ICT Competencies for Teachers

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ICT in Education Programme Officer, UNESCO Bangkok

ICT and Deep Learning Skills for Better Education

1 December 2015, SMX, Philippines
Overview

• Education 2030
• Why we need ICT Competency Standards
• Existing frameworks and operationalization
• Philippine Case
Education 2030 Agenda

SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

• Teachers: fundamental in guaranteeing quality education

• 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 (SDGs)

→ Member states to ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. (Incheon Declaration)
Education 2030 Agenda

“**ICTs** must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.”

(Paragraph 10, Incheon Declaration)

Huge investments on:
- Infrastructure
- Connectivity
- Content and systems
- Capacity Building Workshops

潜力 to use technology to improve educational outcomes in schools

“no evidence that such initiatives have delivered on that promise”
ICTs in Schools: Focus policy and resources on educators to improve educational outcomes

“...the most effective use of technology to help improve educational outcomes lies not in pushing for getting technology into the hands of the learners in the classroom, but rather in emphasizing using the strengths of ICTs as integral elements in the development process of teachers.”

SHIFT must be made “to facilitate enhanced teacher education and teacher professional development. Building teacher capacity will have a longer-term and sustainable impact on the education of all children.”

Computers aren’t magic. Teachers are.
(Craig R. Barrett, Former CEO, Intel Corporation.)

It is not enough to install technology into classrooms – it must be integrated into learning.

Nothing can substitute for a good teacher.

- UNESCO DG Irina Bokova, AMFIE 2012
Qingdao Declaration (May 2015)
Role of ICT in achieving Education 2030

Access and Inclusion
- Relevant & responsive digital learning environments
- Use of ICT to offer diverse complementary learning pathways

Use of OER, FOSS, Open Standards

Integration of ICT skills and information literacy in basic education curricula

Empowerment of educators
- System-wide support for innovative pedagogical use of ICT (training, incentives, networks, platforms)
- Teacher training institutions as vanguards for tech-supported innovations in education

Quality assurance and recognition of online learning

Comprehensive M&E systems for evidence-based policy formulation
- Capacity-building in data collection, analysis, and reporting
- Inclusion of ICT in Education indicators in GEMR

Multi-stakeholder local, regional, international partnerships / cooperation
- Scalable innovative funding mechanisms
WHY would we need ICT competency standards?
Is this story familiar to you?

- One-time big-time course
- The same group of teachers taking similar courses repeatedly
- Certificates of Participation (not “learning” or “application”) - only the number of hours matters
- Lack of follow-through support during in-school application
- No monitoring and evaluation
Is this story familiar to you?

Visions in Education

- Basic Education
- Knowledge acquisition
- Knowledge deepening
- Knowledge creation

Your Teacher Development Curriculum in Reality

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

Your policy vision is here
Teacher Development

Teacher education and training is not systematic yet. Need to consider ICT Competency Standards for Teachers

Source: UIS database; combined primary and secondary level teachers
Policy Level Intervention

Guiding standards

- Systematic Teacher professional development
- Supporting curriculum
- Monitoring and qualification
Status of National ICT Competency Standards for Teachers in Asia Pacific

• Target: 19 Member States
  ◦ 10 ASEAN countries
  ◦ 4 East Asia (China, Japan, Mongolia, and Republic of Korea)
  ◦ 2 Pacific (Australia, New Zealand)
  ◦ 3 Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan)

• Data:
  ◦ Official documents (e.g. policy documents, laws, strategic plans, published papers, curricula, etc.)
  ◦ Pre-Symposium Survey from the CA countries

• A snapshot of the most significant development in ICT training for teachers
• Out of 19 Asia Pacific countries surveyed: 10 SEA + 4 EA + 3 CA + 2 Pacific
Integrated vs stand-alone

• To what extent/how are the ICT competencies presented in the national competency standards for teachers? (19 countries surveyed: 10 SEA + 4 EA + 3 CA + 2 Pacific)

<table>
<thead>
<tr>
<th>Stand-Alone</th>
<th>Integrated</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA: SG, TH</td>
<td>EA: MON</td>
<td>SEA: BR, CAM,</td>
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<tr>
<td></td>
<td>Pacific: AUS, NZ</td>
<td>IND, LAO, MYN,</td>
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<tr>
<td></td>
<td>SEA: MAL, PHI</td>
<td>VN</td>
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</table>
Teacher training providers

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

**Pre-service Training Providers (N=16)**
- 11 National TTC, NIE
- 5 University (TEI)

**In-service Training Providers (N=16)**
- Local Gov, 5
- Local Gov + Priv, 7
- Local Gov + NGO, 1
- NA, 2
- NGO, 1

Alignment of training programmes to standards not clear
### Are ICT standards compulsory for teacher qualification?

