

Seminar on *Teacher Competency Framework* for
Teachers of the
Self-financing Tertiary Education Sector in Hong Kong

Date: 15 August 2016 (Mon)

Time: 4:00pm

Venue: SCOPE Lecture Theatre, LG/F,
Academic Exchange Building,
City University of Hong Kong



Teacher Competency Framework (TCF)



- Teacher competencies: the skill set required by teachers to discharge their duties effectively
- Framework: a real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful.

Teacher Competency Framework (TCF)



- A framework does not list all the details
- it only provide the structure as a guide to develop the details

Just like the Skelton of a house



Basic structure of a teacher competency framework

it can be a two dimensional table looks like:

	Level 1	Level 2	Level 3
Competency 1			
Competency 2			
Competency 3			
Competency ...			



but:

- The skill set required for a competent teacher is complex
- It is a long list even just listed the most basic requirements
- Users of the TCF will easily get confused and do not know how to use it

We need a well structured system to make the TCF usable

Process of development

It is an iterative process

- started with identifying the items
- establishing a system to group the items
- identifying more items using the system
- refining the system: and
- identifying more items and so on

Teacher Competency Framework

Learning and Teaching Domain	Institutional Development Domain	Teachers' Wellbeing Domain
<ol style="list-style-type: none"> 1. Engage students in purposeful and meaningful learning 2. Assess, record, report student learning outcomes and 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 	<ol style="list-style-type: none"> 1. Curriculum development to meet social, economical and technological developments 2. Quality assurance (both internal and external) and accreditation of programmes by external agencies 3. Acquiring, maintaining and refreshing hardware and software of the institutions to ensure a conducive learning environment for students 4. Talent recruitment and retention 5. Professional development for staff 6. Image building for the institute amongst stakeholders 7. Managing the finance of the institute 	<ol style="list-style-type: none"> 1. Physical wellbeing 2. Emotional wellbeing 3. Social wellbeing 4. Spiritual wellbeing 5. Professional wellbeing

Competency Descriptors			
	Competent	Proficiency	Master
Professional Attributes	◇ Teachers are passion to the teaching profession, they anticipate problems, and are willing to take up problems, in the process of educating students. ◇ ◇		
Professional Knowledge	◇ 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 ◇ ◇
Professional Practices	◇ Identify the objectives and intended learning outcomes (ILOs) of instructions ◇ ◇	◇ Recognize the relationships of course objectives and ILOs and that of instructions and be able to scrutinize the design of instructions ◇ ◇	◇ Recognize the big picture of objectives and ILOs of programmes and be able to negotiate that of programme, courses and instructions, with colleagues and students for the best interests of students ◇

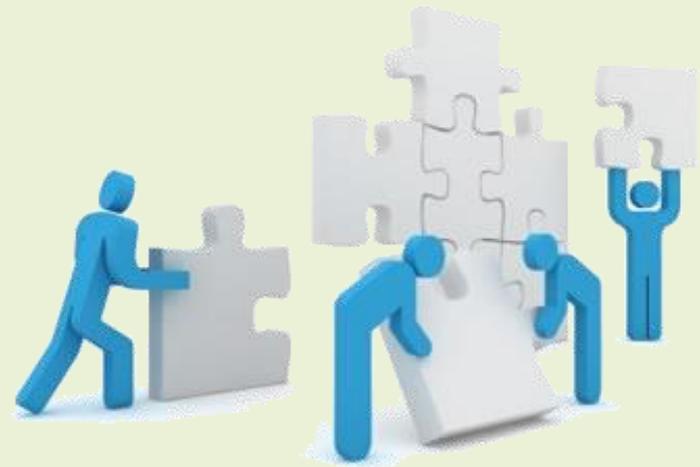
Performance Strands



Proxies of Competencies

Three performance strands as proxies of competencies

- Professional Attributes;
- Professional Knowledge and Skill; and
- Professional Practices



Professional Attributes

The ethical competence involving the possession of certain personal and professional values

Such as:

- Passion to the educational, personal, social, moral and cultural development of their students.
- Willing and able to respond to the changing education environment and be adaptive to changes.

