



TEACHING COMPETENCY Standards

IN SOUTHEAST ASIAN COUNTRIES

ELEVEN COUNTRY AUDIT

SIREP

A SEAMEO INNOTECH

REGIONAL EDUCATION PROJECT SERIES

**Teaching
Competency
Standards**

in Southeast Asian Countries:

ELEVEN COUNTRY AUDIT

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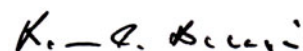
FOREWORD

It has been extolled time and again that teaching is a noble profession. Equally recognized is the observation that teaching as a profession is a highly complex activity which benefits from ongoing reflection and continuous refinement. The tasks of continually looking within and improving oneself are the imperatives placed upon the teaching profession. This is so because, as the growing body of research has revealed, teacher quality is the most significant school-related influence on a child's academic performance, and classroom teachers – more than class size and previous student achievement – are the single most important factor that “adds value” to student learning.

Having a quality teacher in every classroom is a goal all Ministries of Education aspire to attain. But we need to be more explicit about what teachers know and do, about what teachers need to know, and how well they need to perform in order to become more effective. The existence of teaching competency standards represents an agreed definition for quality teaching.

Such competency standards have been developed, implemented and monitored in different parts of Southeast Asia. These standards were based on the respective contexts of the individual countries. But as the study by the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) has indicated – the findings of which are described in the subsequent pages of this book – concurrences and overlaps abound as well. This is because, at the simplest level, competent teachers do display common attitudes and behaviors. But more importantly, these regional congruities signify the different countries' intention to work towards the harmonization, complementation and benchmarking in the area of capacity-building, teacher exchange and lifelong learning.

The SEAMEO INNOTECH Competency Framework for Southeast Asian Teachers of the 21st Century that has resulted from this study is also one testament that the desire to develop and improve teacher quality in the region is as strong, if not more so, as it has ever been. We are optimistic that more spaces and opportunities will arise for the continued advocacy and re-conceptualization of quality teaching in our midst. Since quality teaching advances our students' achievements and success, it behooves our educational community and other stakeholders to continually define and refine our understanding of what an effective Southeast Asian teacher in the 21st century and beyond should be, and how we can bring our teachers to this ideal standard.



Ramon C. Bacani
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We hope that this report will be useful to dedicated teacher educators and will be a great help to the countries that are still preparing their national teaching competency standards.

ACRONYMS AND ABBREVIATIONS

ALS	Alternative Learning System
ASEAN	Association of Southeast Asian Nations
CHED	Commission on Higher Education
CSC	Civil Service Commission
DEB	District Education Bureau
DepED	Department of Education
DEPT	Department of Educational Planning and Training
DOP	Department of Personnel
DTE	Department of Teacher Education
EDMP	Educational Development Master Plan
EPMS	Enhanced Performance Management System
ICT	Information and Communication Technology
IPPD	Individual Plan for Professional Development
IT	Information Technology
LET	Licensure Examination for Teachers
LGU	Local Government Unit
MOE	Ministry of Education
MOET	Ministry of Education and Training
MoEYS	Ministry of Education, Youth, and Sports
MONE	Ministry of National Education
MQA	Malaysian Qualifications Agency
NCBTS	National Competency-Based Teacher Standards
NCTC	National Charter of Teacher Competencies
NESB	National Education Standards Board
PDR	People's Democratic Republic
PRC	Professional Regulation Commission
RSU	Research Studies Unit
SEAMEO	Southeast Asian Ministers of Education Organization
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology

SEAMEO RIHED	Southeast Asian Ministers of Education Organization Regional Centre for Higher Education and Development
SIREP	SEAMEO INNOTECH Regional Education Program
SPN21	New Education System of the Twenty-First Century
TDA	Training and Development Agency
TEC	Teacher Education Council
TED	Teacher Education Division
TEDP	Teacher Education and Development Program
TEI	Teacher Education Institution
TESAP	Teacher Education Strategy, 2006-2015 and Action Plan, 2006-2010
TIP	Teacher Induction Program
TSNA	Teacher Strengths and Needs Assessment
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund



EXECUTIVE SUMMARY

This report focuses on the status of development, implementation, and monitoring of teaching competency standards in Southeast Asian countries. The development of teaching standards has been a growing feature of the global education agenda since the inception of the Dakar Framework during the World Education Forum held in Dakar, Senegal, on 26-28 April 2000 to provide quality education that will give learners the opportunities for effective participation in the societies and economies of the twenty-first century.