<table>
<thead>
<tr>
<th>Country</th>
<th>AUS</th>
<th>CH</th>
<th>JPN</th>
<th>KAZ</th>
<th>KOR</th>
<th>KYR</th>
<th>MAL</th>
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<th>PHI</th>
<th>SG</th>
<th>TH</th>
<th>UZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>opt</td>
<td>Y</td>
<td>opt</td>
<td>NA</td>
<td>Y</td>
<td>Y</td>
<td>NA</td>
<td>Y</td>
<td>NA</td>
<td>Y</td>
</tr>
</tbody>
</table>

### Are the ICT Competencies of in-service teachers assessed as part of teacher promotion and/or retention?

<table>
<thead>
<tr>
<th>Country</th>
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<th>SG</th>
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<th>UZ</th>
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</thead>
<tbody>
<tr>
<td>Promotion</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>opt</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>opt</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Y</td>
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</table>

NA: data not available
<table>
<thead>
<tr>
<th>Country (N=8)</th>
<th>Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUS</td>
<td>Demonstration of Evidence</td>
</tr>
<tr>
<td></td>
<td>Site visits, observations* (for Highly Accomplished Lead Teachers)</td>
</tr>
<tr>
<td></td>
<td>Professional discussion*</td>
</tr>
<tr>
<td>CH</td>
<td>National Test (written)</td>
</tr>
<tr>
<td>KOR</td>
<td>Certification upon course completion</td>
</tr>
<tr>
<td>NZ</td>
<td>Evidence, recommendation from school</td>
</tr>
<tr>
<td>SG</td>
<td>Self-reporting and portfolio via Enhanced Performance Management System (EPMS)</td>
</tr>
</tbody>
</table>
Summary of Findings

• Almost half of the studied countries have yet to have ICT competency standards for teachers to guide teacher development.

• In-service teachers development in most of the studied countries has a less clear path for developing teachers’ ICT competencies (than pre-service).
Existing frameworks
Competency standards development

- Sample: Competency Framework for SEA Teachers (2009): E Developing and utilizing teaching and learning resources
  - E.4 Integrate use of ICT in teaching and learning

- Key areas of competency.
- Should address all aspects of teachers’ work.

- Domain
  - CS-1
    - PI-1-1
    - PI-1-2
  - CS-2
    - PI-2-1

- Specific knowledge, skill, and attitude that a teacher should be able to demonstrate.

- A unit of competency.
- Basic outline of the knowledge and skills required in the given area.
- Stated in the observable term.
Countries that localized and developed their own standards, adopting from the ISTE framework: Malaysia, Korea, Japan, Australia, the Philippines and more

Also available for students, school administrators, technology coaches, and computer science educators

For more info: http://www.iste.org/standards/iste-standards
Sample ISTE NETS-T standards & PIs

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

National Educational Technology Standards for Teachers by ISTE (5 domains, 20 indicators) (https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)
UNESCO ICT CFT

**6 aspects of teacher’s work (domains)**

<table>
<thead>
<tr>
<th>UNDERSTANDING ICT IN EDUCATION</th>
<th>TECHNOLOGY LITERACY</th>
<th>KNOWLEDGE DEEPENING</th>
<th>KNOWLEDGE CREATION</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Policy awareness</td>
<td>Policy understanding</td>
<td>Policy innovation</td>
</tr>
<tr>
<td>CURRICULUM AND ASSESSMENT</td>
<td>Basic knowledge</td>
<td>Knowledge application</td>
<td>Knowledge society skills</td>
</tr>
<tr>
<td></td>
<td>Integrate technology</td>
<td>Complex problem solving</td>
<td>Self management</td>
</tr>
<tr>
<td>PEDAGOGY</td>
<td>Basic tools</td>
<td>Complex tools</td>
<td>Pervasive tools</td>
</tr>
<tr>
<td></td>
<td>Standard classroom</td>
<td>Collaborative groups</td>
<td>Learning organizations</td>
</tr>
<tr>
<td>ICT ORGANIZATION AND ADMINISTRATION</td>
<td>Digital literacy</td>
<td>Manage and guide</td>
<td>Teacher as model learner</td>
</tr>
<tr>
<td>TEACHER PROFESSIONAL LEARNING</td>
<td></td>
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</tr>
</tbody>
</table>