Professional Knowledge and Skill



The cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially

Such as mastering of:

- Discipline knowledge
- Curriculum knowledge
- Learner knowledge
- Pedagogical knowledge
- Assessment knowledge
- Quality assurance knowledge



Professional Practices

The functional competence (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity

Such as:

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

The Progression

Three Phases of Teacher Competency Standards

- **Competent;**
- **Proficiency; and**
- **Master**



These phases are dynamic and not related to length of services

- A competent teacher will be able to discharge teaching duties assigned to him/her effectively
- A proficiency teacher will be able to support the teaching of his/her colleagues in the his/her own disciplines and will be able to coordinate the works of his/her colleagues to enable effective teaching
- A master teacher will be able to set directions for the development of the institute according to environmental factors and lead the said development

Anticipations

- **Majority of teachers** will be able to reach the **Competent Stage** after accumulated certain teaching experiences
- **Some teachers** who are tasked with different types of responsibilities within the institutions will gradually reach the **Proficiency Stage** where they are cross-fertilized by knowledge and skills learned in different types of tasks. They will be able to provide helps to colleagues, in particular novice teachers
- **A very few of the teachers** who have opportunities in accumulated experiences at different positions, within and beyond their institutions, will be able to develop themselves to become **Master teachers**. They will be leaders in a particular area of their institutions.

Important !!!

- Teachers are NOT expected to demonstrate competencies in ALL dimensions
- They are only expected to demonstrate competencies in area related to their responsibilities

The descriptors

- The descriptors are the descriptions of performance to demonstrate the competencies in each phase of competency standards under each strands of competency dimension.
- This is the ‘performance’ level description of teacher competencies within the framework.

Principles in formulating descriptors (1)



- Professional attributes are the underpinning values, beliefs and skills for the decisions and actions teachers/staff members make in their day-to-day work.
- As such, it will not be described in phases. Teachers/staff members of an institute are anticipated to demonstrate the professional attributes in all phases of their career development.

Principles in formulating descriptors (2)



- In the Learning and Teaching Domain and Institutional Development Domain dimensions under the Professional Knowledge and Skills Strand and Professional Practices Strand are interconnected with each other and collectively contributed to enabling successful performances.
- As such, descriptors are prescribed collectively under these two strands and will not be divided into dimensions

Principles in formulating descriptors (3)



- Descriptors under different phases are anticipated performances of teachers/staff members of respective phases.
- Some performances are anticipated only at certain phase(s), not all phases

Principles in formulating descriptors (4)



- Since wellbeing, which leading to self-actualization, is our subjective judgment and feeling, it is not possible to ask teachers to demonstrate their competencies.
- Instead, we can only highlight elements related to each dimension as an alert to teachers that they should pay attention to the elements so as to achieve the wellbeing state.
- To this end, descriptors are only for each dimension. They will not be further represented by the three strands, i.e. professional attributes, professional knowledge and professional practice; and divided into stages, i.e. competent proficiency and master.

Reference code of descriptors

Position	Code
1 st digit	L - Learning and Teaching domain I - Institutional Development domain
2 nd digit	K - Professional Knowledge P - Professional Practices
3 rd digit	1. - Position number of descriptors in the respective strand 2.
4 th digit	1. - Competent 2. - Proficiency 3. - Master

Examples of Reference Codes

- LK42 is the Proficiency descriptor for the fourth row of the Professional Knowledge Strand of the Learning and Teaching domain; and
- IP23 is the Master descriptor for the second row of the Professional Practice Strand of the Institutional Development Domain.

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Professional Development of Teachers

Professional development is the process of improving and increasing capabilities of teachers:

- through solving problem in the workplace;
- through exchanging views and strategies with colleagues, watching others perform the job; and
- through access to education and training opportunities.