Southeast Asian countries have actively participated in the global agenda in pursuit of international development goals. But in the last few years, concern for harmonization of standards appears to have grown significantly, with the potential to facilitate regional educational development goals and systems improvement in the region.

In this regard, eleven member countries of the Southeast Asian Ministers of Education Organization (SEAMEO) were invited to take stock of their teaching competency standards, policies, capacity building programs, implementation, and monitoring and evaluation activities. The study explores commonalities in teaching competency standards across the region that will support active and vigorous regional complementation on capacity building, teacher exchange, and lifelong learning.

The report emphasizes the present trends among SEAMEO member countries in terms of the development of national teaching competency standards. This research study also entailed an assessment of the process for developing teaching standards and how their full implementation can be achieved.

KEY FINDINGS

The following are the main findings of the study:

1. Domains or Strands of Teaching Competency Standards in Southeast Asia

The research resulted in the identification of common domains of teaching competency standards for Southeast Asia, namely:

- Professional knowledge – refers to the mastery of content and methodology for teaching
- Professional skills – refers to pedagogies, classroom management, and learner assessment
- Personal characteristics – refers to personal traits such as being responsible, punctual, etc.
- Professional/Personal ethical standards and values – refers to sound and ethical standards of ethics and morality resulting in teachers being good role models in the school and the community
- Professional development and lifelong learning – refers to the professional development and lifelong learning undertaken by teachers such as participation in professional teacher organizations and activities, and other elements that demonstrate a desire to enhance the teaching profession, etc.

2. Common Approaches in Developing the National Teaching Competency Standards

The study identified common approaches in developing national teaching competency standards. The following phases were observed and noted.

Phase I *Benchmarking with Developed Economies* Countries in the region typically start their development of teaching competency standards by conducting reviews of best practices from different countries, particularly those with developed economies. Some engaged foreign consultants to provide advice and technical inputs.

Phase II *Creating a Team/Technical Working Group/Pool of Experts at the Ministry Level* A team is often designated to lead the development of teaching competency standards and tasked with drafting performance standards and developing a teaching competency standards framework. Some countries sought the help of experts from developed economies. The bases for their standards are often their national education laws and codes of professional practices, supplemented by technical inputs from teacher education experts.

Phase III *Pilot Testing of the First Draft* Almost all the countries underwent a pilot test of the first drafts of their teaching competency standards. These drafts were presented to several stakeholders and subjected to a series of review processes. Qualitative procedures such as focus group discussions, interviews, and extensive consultations or public hearing activities were also held.

Phase IV *Rollout and Full Implementation of National Teaching Competency Standards* Six countries in Southeast Asia have already rolled out their national teaching competency standards. The remaining five are still in phase III of the implementation framework. Teachers were given guides, manuals, and compact discs to better understand their country's teaching competency standards.

Phase V *Monitoring and Assessment* Some of the countries that were already implementing teaching competency standards conduct audits, assessment, and monitoring activities using various observation techniques, survey instruments, and consultation meetings. Most countries link teaching competency standards with rewards for good performance and provide teacher training for those who need to enhance their competence. Teachers utilize their own improvement plans where areas for capacity building are noted. Summaries of the training programs teachers need based on the competency standards are then compiled, collected, reported, and allocated appropriate budgets.

3. Competency Framework for Southeast Asian Teachers of the 21st Century

The results of the Teaching Competency Survey used in this research study provided support for the development of a "SEAMEO INNOTECH Competency Framework for Southeast Asian Teachers of the 21st Century." The outcome of the study resulted in the development of a set of common core teacher competency standards for SEAMEO countries. These were translated into a competency framework composed of a list of general and enabling competencies that Southeast Asian teachers would need to master to be effective in the 21st century. This SEA Competency Framework for Teachers of the 21st Century will serve as a guide in identifying the instructional design of capacity-building strategies of SEAMEO INNOTECH for face-to-face training programs and flexible learning courseware development.

