

In addition to collaborating with CMEC, provinces and territories have undertaken quality evaluation in other areas. For example, in Ontario, the introduction of the Key Performance Indicators program at the post-secondary level is intended to measure the relationship between university or community college programs and job opportunities for graduates, with enhanced funding for programs demonstrating high graduation and placement rates and student and employer satisfaction.

Performance indicators have also been developed in British Columbia to measure how well post-secondary institutions are meeting the goals of relevance and quality, access, affordability and accountability set out in 1996 in *Charting a New Course: A Strategic Plan for the Future of British Columbia's College, Institute and Agency System*. In the university sector, work is being done to develop an accountability framework that spells out the outcomes the government expects from this sector.

Internationally, CMEC led the Canadian delegation to the planning meeting for Comparable Education Indicators in the Americas, held in Washington, D.C. (United States) in July 1999 to discuss the feasibility of developing education indicators for the Hemisphere. The meeting was initiated by Chile and the U.S. as a practical follow-up to the second line of action, in their capacity as members of the Group of 11. CMEC also participated in a meeting on educational assessment, held in Brazil in April 2000, and recommended that Canada continue contributing to this work, given its importance for Canadian education authorities and the expertise Canada has to offer.

Develop comprehensive programs to improve and increase the level of professionalism among teachers and school administrators that combine pre-service and in-service training, exploring incentive mechanisms tied to updating their skills and to meeting such standards as may have been agreed upon. Higher education must collaborate in this endeavour through research and pedagogy, both of which should be strengthened in order to meet this goal.

Curriculum reform depends on teachers having strong pedagogical knowledge of the disciplines they teach, on the developmental levels of students, and on the resources, including technology, at their disposal. In a rapidly changing, information-based global society, teachers must be fully up-to-date in their skills, knowledge and training, given the requirement for students to access information using new technologies and digital and print materials for resource-based instruction. Teachers must also be fully capable of transmitting to students the knowledge and skills necessary for them to prosper in a highly competitive global economy. To this end, a number of teacher training programs are being developed.

For example, the College of Teachers was established in 1997 at arm's length from the Ontario Ministry of Education to regulate the teaching profession, set professional requirements, discipline member-teachers where necessary, and ensure a consistent framework for teaching across the province. Minimum workload requirements for teachers have been defined to ensure appropriate classroom time for all students. A mandatory teacher testing program is under development to ensure that teachers know their curriculum subjects and the teaching methods expected of them. The Ministry will also be designing an induction program where new teachers can get coaching and support from more experienced colleagues as they begin their careers.