

National Workshop on ICT Competency Standards Development

AKT bo'yicha kompetensiya standartlarini ishlab chiqish Milliy seminari



Uzbekistan
Ministry of National Education,
Science and Culture

Korean
Funds-in-Trust



Avenue Park Hotel, Bostanliq, Republic of Uzbekistan; 21-23 January 2015
Avenue Park Mehmonxonasi, Bo'stonliq, O'zbekiston Respublikasi 2015 yil 21-23 yanvar

Introduction to Competency Standards for Teachers

ICT in Education
UNESCO Bangkok

Jonghwi Park
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Outlines

- Project overview
- Why national ICT competency standards for teachers?
- What are they?
- How to develop?
- Overview of the two-day workshop
 - Objectives of the workshop
 - Expected outputs
 - Programme



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Project Overview

- Duration: August 2013-July 2017 (48 months)
- Funding source: Korea Funds-in-Trust
- Beneficiary countries: Member States in AP with three pilot countries (Nepal, Uzbekistan, Philippines)
- Country implementation: Aug 2014-Aug 2016

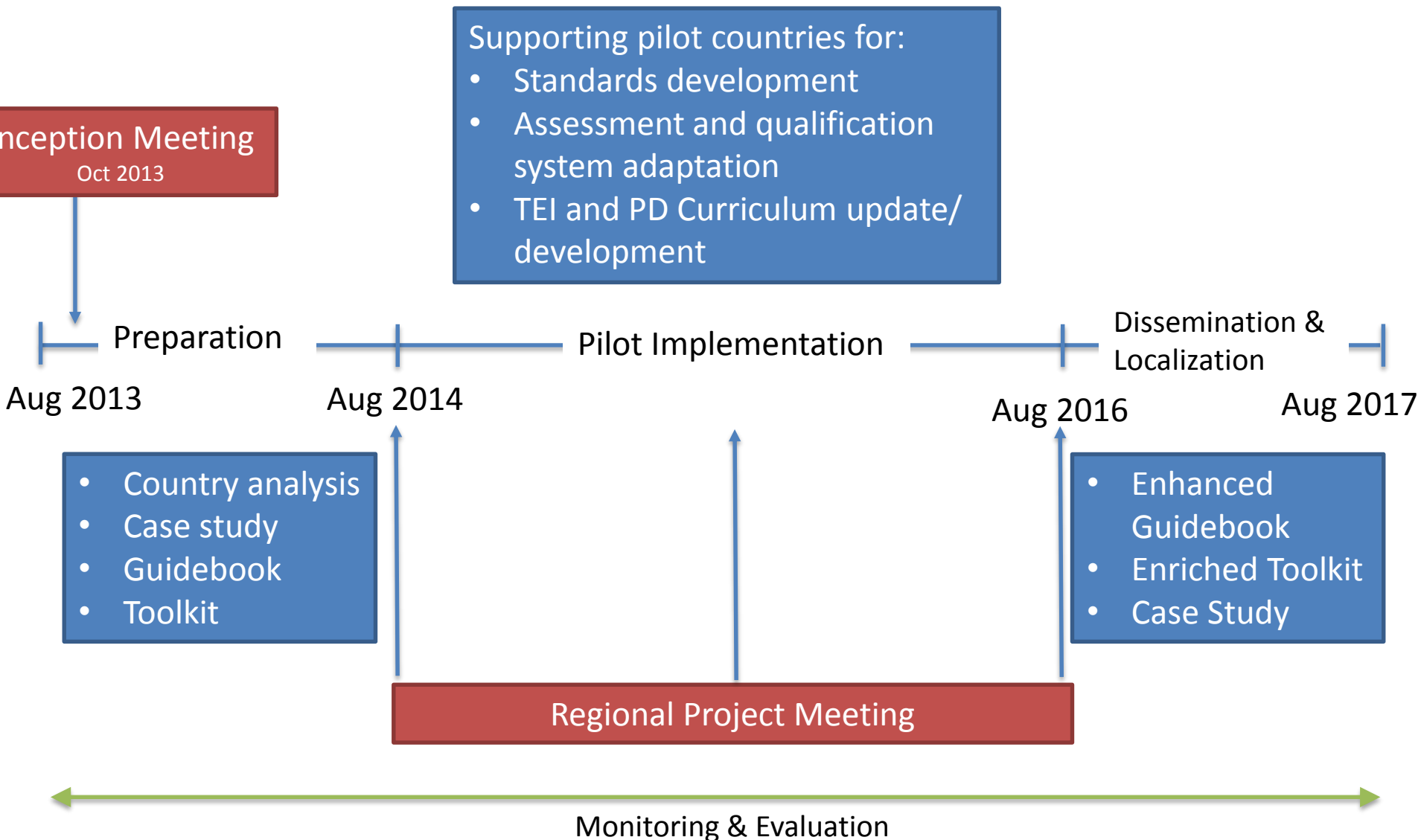


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Project Timeline at a Glance