The general area competencies of Southeast Asian teachers in the 21st century identified by a team of Southeast Asian experts through a Modified DACUM Workshop process are as follows:

1. Facilitating the development of learner's life and career skills
2. Creating a conducive learning environment
3. Facilitating learning
4. Preparing appropriate lesson plans in line with the school vision and mission
5. Developing higher order thinking skills (HOTS)

6. Developing and utilizing teaching and learning resources
7. Enhancing ethical and moral values
8. Assessing and evaluating learner performance
9. Engaging in professional development
10. Networking with stakeholders especially with parents
11. Managing students' welfare and other tasks

This final list of competencies of teachers in Southeast Asian countries was validated by the 11 SEAMEO member countries and led to the Final Competency Framework for Southeast Asian Teachers of the 21st Century found in Annex B.

GAPS AND ISSUES

The main gaps and issues for policy action identified by the study are summarized below:

- One crucial gap is the absence of nationally recognized teaching standards in many countries in the region. About half of the countries in the region are currently engaged in the development of teaching standards, while half are well on their way to implementing the national teaching standards. SEAMEO is well positioned to take the lead in providing a platform for facilitating collaboration between and among countries to develop, implement, and improve the monitoring and evaluation of teaching standards.
- The experience of many countries with teaching standards has yet to be fully documented and it is difficult to assess the extent to which “national teaching competency standards” have been fully developed, implemented, and institutionalized in the region. The Southeast Asian countries must assess the lessons learned and the challenges they faced in developing the national teaching standards, and give more policy attention to the gaps identified. Other countries can gain insights from the lessons learned to guide them in the planning, development, implementation, and monitoring and evaluation of their own national teaching standards.
- Relatively little is known about the overall impact of national teaching standards on educational performance of students, particularly performance in national achievement tests or exit examinations. Research and evaluation are required to highlight correlations of teaching standards and good practices with student achievement and student learning outcomes.
- The issue of how best to develop teaching standards has been a concern for many countries. Some would like to benchmark with developed countries to expedite the development and adoption of national competency-based teaching standards. The various policies and models of completed national teaching standards will support more effective approaches in other countries in the region by way of benchmarking and complementation of efforts.

- The identified regional core teaching competency areas in the study are an important milestone in this study. There is a need for countries to support regional competencies of Southeast Asian School Teachers as developed by SEAMEO INNOTECH from the findings of this study and other succeeding validation workshops.

RECOMMENDATIONS

Although the study has identified a set of common teaching competency standards for Southeast Asian teachers, the performance indicators and measures of verification for each of the general and enabling competencies have yet to be fleshed out. This could be the focus of a future SEAMEO INNOTECH SIREP research project. Moreover, the follow-up studies below are recommended.

- **Recommendation 1** ☒ Development of comparative statistical profiles of Southeast Asian teachers, which include teachers' education profiles, workloads, hours, class sizes, employment conditions, capacity-building activities, professional development activities, and participation in school- and community-level concerns
- **Recommendation 2** ☒ A survey of qualifications in the region focusing on tertiary qualifications, pre-service requirements, and professional training and other requirements used in assessing teachers
- **Recommendation 3** ☒ Future SIREP researches should come up with the demographic composition of teaching forces across the region, looking further at the match between pre-service and in-service requirements, as well as the teaching salary expenditure per student.
- **Recommendation 4** ☒ A policy review of teacher professional development strategies in the region, with emphasis on areas of collaboration and identifying the strengths of countries in terms of offering capacity development programs.
- **Recommendation 5** ☒ Within SEAMEO, there is a need to institutionalize the conduct of study visits, benchmarking missions, and secondment programs for MOE personnel related to National Teacher Competency Standards. This will help MOEs to further enhance their capacity to develop and implement their teaching competency standards.
- **Recommendation 6** ☒ A teacher competency profiling study to determine the level of alignment of teachers in Southeast Asia with the competencies of the SEAMEO INNOTECH SEA Competency Framework for Teachers of the 21st Century. The study should seek to identify key competency gaps among existing Southeast Asian teachers and recommend strategies on how these gaps might be addressed.



