

**QESS Project on Teacher Competency Framework and related outcome-based professional development programme
for teachers of self-financing post-secondary education sector**

The Learning and Teaching domain

Enabling student learning is the most important role of teachers. Teachers are anticipated to demonstrate the following four dimensions of competencies:

1. Engage students in purposeful and meaningful learning
 2. Assess, record, report student learning outcomes; interpret assessment results to enhance facilitation of student learning
 3. Promote and develop a learning community to facilitate and support student learning
 4. Interpret curriculum documents for implementations; plan, design and implement learning activities to achieve curriculum aims; quality assurance implementations to endure the achievement of designed aims of curricula
2. These dimensions of competencies could be demonstrated through the three performance strands with the following components:

A. Professional Attributes

- a. Passion to the teaching profession
- b. Ethical in work
- c. Collaborative in work
- d. Reflective in work and in professional development

B. Professional Knowledge

Mastering of

- a. Discipline knowledge
- b. Curriculum knowledge
- c. Learner knowledge
- d. Pedagogical knowledge
- e. Assessment knowledge
- f. Quality assurance knowledge

C. Professional Practices

- a. Plan and design learning activities and/or curriculum
- b. Teach and support learning
- c. Assess, record and give feedback to different stakeholders
- d. Promote and develop effective learning environment and learning community
- e. Engage in continuing professional development

Professional attributes

3. Professional attributes are the underpinning values, beliefs and skills for the decisions and actions teachers make in their day-to-day work. They describe the attitude and behaviors, through which teachers demonstrate their competencies in facilitate student learning.

As Professional Attributes are underpinning of performance, it will not be described in phases. Teachers throughout all phases of their teaching career are anticipated to demonstrate the professional attributes as exemplified in the descriptors below:

Dimension	Descriptor
Passion	<ul style="list-style-type: none"> a. Teachers are passion to the teaching profession. They anticipate problems, and are willing to take up problems, in the process of educating students. b. They are dedicated to educating young persons and act in the best interests of students. c. They are devoted to the educational, personal, social, moral and cultural development of their students.
Ethical	<ul style="list-style-type: none"> a. Teachers understand and respect the principles of social justices. b. They are committed to provide equal learning opportunities to all students irrespective of their differences such as capabilities and abilities, social and economical backgrounds etc. c. They respect the rights of others and act with consistency and impartiality.
Collaborative	<ul style="list-style-type: none"> a. Teachers are willing and able to work as partners with stakeholders of student learning, such as students, parents, caregivers etc. b. They seek assistance from colleagues and are keen to consider and act upon advices offered.
Reflective	<ul style="list-style-type: none"> a. Teachers are informed professionals who avail themselves of professional learning opportunities to examine critically new and emerging educational trends. b. They are insightful in analyzing their professional practice and demonstrate evidence-based decision-making. c. They are willing and able to respond to the changing education environment and be adaptive to changes.

Professional knowledge and skills

4. The 6 components under Professional Knowledge and Skills interconnect with each other and collectively contribute to the effective teaching. As such, descriptors of teachers' performance will not be divided into components; instead, they are described collectively under the strand of Professional Knowledge and Skills. Descriptors under different phases are anticipated performances of teachers of respective phases. Some performances are only anticipated at certain phase but not all phases.

Strands	Competent	Proficiency	Master
Knowledge and skills	➤ Master subject knowledge in one or more discipline(s)	➤ Master the subject knowledge structures of one or more discipline	➤ Recognize the inter connectivities of different subjects learned by students in a programme
Code/PDP	LK11	LK12	LK13
	➤ Recognize the learning sequence in learning the subject of his/her expertise	➤ Possess pedagogical content knowledge of his/her own expertise	➤ Possess pedagogical content knowledge of subjects learned by students in a programme
Code/PDP	LK21; P2B	LK22; P2B	LK23
			➤ Recognize the complement and synergy effect in the learning of different subjects within a programme
Code/PDP			LK33
	<ul style="list-style-type: none"> ➤ Recognize that different students learning differently and be able to identify at least three, or more, factors that underpinned student learning ➤ Willing and able to adopt different learning approaches for different student groups 	<ul style="list-style-type: none"> ➤ Identify factors underpinned student learning (learning styles, abilities, experiences, motivation, social and cultural backgrounds etc) ➤ recognize their implications on student learning ➤ Identify learning approaches that match a particular student group in learning a particular content 	<ul style="list-style-type: none"> ➤ Possess in-depth knowledge and experiences of how the underpinning factors impact on student learning ➤ Choose learning approaches that best fit the needs of particular student group in learning a particular topic; and be dynamics in responding to environmental changes
Code/PDP	LK41; P2A; P3C	LK42; P3A; P3C	LK43; P1A
	➤ Identify at least 3 pedagogical skills of different natures to meet the	➤ Possess knowledge and skills in a spectrum of pedagogical skills to match both the learning outcomes	➤ Possess knowledge and skills on how different pedagogical skills have implications on student learning