Suggested procedures for country piloting

	Activity	Timeframe	Outputs	Main actors
1	Developing workplan	31 Jan 2014	<ul style="list-style-type: none"> Country workplan 	BGK/FO
2	Building country TFT	31 Jan 2014	<ul style="list-style-type: none"> List of TFT 	FO/MOE
3	Country background report	28 Feb 2014	<ul style="list-style-type: none"> CBR 	MOE/FO
4	fact finding mission	Mid March – Sept 2014	<ul style="list-style-type: none"> Country e-readiness report 	BGK/FO/MOE
5	Regional workshop in BGK (to introduce the project and toolkit)	Aug 2014	<ul style="list-style-type: none"> Mutual understanding of the project Refined project modality 	BGK/FO/MOE
6	National consultation workshop for competency standard development	January 2015	<ul style="list-style-type: none"> Standards Performance indicators 	FO/BGK/MOE
7	Revise and finalize the CS, PIs and assessment instruments through online consultation (policy-level endorsement to adopt the CS and PI-based assessment)	Jan 2015 – June 2015	<ul style="list-style-type: none"> Standards & PIs Assessment instruments Updated policy Progress report 	MOE/FO/BGK
8	Regional workshop in BGK (to review the developed CS together)	Aug 2015	<ul style="list-style-type: none"> Refined and finalized CS, PIs and assessment 	BGK/FO/MOE
9	National consultation workshop for curriculum development with TEIs	Aug – Sept 2015	<ul style="list-style-type: none"> Updated curriculum draft 	FO/BGK/MOE
10	Revise and finalize the curriculum (through online consultation)	Sept 2015– June 2016	<ul style="list-style-type: none"> Updated or newly developed curriculum 	MOE/FO/BGK
11	Regional workshop in BGK	Aug 2016	<ul style="list-style-type: none"> Finalized toolkit 	BGK/FO/MOE

Note: FO indicates UNESCO Office in the country of concern. The order of main actors represents the degree of accountability.



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WHY would we need ICT competency standards?



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Why?

- Why would a country need national ICT competency standards for teachers?



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Is this story familiar to you? (1)

