachers need training in inclusive education but the community as well. In Uganda, there is stigmatization against children with special education making many families hide their children at home and keep them from the special education they need (Nantongo 2019). As advocates, it is our responsibility to educate the community and country at large so that more provisions are made for families with special education needs children and the stigmatization from the community is removed.

**6.1 Advocates for Students and Families**

In developed countries like the U.S, the Individuals with Disabilities Education Act (IDEA) made provision for children with special needs to receive Free and Appropriate Public Education (FAPE). These policies are put in place to advocate for the students. However, as Mueller and Vick (2019) report, the implementation leaves a lot to be desired as professionals have consistently failed to follow the procedures of the law required to make this work. Parents’ negative experiences with the focus being on paperwork as opposed to collaboration with them, especially for families that are linguistically and culturally diverse, have led to the ineffective implementation of these policies. Their advice is to equip training teachers with the skills they need to collaborate with the families of children with special needs in addition to the knowledge and skills required for this.

In developing countries like Uganda, though educators have advocated for the rights of inclusive education or education for the disabled, the country is not at the stage to provide this service for free. Uganda has put in place the Persons with Disability Act (2006) as well as ratified the United Nations Convention on the Rights of Persons with Disabilities (2008), which requires the provision of educational services for people with special needs. For this to transpire, policymakers advocated for teacher training colleges to be provided with the resources that would equip teachers to meet the needs of the special needs children (Basome and Allida 2018). These have however been side-tracked as a result of the introduction of the UPE, where most of the funds were diverted to.

1. **Conclusion**

In conclusion, it is clear that policy perspectives in education are put in place to ensure quality teaching occurs and that the upcoming teachers are well trained to meet the needs of *all* children, including children with special needs, in the 21st-century. Unfortunately, the issues of development like teacher supply and demand, teacher recruitment, continued professional development, and the accreditation of the teacher programs, do challenge the trajectory of quality educational services,

The policies put in place by the government through the advice of educators, mostly have a positive impact on teacher development and development issues as they ensure that ultimately, quality teachers are produced that provide the quality services required. Nonetheless, we cannot be blind to the fact that some policies though well-intentioned, do not achieve the purpose for which they were intended, and involving the stakeholders in the policy-making process, especially the teachers in training, is pertinent. Research-based policies are also seen to be more effective as policies that may be successful in developed countries may not do the same for developing ones. In addition, when teachers are not involved, the lack of clarity in their perceptions makes implementation unsuccessful. In other cases, new policies like the UPE in Uganda, take away resources set aside for previous policy implementations making them fail in the long run. Kumar and Wiseman (2021), recommend either developing new policies or updating the existing ones so that they are more applicable to the existing environment.

Policies that are geared to improving the quality of teaching and teacher education have social, political, and economic implications. Social justice is paramount all over the world hence the creation of policies to establish this. Economically, quality education and teachers are seen as capital investments as they ameliorate a country’s economic development when exchanged for income. This allows for competition with the developed world bringing about a stronger economy. Politically, the government has to be involved in the endorsement of these policies with the guidance of the educators as well as setting aside the funding that is needed for the policy implementation.

The onus is then on educators to take on the role of advocates for teachers, students, and families to ensure that the policies endorsed by the government are within the social and economic parameters and that much as the goal for quality teaching and teacher education stands, with ensuing growth and development, all stakeholders should be involved in the creation of these policies. It is also interesting to note that developed and developing countries face similar challenges regarding policy perceptions and their impact on teaching and teacher education. They may not be to the same degree but they exist nonetheless. However, some of the challenges and resulting policies are particular to specific communities.

Bibliography

Baer, S. A., & Danker, S. (2017). Digital process and product: Engaging the next generation of art education researchers. *International Journal of Education & the Arts, 18*(31).

Basome, S. and Allida, D. (2018). Status of the teaching of children with special needs in inclusive primary schools of Iganga district. *Baraton Interdisciplinary Research Journal, 8*(Special Issue), 1-9. Retrieved May 30, 2022, from https://ueab.ac.ke/wp-content/uploads/2019/03/Samson-Basome-2.pdf

Bategeka L. and Okurut N. (2005, February). Universal Primary Education | Uganda. *Inter-Regional Inequality Facility*.

Bett, H. K. (2016). The cascade model of teachers’ continuing professional development in Kenya: A time for change? *Cogent Education, 3*(1). Retrieved from https://doi.org/10.1080/2331186X.2016.1139439

Brownell, M. T., Sindelar, P. T., Kiely, M. T., & Danielson, L. C. (2010). Special Education Teacher Quality and Preparation: Exposing Foundations, Constructing a New Model. *Exceptional Children, 76*(3), 357-377.

Fernández, M. B. (2018). Framing Teacher Education: Conceptions of Teaching, Teacher Education, and Justice in Chilean National Policies. *Education Policy Analysis Archives, 26*(34). Retrieved from http://dx.doi.org/10.14507/epaa.26.2806

Fleischer, C. and Garcia, A. (2021, January 1). Everyday Advocacy: Teachers who change the literacy narrative. *Curriculum and Teaching Dialogue, 23*(1&2), 305-308.

Glendinning, I., Orim, S. M., & King, A. (2019). *Policies and Actions of Accreditation and Quality Assurance Bodies to Counter Corruption in Higher Education.* Coventry University, UK. CHEA International Quality Group.

Hobbel, N & Bales, B. (2018). *Navigating the Common in Teacher Education Policy; Critical and International Perspectives.* New York: Routledge, Taylor & Francis.

Knight, S., Lloyd, G., Arbaugh, F., Gamson, D., McDonald, S., Nolan, J., and Whitney, A., (2015). Reconceptualizing Teacher Quality to Inform Preservice and Inservice Professional Development. *Journal of Teacher Education, 66*(2), 105-108.

Kumar, P. and Wiseman, A. W. (2021). *Teacher quality and education policy in India: understanding the relationship between teacher education. teacher effectiveness, and student outcomes.* New York: Routledge, Taylor & Francis Group.

Mueller, T. G., & Vick, A. M. (2019). An investigation of facilitated individualized education program meeting practice: Promising procedures that foster family–professional collaboration. *Teacher Education and Special Education, 42*(1), 67-81.

Nantongo, S. (2019). Framing heuristics in inclusive education: the case of Uganda's preservice teacher education program. *African Journal of Disability, 8*, 1-10.

Sato, M. (2014, July 11). What Is the Underlying Conception of Teaching of the edTPA? *Journal of Teacher Education, 65*(5).

Skeen, N., Lewis, A., van Buren, C., Hodges, T. (2020, December). Helping hands for new teachers: Induction program builds a bridge between university and classroom. *Learning Professional, 41*(6), 28-32. Retrieved May 21, 2022

Ssenkaaba, S. (2014, November 13). Inclusive Education: The missing link. *New Vision*.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019, April 8). Understanding Teacher Shortages: An Analysis of Teacher Supply and Demand in the United States. *Education Policy Analysis Archives, 27*(35), 1-40. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1213618.pdf>

Urwick, J. and Kisa S. (2014). Science teacher shortage and the moonlighting culture: The pathology of the teacher labor market in Uganda. *International Journal of Educational Development, 36*, 72-80.

Viennet, R. and B. Pont. (2017). Education policy implementation: A literature review and proposed framework. *OECD Education Working Papers, 162*, 19. Retrieved from https://doi.org/10.1787/fc467a64-en