	learning needs of different students	and student characteristics	accumulated from experiences
Code/PDP	LK51; P2C	LK52; P2C	LK53; P1A
	<ul style="list-style-type: none"> ➤ Identify the nature and concepts of educational assessment ➤ Identify at least 3 item types of assessment to match different learning outcomes 	<ul style="list-style-type: none"> ➤ Possess knowledge and skills in a spectrum of item types to match both the learning outcomes and student characteristics 	<ul style="list-style-type: none"> ➤ Possess knowledge and skills on using assessment results to provide feedbacks to students, teachers and in quality enhancement in the planning, design and implementation of programmes
Code/PDP	LK61 P4A	LK62	LK63
		<ul style="list-style-type: none"> ➤ Recognize the implications of quality assurance in providing quality learning experiences to students 	<ul style="list-style-type: none"> ➤ Recognize the inter connectivity of different levels of quality assurance (e.g. internal and external) in the quality enhancement process
Code/PDP		LK72	LK73

Professional Practices

5. Similar to Professional Knowledge and Skills, the 5 components of Professional Practice are interconnected and collectively contribute to effective teaching. As such, same practice is adopted as in the Professional Knowledge and Skills, i.e. descriptors of teachers' performance will not be divided into dimensions; instead, they are described collectively under the strand of Professional Practice.

Strands	Competent	Proficiency	Master
Professional Practice	<ul style="list-style-type: none"> ➤ Identify the objectives and learning outcomes of instructions 	<ul style="list-style-type: none"> ➤ Recognize the relationships of course objectives and learning outcomes and that of instructions and be able to scrutinize the design of instructions 	<ul style="list-style-type: none"> ➤ Recognize the big picture of objectives and learning outcomes of programmes and be able to negotiate objectives and learning outcomes, of programme, courses and instructions, with colleagues and students for the best interests of students
Code/PDP	LP11	LP12	LP13
	<ul style="list-style-type: none"> ➤ Design and plan activities according to learning outcomes and student 	<ul style="list-style-type: none"> ➤ Develop a personal philosophy of learning and teaching; confident in identify the learning 	<ul style="list-style-type: none"> ➤ Have a global perspective of learning and teaching and that of the dynamic nature of student learning to the external

	characteristics	characteristics of students; ➤ Be able to design and plan activities that meet the needs of students	environment; ➤ Design and plan activities that engage students as members of learning communities.
Code/PDP	LP21; P2A; P2C	LP22; P3A	LP23
	➤ Deliver the plan activities using appropriate pedagogical approaches	➤ Familiar with a spectrum of pedagogical approaches and confident to identify appropriate approaches in delivering activities to different groups of students	➤ Have global perspective on pedagogical development ➤ Be able to adopt and introduce innovative pedagogical approaches to colleagues
Code/PDP	LP31	LP32	LP33
	➤ Be able to give examples on daily applications of the subject knowledge	➤ Identify learning opportunities outside classroom and encourage students to participate	➤ Be able to inspire students to learn from the wider community and become life-long learners
Code/PDP	LP41	LP42; P1A	LP43; P1A
	➤ Design and plan assessment activities to evaluate the effectiveness of teaching	➤ Familiar with an extensive repertoire of assessment approaches ➤ Summarize and interpret assessment results for different stakeholders	➤ Recognize and be able to develop assessment policy ➤ Monitor and ensure the quality of assessments at both the programme level and institutional level
Code/PDP	LP51; P4B	LP52; P1A	LP53; P1A
	➤ Engage in developing oneself as a reflective learner	➤ Develop self-direct professional development awareness and process ➤ Be able to enhance one's professionalism through day-to-day work	➤ Demonstrate reflection leading to self-knowledge ➤ Develop metacognitive awareness that distinguishes a manual worker from a knowledge worker
Code/PDP	LP61	LP62	LP63