Intel®
Teach
Program

Microsoft®
Partners in Learning

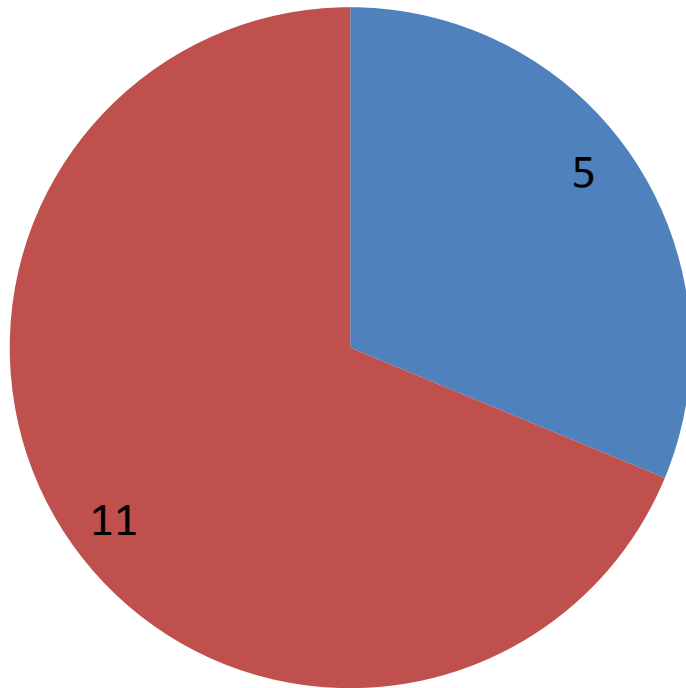




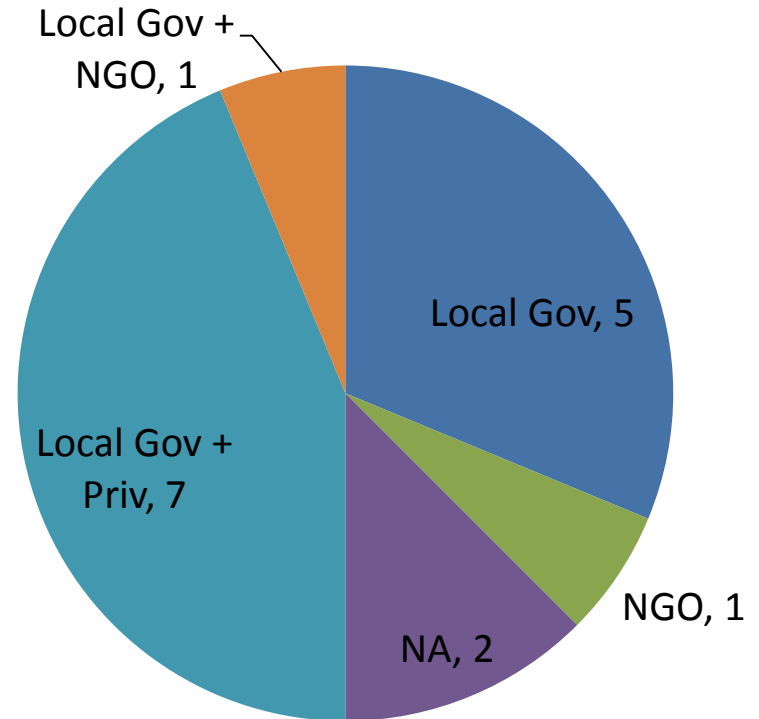
Teacher training providers

According to a review of 16 Member States in SEA and EA countries in 2013:

Pre-service Training
Provider (N=16)



In-service Training
Provider (N=16)



■ National TTC, NIE, ■ University (TEI)



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Is this story familiar to you? (1)

- One time course
- The same group of teachers taking similar courses repeatedly
- Only the number of hours matters.
- No monitoring and evaluation



Is this story familiar to you? (2)

Visions in Education

Basic
Education

Knowledge
acquisition

Knowledge
deepening

Knowledge
creation

Your policy
vision is
here

Your Teacher Development Curriculum in Reality

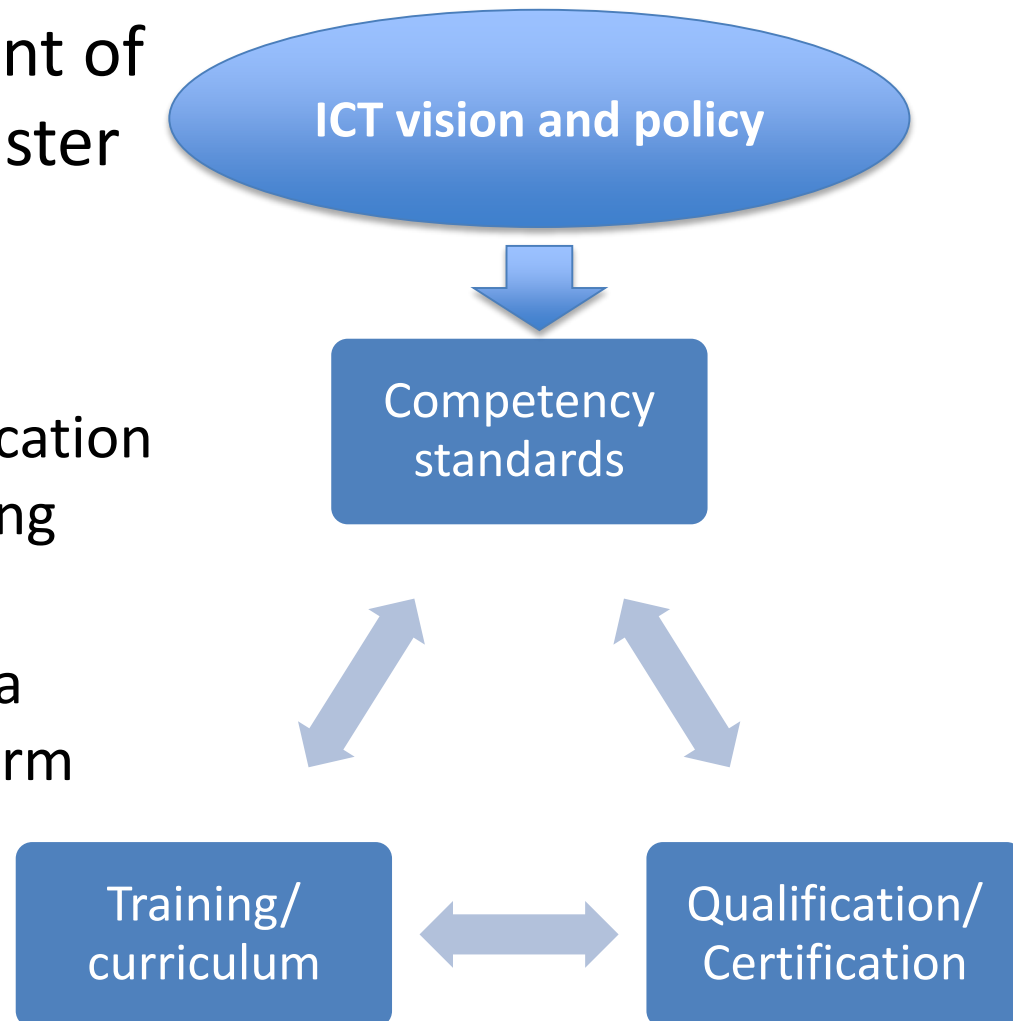
- The history of computers
- How to connect hardware
- How to use productivity tools