70 20 10 learning and development model



In the 80s, the ***Center for Creative Leadership*** based on a survey asking nearly 200 executives to self-report how they believed they learned, summarized that lessons learned by successful and effective managers are roughly:

- 70% from challenging assignments
- 20% from developmental relationships
- 10% from coursework and training

Professional Development Programmes (PDP) for Teachers



- The means to develop the details of the TCF
- Focus on both tacit and explicit knowledge
- There will be programmes of different modes

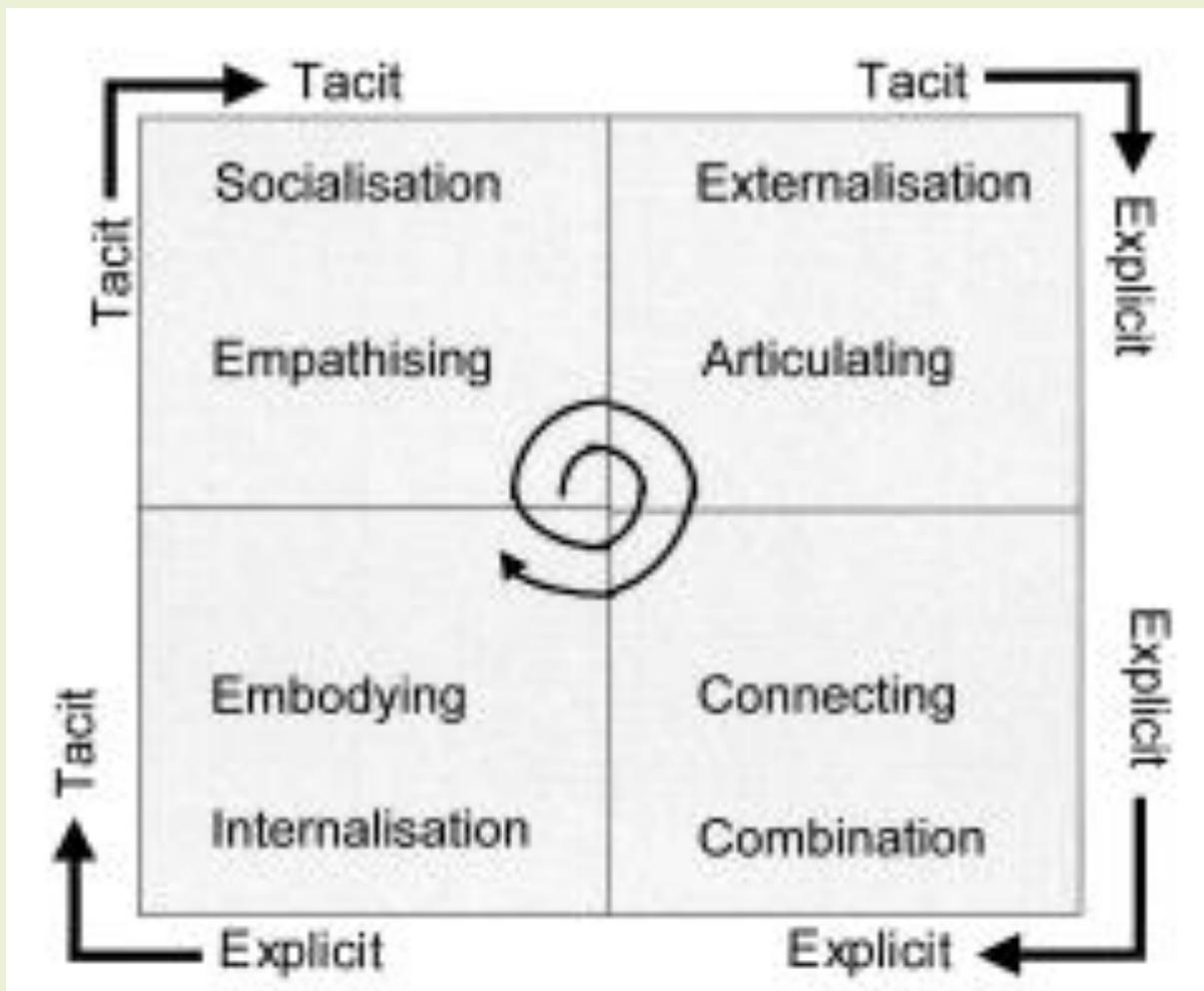
Types of PDP

- Structured Professional Development Programmes, which aim at providing systematic knowledge and skill inputs; and
- Collaborative Development Programmes on Learning, Teaching and Assessment Strategies, which aim at providing a platform for colleagues from different institutions to exchange views and share experiences.

Collaborative Development Programmes

- It is a platform for colleagues to exchange experiences and views in context with counter parts from different institutions, put their heads together, and suggest ways to cater the every changing student characteristics and learning environment: i.e., the creation of new knowledge.
- For examples, participants teaching similar courses from different institutions can share their positive as well as negative experiences, suggesting ways for improvement and enhancement, trying out their suggestions in the classrooms and coming back together again for consolidation and conceptualization.

The **SECI** Process



PDP Programmes developed

Five programmes with a total of 12 modules have been developed and implemented.



PDP (1)

Programme 1: Collaborative Development Programmes on Learning, Teaching and Assessment Strategies