Part I

The Project at a Glance

In 2008, the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) launched an educational program to conduct regional research and development activities known as the SEAMEO INNOTECH Regional Evaluation Program (SIREP). The research agenda under SIREP focus on conducting research in the following areas:

- Educational leadership and management, specifically capacity building to support decentralized education
- Educational policy focusing on teacher professional development and educational governance
- Equitable access to education focusing on technology-based innovations such as the introduction of flexible ALS
- Educational partnerships specifically strengthening technology transfer possibilities with national partner institutions to maximize the regional outreach of the Center's training program interventions

One of the Center's SIREP projects for fiscal year 2009-2010 is a research project focusing on a survey of teaching competency standards in the region, paying particular attention to systems of developing, implementing, assessing, and monitoring the standards in order to provide transformative teacher professional development in Southeast Asian countries in the context of an increasingly decentralized educational management system.

The research intends to provide regional trends and best practices on developing teacher competency standards. SEAMEO INNOTECH engaged selected Southeast Asian teacher education experts to conduct their own inventory of teaching competency standards in their own countries. The survey instrument was circulated to the 11 Southeast Asian member countries in the first quarter of 2009 and was brought for validation in a Regional Experts Meeting on Teaching Competency Standards.

The Experts Meeting held at SEAMEO INNOTECH from March 16-17, 2009 offered a platform for discussing the elements and units of competencies that define teaching competency standards in Southeast Asian countries. The meeting discussed the characteristics of a competent teacher in Southeast Asia. There was also sharing of prevailing policies and practices in teaching competency standards development, monitoring and assessment, and current systems for rewards and recognition, which led to the identification of the core criteria used in defining teaching competency standards.

The output of the Experts Meeting and the results of the survey were synthesized by the SEAMEO INNOTECH Research Studies team, with additional inputs from a review of available literature and related secondary sources. A draft report was sent to selected experts for peer review. Suggestions for refinement from this peer review process were incorporated in the final report.

OBJECTIVES

Improvements in teaching and learning have always been at the forefront of educational agenda all over the world. Researches, forums, and teacher education summits abound to track the performance of education systems and determine the competencies of teachers as well as school heads in the different regions of the world.

This SIREP research study explored the current sets of teaching competencies in Southeast Asian countries. It investigated how Southeast Asian countries developed teaching standards to achieve quality education. The project thus far provided a landscape of teaching competencies throughout the region. The intention is to assist the other member states in benchmarking and developing their own teaching competency standards.

RESEARCH QUESTIONS

The study aims to answer the following questions:

1. What are the attributes of a competent teacher in the eleven Southeast Asian member countries of SEAMEO?
2. How were the teaching competencies determined in Southeast Asian countries? What units of elements are present in the existing teaching competency standards?
3. What policies supporting teaching competency standards are present in the member countries?
4. How are the teaching competency standards developed, monitored, and assessed?
5. What common competency standards framework for teachers may be developed?
6. What recommendations could be developed to improve the development of teaching competency standards?