Objectives of ICT NCST

- To serve as a component of an overall ICT in Ed Master Plan
- **To provide guidelines**
 - For basing teacher education programmes and training offerings
 - For certifying whether a teacher is able to perform



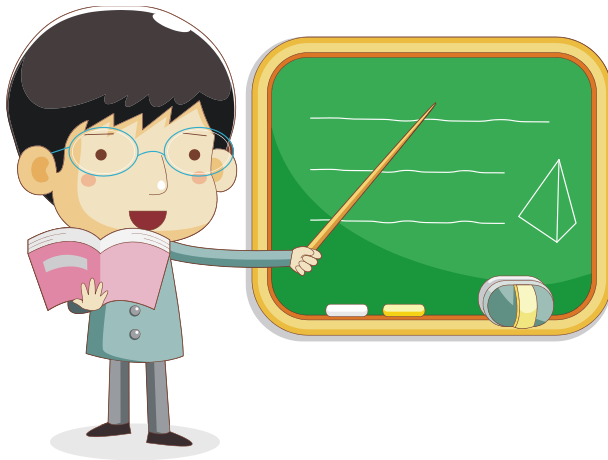
WHAT are they?



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What are the competency standards?

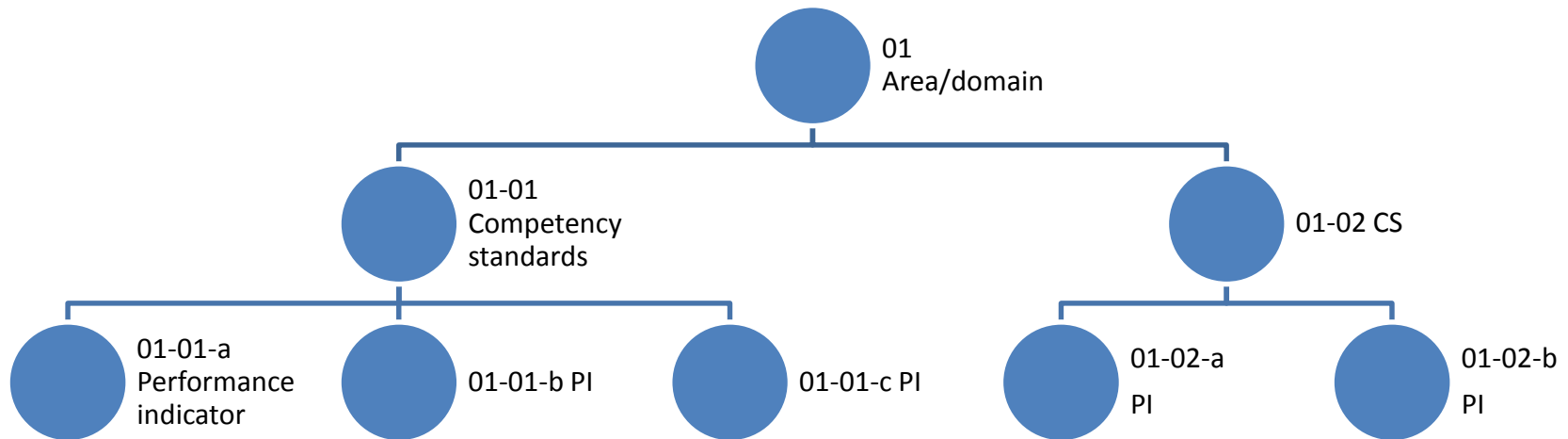
- Combination of knowledge, skills and attitudes that an individual uses at work, school or other environments





What are the competency standards?