3 approaches to teaching based on human capacity development → check alignment with education goals

collaboration among UNESCO, CISCO, INTEL, ISTE and Microsoft

Three approaches to teaching based on human capacity development ➔ education goals

**THE FRAMEWORK**

<table>
<thead>
<tr>
<th></th>
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<th>KNOWLEDGE CREATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ICT as subject, focus on basic ICT literacy</strong></td>
<td>• Real world problem-solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Traditional pedagogy with some ICT</strong></td>
<td>• Collaborative student-centred pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Blended learning</strong></td>
<td>• Teachers support more dynamic class structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Digital content</strong></td>
<td>• Knowledge-building pedagogy focusing on HOTS and creative expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ICT embedded in the curriculum</strong></td>
<td>• Continuous innovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge-deepening</strong></td>
<td>• Open-ended ICT tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge creation</strong></td>
<td>• Communities of practice</td>
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</table>
### UNESCO ICT CFT

#### The UNESCO ICT Competency Framework for Teachers

<table>
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Total of 18 modules; can be at different stage for each domain
Example in Practice: Pedagogy

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<th>Technology Literacy</th>
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<th>Knowledge Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using the word processing application, the teacher displays on the interactive whiteboard some examples of poor writing. She demonstrates how, with a few changes in the choice of words and the word order, sentences can be made simpler and clearer.</td>
<td>The teacher organizes the students into collaborative groups and asks them to devise their own fitness assessments, such as seeing how quickly their heart rates return to normal after exercise. The teacher sets up an online forum and encourage students to track their progress and comments each other over the next month.</td>
<td>The teachers act as monitors and coaches to the students, ensuring the students have the skills and knowledge they need, advising them of methods they could use, ensuring the students stay focused on their tasks and meet the deadlines they have agreed.</td>
</tr>
</tbody>
</table>
### Example in Practice: Professional Learning

<table>
<thead>
<tr>
<th>Teacher Professional Learning</th>
<th>Technology Literacy</th>
<th>Knowledge Deepening</th>
<th>Knowledge Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher searches various websites to find teaching resources on writing skills, including exercises and writing assignments, stimulus material and ideas for lessons.</td>
<td>The teacher regularly visits an Internet discussion forum that is a useful source of new ideas on how to get students more interested in PE and exercise. He actively seeks for technical advice on an aspect of a new fitness programme the students want to try out.</td>
<td>The teacher regularly shows other teachers how the project uses ICT to enable students to generate knowledge while studying their school subjects. She also explains to colleagues how the project, and her own role in it, has developed and improved in the light of experience and experimentation.</td>
</tr>
</tbody>
</table>
UNESCO Bangkok’s case studies

- Analysis of five country cases where national ICT competency standards for teachers are fully operationalized
- Australia, China, Korea, Kenya and Tanzania
- Duration: Jan – Oct 2014
Three Approaches

**Contextualization of Existing ICT Competency Standards Frameworks**
- used by Kenya and Tanzania
- contextualized and rolled out the UNESCO ICT-CFT for teachers and teacher educators

**Developing Brand-New Stand-Alone Competency Standards**

**Adding ICT Standards as Integral Part of Teacher Professional Standards**
- used by China and Republic of Korea
- conducted literature review, competency modelling, investigation of exemplary performance, consultations
- used by Australia
- incorporated ICT competency standards into the established overall framework and standards for Teacher Professional Development
## ICT competency standards

<table>
<thead>
<tr>
<th>Country</th>
<th>Title</th>
<th>Domains/Areas</th>
</tr>
</thead>
</table>
| **Australia**  | Australian Professional Standards for Teachers (APST)                 | ▪ Professional knowledge  
▪ Professional practice  
▪ Professional engagement |
| **Korea**      | ICT Skills Standards for Teachers                                     | ▪ Information gathering  
▪ Information analysis and processing  
▪ Information transfer and exchange  
▪ Information ethics and security |
| **China**      | ICT Competence Standards for National Primary and Secondary School Teachers | ▪ Awareness and Attitude  
▪ Knowledge and skills  
▪ Implementation and Innovation  
▪ Social Responsibility |
| **Kenya & Tanzania** | ICT Competency Framework for Teachers for SIPSE Curriculum Pathways | ▪ Policy Awareness  
▪ Curriculum & Assessment  
▪ Pedagogy  
▪ ICT - Internet  
▪ Organization & Administration – Classroom Management  
▪ Teacher Development |
## Australia: Integrated ICT competencies