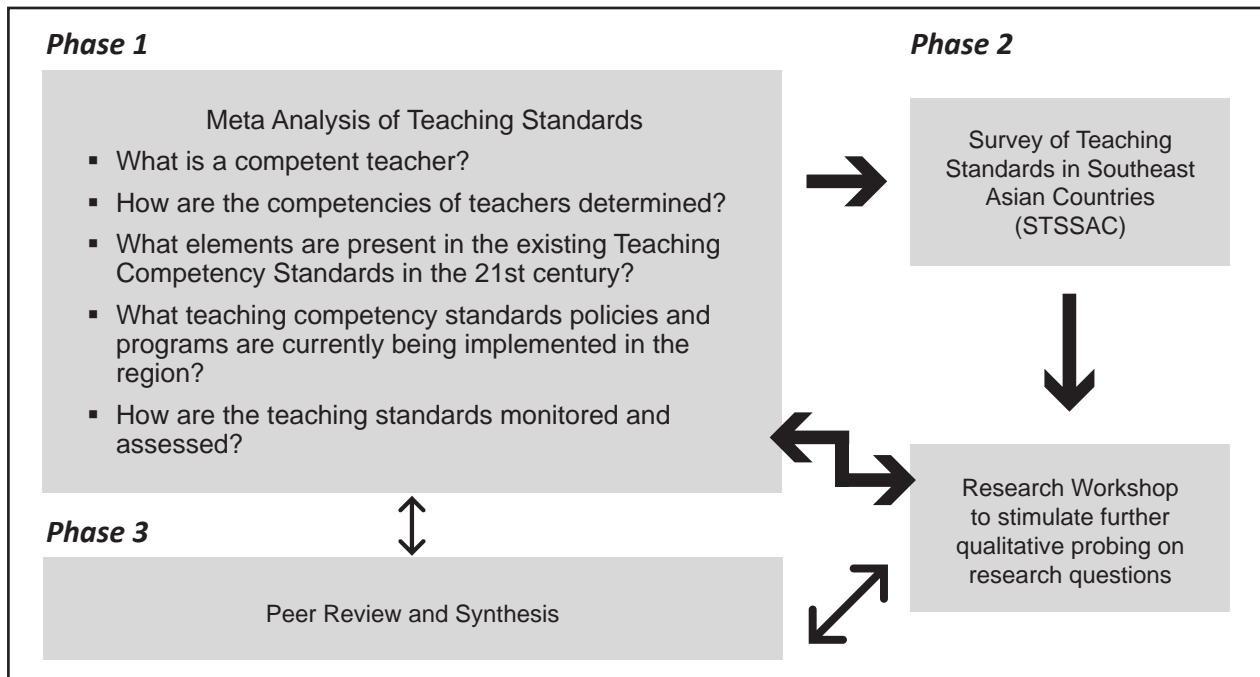
METHODOLOGY AND RESEARCH DESIGN

The primary data was collected by distributing survey questionnaires to research experts in eleven (11) Southeast Asian countries. The Survey on Teaching Standards in Southeast Asian Countries (See Annex A) covered elements of teaching competence, process for developing teaching competency standards, presence of policy support for teaching competency standards, manner of implementation of teaching competency standards, and monitoring and assessment of competency-based teaching standards.

Data collection for the study took place in the first quarter of 2009. The survey forms were distributed to the experts from Southeast Asia via e-mail. A follow-up e-mail was made to monitor the progress of the survey.

To validate the teaching competency standards, their units of elements, and how these standards were implemented, assessed and monitored, a regional experts meeting was convened from March 16-17, 2009. This meeting was followed by a Developing a Curriculum (DACUM) workshop to further identify the units of elements that made up the common teaching standards in Southeast Asian countries.

The study used a validation technique through an experts meeting and the report was subjected to peer review. Figure 1 shows the stages of data-gathering phases in the study.

Figure 1. Research Framework

Source: *Research Studies Unit, SEAMEO INNOTECH, 2009*

The research included a survey of 11 Southeast Asian countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste, and Vietnam.

Data gathering was facilitated through secondary data analysis, interactions with relevant bodies, mainly ministries of education of Southeast Asian countries, teacher professional bodies, and identified experts in teacher education through a two-day experts' meeting. The interactions with relevant bodies and experts were conducted through the use of a questionnaire and the conduct of a consultative workshop held in the Philippines on March 16-17, 2009.

Triangulation through converging quantitative and qualitative methods was utilized to check elements and dimensions of teaching standards found in the regional survey and research workshop. A review of previous meta-analysis on teaching effectiveness, teaching standards, and teaching competencies was useful in framing the survey questionnaire and the design of the workshop procedures. The triangulation technique provided an insightful examination of teaching standards in the 11 Southeast Asian countries.

Finalization of the Competency Framework for Southeast Asian Teachers of the 21st Century was done through a succeeding three-day DACUM workshop convened by the Solutions Development Unit (SDU) of SEAMEO INNOTECH, and through a series of regional validation activities and workshops.

The outputs of the various activities and workshops were synthesized by the SEAMEO INNOTECH Research Studies team with additional inputs from a review of literature and related secondary sources and peer review by a selected panel of experts.