- Areas/Domains -> Competency standards -> Performance indicators

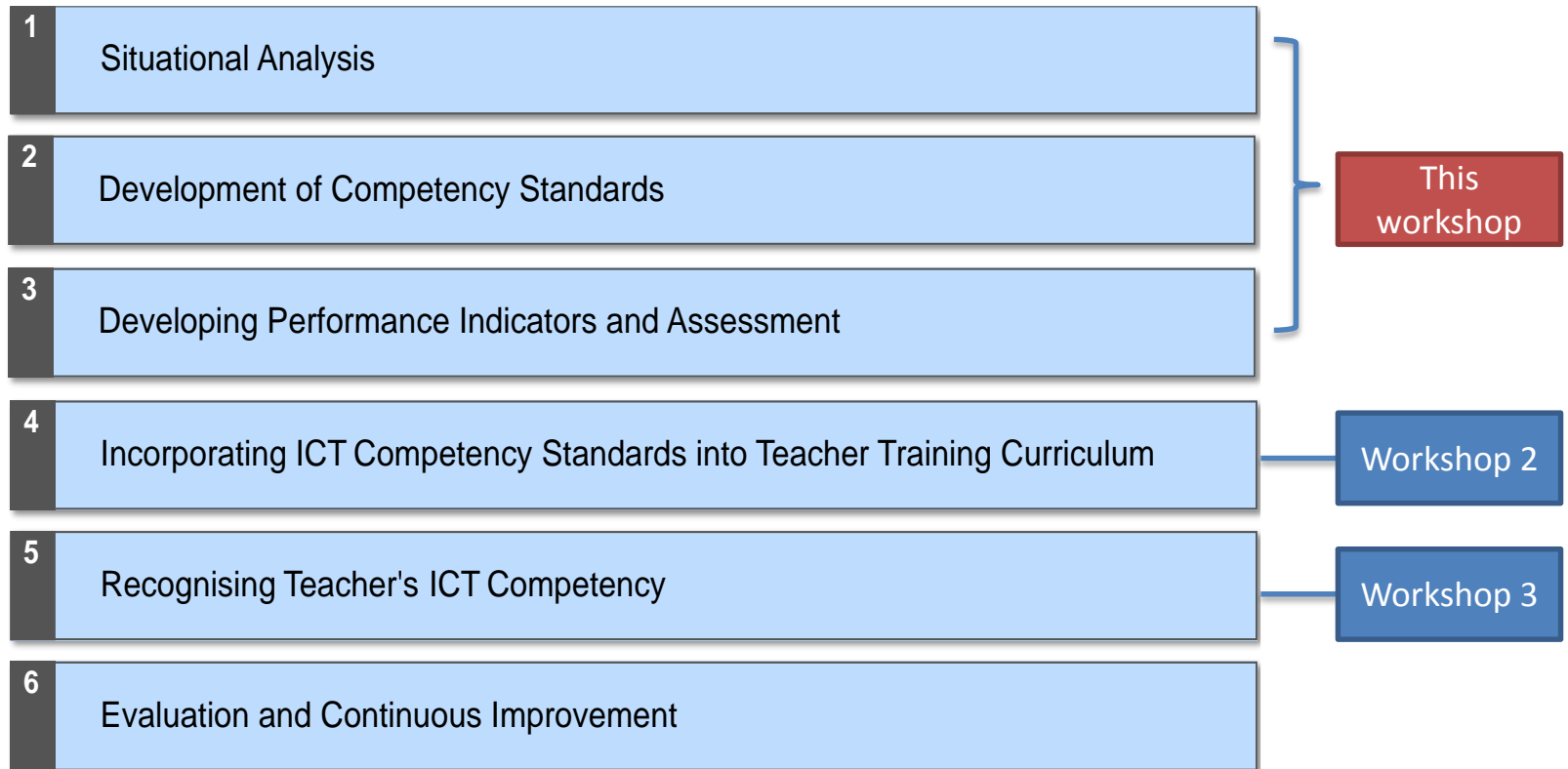


HOW?