Module 1A :Collaborative Development Programme on English Language at AD/HD level

Related competencies : LK43, LK53. LP42, LP43, LP52, LP62

Module 1B :Collaborative Development Programme on Principles of Accounting at AD/HD level

Related competencies : LK43, LK53. LP42, LP43, LP52, LP62

PDP (2)

Programme 2: Engaging students in meaningful learning

Module 2A: Teaching students of Self-financing Tertiary Education Sector

Related competencies : LK41 & LP21

Module 2B: Introduction to Pedagogical Content Knowledge

Related competencies : LK21, LK22

Module 2C: Models of learning: Tools for teaching

Related competencies : LK51, LK52, LP21

PDP (3)

Programme 3: Understanding Target Students

Module 3A: Student characteristics and learning styles
 Related competencies : LK42, LP22

Module 3B: Helping students to face issues in life and in learning

Related competencies : IK41, IK42, IP71

Module 3C: Understanding students with special learning needs

Related competencies : LK41, LK42

PDP (4)

Programme 4: Construct Assessment Tasks

Module 4A: What is educational Assessment and the most common assessment tool: written tests (6 hours)

Related competencies : LK61

Module 4B: Constructing assessment task in practice (6 hours)

Related competencies : LP51

PDP (5)

Programme 5: Curriculum Design and Development

Module 5A: The key components and process in developing a module curriculum (6 hours)

Related competencies : IK11, IK22,

Module 5B: Designing a module curriculum in context (6 hours)

Related competencies : IP11, IP12

Inspirations

We need:

➤ Standard

NOT Standardization

➤ Quality Assurance

NOT Quality Control

➤ Humanistic teaching

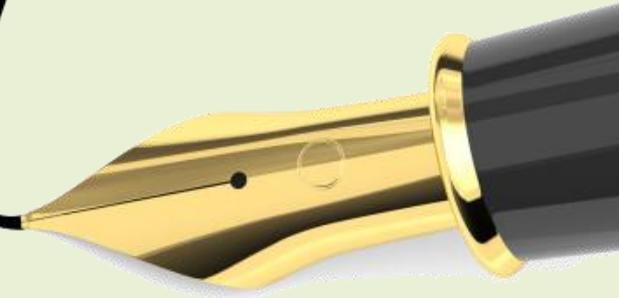
NOT Industrial Instruction



What Next?

Let's discuss

Thank
you



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