SCOPE AND LIMITATIONS OF THE STUDY

This study examined, compared, and analyzed teaching competency standards across the region with regard to their development process, their units of elements, and how these standards are being implemented and monitored. Although the eleven member countries participated in the survey, the outcomes of the survey covered teaching competency standards in only five (5) countries in the region, namely, the Philippines, Indonesia, Cambodia, Thailand and Vietnam. Other countries are still in the process of developing teaching competency standards.

SIGNIFICANCE OF THE STUDY

This study pursued a review of literature mainly on the meta-analysis of research on teaching standards in order to determine the competencies that are required of a Southeast Asian teacher in the 21st century. It presents a range of competencies and their detailed units of elements that will help Southeast Asian teachers become aware of, understand, and apply these competencies in their classrooms. Far more important is the use of the teaching competency standards by Southeast Asian countries who are still preparing the teaching competencies and the units of elements. Countries that are still in the process of designing teaching standards can also use the recommendations contained in this report.



Part II

Attributes of a Competent Teacher in Southeast Asia

THE CONTEXT

The eleven Southeast Asian member countries of SEAMEO pursue the goals of the Dakar Framework on Education for All aimed at increasing the quality of teaching and learning for better educational outcomes.

As a background, schooling in all of these eleven countries is organized across three main levels – primary, secondary, and higher education. In addition, early childhood education is provided in most countries often operated by private organizations. The typical length of primary schooling is six years. Southeast Asian secondary education is usually divided into two three-year levels (lower and upper secondary). A wide variety of postsecondary institutions offer academic, technical, and vocational specializations.

The countries also show keen support for nonformal education, which caters to the literacy needs of out-of-school youth and adult populations. Most of the Southeast Asian nations are committed to compulsory basic education, typically for six years and going up to as high as nine years in the case of Thailand and Vietnam.

In each country, a central ministry of education sets schooling structures and curriculum requirements, with some responsibilities for school supervision, curriculum, and financial management often delegated to provincial and local education authorities.

Government-sponsored educational research bureaus have been established since the 1950s in an effort to make the countries more self-reliant in fashioning education to their needs. Regional cooperation in addressing educational problems was furthered by membership in such alliances as the Southeast Asian Ministers of Education Organization (SEAMEO) as well as the Association of Southeast Asian Nations (ASEAN).

Problems which most Southeast Asian education systems continue to face relate to maintaining educational quality, reducing school dropout, providing enough school buildings and other educational inputs, and enhancing the qualifications of teachers to serve rapidly expanding numbers of school children.

The region needs to determine regional standards of education towards the fulfillment of the EFA goal of expanded quality learning opportunities for every child, youth, and adult. Standards do not just prescribe current practice, they define what the teacher should know and be able to do in the light of research and best practices. Standards clarify what teachers should get better at over the long term. In so doing, they help describe the trajectories of teacher professional development. Standards manifest the idea that good teaching is something a person learns how to do over time (Ingvarson, 2000).

In the pursuit of quality education for all, much more work needs to be done. More parents are demanding that their children be taught by well-prepared, competent and qualified teachers. More business leaders are demanding that schools invest in teacher development, just as they invest in their own employees. More policymakers are making quality teaching and the recruitment of well-prepared teachers their number one education priority.

This study looked into the major characteristics that define a “competent teacher” in Southeast Asia. Four attributes were circulated for validation of Southeast Asian countries in a SEAMEO INNOTECH survey.

The four attributes relate to: 1) pedagogical skills, 2) student performance assessment skills, 3) classroom management skills, and 4) professional development skills.

PEDAGOGICAL SKILLS

The kind of pedagogy needed to help students critically think, create, and solve complex problems as well as master ambitious subject matter content is becoming increasingly demanding. Teachers are being asked to achieve these goals for all

children, not just the 10% or 20% who traditionally belong to the “gifted and talented” or “honors” programs. Only very knowledgeable and skillful teachers who can appropriately respond to students’ needs can enable diverse learners to succeed in terms of much more challenging learning goals.

Table 1 presents the summary of pedagogical competencies in the eleven countries of Southeast Asia based on the survey conducted by SEAMEO INNOTECH in the first quarter of 2009.