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Six stages





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Three different approaches

A diagram consisting of three white circles connected by a thin blue line, arranged vertically on the left side of the slide. Each circle is connected to a horizontal blue bar that contains text. The top circle is connected to the top bar, the middle circle to the middle bar, and the bottom circle to the bottom bar. The bars extend to the right edge of the slide.

Adapting from available frameworks

Developing brand-new competency standards

Adding ICT components on to generic teacher competency standards

Overview of the 2.5-day Workshop



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Objectives of the Workshop

- Collectively review and understand the current readiness of teachers of the country and compare with the national education goals and vision
- Introduce participants to diverse approaches to developing ICT competency standards for teachers
- Provide an overview of the development process of ICT competency standards for teachers; and
- Identify and draft domains, standards and corresponding performance indicators



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By the end of this workshop

- The taskforce team will:
 - 1) Choose a most suitable approach to developing the competency standards
 - 2) Identify domains
 - 3) Be able to develop competency standards and performance indicators
 - 4) Draft a work plan for the full development



Day 1

Module	Session	Facilitators	Outputs	Duration
1	Introduction to Competency Standards: Why, What and How	UNESCO	-	.5 hr
2	Understanding teachers readiness in Uzbekistan <ul style="list-style-type: none">• Readiness assessment results• Presentation on current status of ICT in Education (policy and practices)• Discussion on where we are and where we should be (needs analysis)	National TFT UNESCO/MOE	Mutual agreement on where we are and where we should be in terms of teacher ICT development	2.5 hrs
	LUNCH			
3	Diverse approaches to developing competency standards for teachers <ul style="list-style-type: none">• Discussion on an approach to choose	UNESCO	Selected approach(es)	1.5 hrs
4	Developing competency standards (1): Domains	UNESCO Group work	Mutually agreed domains	2 hrs



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Day 2

Module	Session	Facilitators	Outputs	Duration
5	Developing competency standards (2): Competency standards	UNESCO Group work	Written standards for at least two domains	3 hr
	LUNCH			
6	Developing competency standards (3): Performance Indicators	UNESCO Group work	Written PIs for at least one domain	3 hrs
	Group work + Consultation	UNESCO Group work	Mutually agreed domains	2 hrs



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Day 3

Module	Session	Facilitators	Outputs	Duration
7	Output presentation + consultation	National TFT UNESCO	Written standards for at least two domains	1.5 hr
8	Next steps and future plan	National TFT/ UNESCO	Work plan for finalizing NCST and organizing next workshop (for TEIs)	1 hr



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THANK YOU.

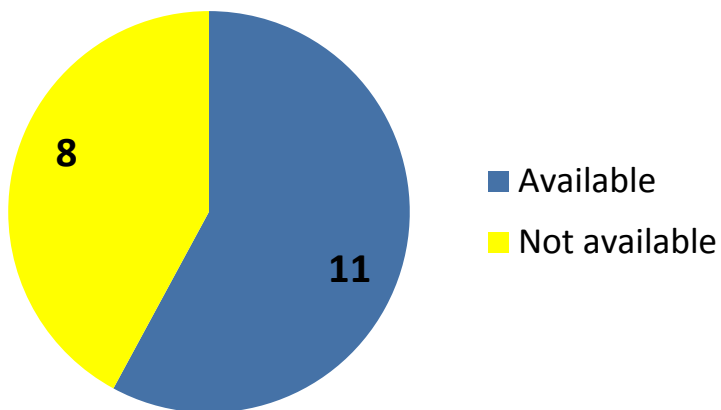
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Availability of the National Competency Standards for Teachers

According to a review of 19 Member States in SEA and EA countries in 2013:



	Available	Not available
Does a country have such national competency standards for teachers to begin with?	AUS, CH, JPN, KOR, MAL, NZ, PHI, SG, TH	BR, CAM, IND, LAO, MYN, VN
	MON, UZ	KAZ, KYZ



Standards-informed curriculum

N=8	AUS	CH	JPN	KOR	MOG	NZ	PHI	SG
Does the national professional development program follow/ informed by the standards?	Y	Y	Y	Y	N	Y	N	Y

- AUS: Australian Teacher Performance and Development Framework
- NZ: E-Learning Planning Framework
- KOR: Training designed based on ISST framework
- JPN: Educational Media In-service Teacher Training Curriculum Standard