<table>
<thead>
<tr>
<th>Career Stage</th>
<th>Standard 2: Know the Content and How to Teach it</th>
<th>Standard 3: Plan for effective teaching and learning</th>
<th>Standard 4: Create and maintain supportive and safe learning environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>Focus Area 2.6: Information and Communication Technology (ICT)</td>
<td>Focus Area 3.4: Select and use resources</td>
<td>Focus Area 4.5: Use ICT safely, responsibly and ethically</td>
</tr>
<tr>
<td></td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
<td>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</td>
<td>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</td>
<td>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
<tr>
<td>Highly Accomplished</td>
<td>Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</td>
<td>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</td>
<td>Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
<tr>
<td>Lead</td>
<td>Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</td>
<td>Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school</td>
<td>Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
</tbody>
</table>
Republic of Korea: Brand-new stand-alone competency standards

Teacher Competencies for SMART Education: 13 Competencies, 61 Indicators
Defined as "traits required for teachers who perform effective education to promote key competencies of 21st-century learners and to achieve educational innovation toward future education"
Operationalization
Key factors

• Identification and **involvement of multi stakeholders** along the process

• **Interdepartmental coordination** for in-service, pre-service training and other divisions for teacher performance and evaluation

• A strong developmental system of **teacher preparation and professional learning**, drawn upon the standards

• Provision of **resources and models**

• A **supportive environment and incentives**

• A **feedback mechanism** and **performance evaluation** system against the standards

• A clear **recognition/qualification system** that motivates teachers to constantly develop their competencies
Australia

- Teacher resources
- Certification of evidences for in-service registration & school-level assessment
- Accreditation of pre-service providers
- Evaluation of standards

http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list
Republic of Korea: Competency based module design

Teacher Competencies
- Fundamentals
  - Creative problem-solving
  - Social ability
  - Flexibility
  - Technology literacy
  - Ethics
  - Passion
- Practice competencies
  - Understanding of future education
  - Contents expertise
  - Building relationship with learners
  - Instructional design & development
  - Building learning affordance
  - Evaluation & reflection
  - Building collaborative relationship with community

Teacher Training Modules
1. Concept of future education & teacher’s role
2. Concept of SMART education
3. Teacher competency for the practice of SMART education
4. Understanding 21C learner & strategies for promoting the competency
5. Participating in digital ecosystem
6. Class observing copyright
7. Information & communications ethics
8. Smart lesson plan for digital native
9. Building rapport with learners through SMART education
10. Organize creative SMART education programs
11. Constitute primary theme-centered SMART curriculum
12. Curricular plan by SMART education level
13. Learning smart learning tools
14. SMART learning environment design
15. Collaborative learning design for communication
16. Learning design for lively experience
17. Self-directed intelligence-type customized learning design
18. Using digital textbooks
19. Immerging into the sea of SMART content
20. Comprehensive design for school SMART education system
21. SMART education design for outside the school
22. Features and methods of SMART education assessment
23. Learning process-centered evaluation for 21C competency
24. SMART education and on-site studies
25. Strategies for implementing and facilitating SMART lessons
26. Method of monitoring learning process
27. How to cope with problems in SMART class
28. Constant cultivation of expertise for SMART education
Republic of Korea

- Regional teacher training centers and research & information institutes under 17 Provincial Offices of Education
- Accreditation of training institutes by regional educational authorities
- Online diagnostic tools
- Resources, ICT contest, teacher community
- Incentives and promotion opportunities
Philippine Case
21st Century Philippine Teacher Education Framework

REGIONAL AND INTERNATIONAL CONTEXTS AND LINKAGES

CULTURAL – HISTORICAL ROOTEDNESS

PRE-SERVICE
- Non-TeD Program Graduates (PQF 6)
- TVET Graduates (PQF 3-5)
- Grade 12 Graduates (PQF 2)
- Experts w/o Baccalaureate Degrees (PQF 1-2)

IN-SERVICE

CONTINUING PROFESSIONAL DEVELOPMENT
- Post-baccalaureate
- Post-graduate
- Doctoral
- PqF 8

COMMUNITY DEVELOPMENT AND TRANSFORMATION

EXPERIENTIAL AND FIELD-BASED LEARNING

NCBTS

PHILIPPINE TEACHER EDUCATION
Incorporation of ICT Competency Standards into NCBTS

**Strand 4.7** Demonstrates skills in the use of ICT in teaching and learning

**Indicator 4.7.1** Utilizes ICT to enhance teaching and learning

**Competencies:** (At what level do I...)

173. Know the nature and operations of technology systems as they apply to teaching and learning

174. Understand how ICT-based instructional materials/learning resources support teaching and learning

174. Understand the process in planning and managing ICT-assisted instruction

175. Design and develop new or modify existing digital and/or non-digital learning resources

176. Use ICT resources for planning and designing teaching-learning activities

177. Use ICT tools to process assessment and evaluation data and report results

178. Demonstrate proficiency in the use of computer to support teaching and learning

179. Use ICT tools and resources to improve efficiency and professional practice

180. Value and practice social responsibility, ethical and legal use of ICT tools and resources

181. Show positive attitude towards the use of ICT in keeping records of learners
Status of ICT-Pedagogy integration

USAID-funded study:
- 39% of schools were in the emerging stage, 50% were in the applying stage of ICT integration, and 11% were in the infusing stage of ICT integration
- majority of the ICT-related TPDs being offered were on basic ICT skills and less on pedagogical, subject-specific and instructional planning trainings

Rapid Survey on TEIs’ ICT-Pedagogy Integration (103 TEIs, both public and private):
- Development/ further enhancement of ICT competencies among TEI faculty is needed
- especially in the areas of use of ICT for assessment and development / enhancement of existing digital or non-digital learning resources
Status of ICT-Pedagogy integration

AusAID-funded study by the Philippine National Research Center for Teacher Quality (RCTQ):

- surveyed teachers recognize ICT knowledge, exposure, training, and use as among their “ultimate needs”
- their technical competency is adequate but they still found integrating ICT to enhance pedagogy challenging
- “lack of ICT facilities” in TEIs and in schools as a major constraint to ICT-pedagogy integration

A separate study among pre-service teachers:

- ICT skills remains to be one core deficiency due to lack of good foundation on exposure to ICT use in teaching and learning in basic education
Findings: UNESCO Teacher Readiness Survey

- Need to make teachers more aware of national policies on ICT in education
- Schools provide Internet access and ICT support; teachers use personal devices.
- Increase in the use of ICTs; prevailing preference for analog/offline modes of teaching (common uses: lesson preparation, didactic teaching, recording grades)
- Need for more teacher training on creating multimedia resources, planning and implementing ICT-enhanced pedagogy, using subject-specific software
- ICT training credits affect career advancement

* 212 responses from private (46.7%) and public (53.3%) basic education institution teachers in 13 of the country’s 17 regions
7 Proposed domains for Undergraduate Teacher Education – by the UNESCO project task force (CHED)

1. Understanding ICT in Education
2. Curriculum and Assessment
3. Pedagogy
4. Technology Tools
5. Organization and Administration
6. Teacher Professional Learning
7. Teacher Disposition

To undergo consultations/ public hearings, endorsement by TP-TE, and approval by CHED Commissioners
Operationalization in Pre-Service Teacher Education (CHED)

- Pre-Service Teacher Education Subjects Related to ICT
  - General
    - Computer Education (3 units)
  - Professional
    - Educational Technology 1 (Ed Tech 1)
    - Educational Technology 2 (Ed Tech 2)

For enhancement during the project’s next stage; dependent on CHED’s approval of proposal

Training of teacher educators projected from 2016 to 2017

Next Phase: incorporation into qualification (LET) and accreditation processes

Related UNESCO (HQ) project: development of OER for teacher education/training courses, based on enhanced standards and curriculum
DepEd’s Plans

Enhanced Teaching and Learning

ICT in the curriculum

1st Year

Grade 4

Teacher Development

Push for enhanced pre-service ICT training

Capacity building plan for effective T/L through technology

Learning Resources

Solely print

Increasing access to digital resources

Source: DepEd presentation, GSIE 2015
DepEd’s Plans

Teacher Development: ICT Skills

- Facilitation Skills
- ICT Skills Training Strategies
- IT Support for Information Systems and DCP
- Implementation Planning

Source: DepEd presentation, GSIE 2015
DepEd’s Plans

Teacher Development: ICT Skills

GOAL: ICT Skills
Professional Development through school-based learning action cells

WRITESHOP
(w/representatives from the Region, Division, School, Programs, ICT, Resource persons)

PILOT IMPLEMENTATION of 1 DIVISION (100 School ICT Coord.)

LEVEL 1: TRAINING OF 17 REGIONAL ITOs & 220 DIVISION ITOs

LEVEL 2: TRAINING OF 46,000+ SCHOOL ICT COORD.

Source: DepEd presentation, GSIE 2015
DepEd’s Plans

Source: DepEd presentation, GSIE 2015
Thank You.

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