Table 1. Pedagogical Skills of a Competent Southeast Asian Teacher

Competence	BR	CA	IN	LA	MA	MY	PH	SI	TH	TL	VI
Selects/states long-term goals and short-term measurable objectives based on a prescribed national and/or school curriculum	•	•	•	•	•	•	•	•	•	•	•
Uses creative and innovative instructional strategies that are appropriate to a lesson’s objectives and students’ abilities, interests, and learning styles	•	•	•	•	•	•	•	•	•	•	•
Selects and uses appropriate resources and available technologies when teaching to suit students’ abilities, interests, and learning styles	•	•	•	•	•	•	•	•	•	•	•
States the objectives of lessons and skills that the students need to master in relation to past and future lessons	•	•	•	-	-	•	•	•	•	•	•
Gives concise but clear directions for students to follow	•	•	•	-	•	•	•	•	•	•	•
Explains concepts, terms, vocabulary, and principles related to lessons clearly and provides examples when necessary	•	•	•	-	•	•	•	•	•	•	•

Source: Research Studies Unit, SEAMEO INNOTECH, 2009

Based on the SIREP Teaching Competency Standards survey, the pedagogical skills of a competent teacher in all of Southeast Asia include the following:

- Selects/states long-term goals and short-term measurable objectives based on a prescribed national and/or school curriculum
- Uses creative and innovative instructional strategies that are appropriate to a lesson's objectives and students' abilities, interests, and learning styles
- Selects and uses appropriate resources and available technologies when teaching to suit students' abilities, interests, and learning styles

The survey further reveals that the following pedagogical skill is not found in Lao PDR and Malaysia:

- States the objectives of lessons and skills that the students need to master in relation to past and future lessons

Finally, the following competencies are not found in the Teaching Competency Standards of Lao PDR:

- Gives concise but clear directions for students to follow
- Explains concepts, terms, vocabulary, and principles related to lessons clearly and provides examples when necessary

Clearly, pedagogical skills are a substantial component of teaching competency in the Southeast Asian region. This is in support of the findings of Bruett (2007) that every child needs twenty-first century skills to succeed in learning and life. Teacher education leaders need to strategically think about implementing twenty-first century pedagogical skills into learning and work long-term to create an educational system that better prepares today's students for tomorrow's workplace.

Apart from the pedagogical skills listed above, the Southeast Asian experts recommended additional pedagogical competencies, as follows:

- Provides guided practice as necessary and reviews at appropriate time intervals
- Uses up-to-date lessons
- Sets learning objectives and outcomes that match the students' real-life situations
- Sequentially and attractively teaches lessons while taking account of students' learning
- Provides students with learning opportunities during and outside school hours
- Uses the appropriate medium of instruction
- Encourages self-study

- Demonstrates understanding of the educational context of the classroom and the school community
- Assesses students' learning outcomes

The two-day workshop also resulted in the following additional pedagogical skills that should be added in the Southeast Asian Teaching Competency Standards Framework:

- Knows the content of his/her subject matter
- Knows his/her students
- Knows how his/her students learn and how to effectively teach them
- Prepares clear and effective lesson plans and learning programs based on textbooks, manuals, and other learning materials

The additional pedagogical skills as suggested by the Southeast Asian experts reflect current research and modern contexts. These were considered by SEAMEO INNOTECH in the development of the Competency Framework for Southeast Asian Teachers of the 21st Century and were subjected to validation by the 11 SEAMEO Ministries of Education.

STUDENT ASSESSMENT SKILLS

Student assessment is pervasive in schools, yet only a few educational professionals have substantive competencies to undertake learner assessment. Teachers should have the skills to measure student outcomes using different approaches and methods.

It is extremely important that there be feedback from students to the teacher regarding the degree to which the above-mentioned learning outcomes have been achieved. This feedback enables the teacher to make important changes in teaching and learning methods. Through this feedback process, teachers begin to realize that all methods of learning are not equally effective. The skill of the teacher to assess students' performance can dictate important instructional changes.

The SIREP Survey on Teaching Standards has surveyed areas of competencies for the assessment of students. The list of competencies for student performance assessment skills is summarized in Table 2.

It can be gleaned from the study that all countries in Southeast Asia measure student progress systematically using a variety of appropriate assessment methods and instruments as an important teaching competency. Table 2 also reveals that Lao PDR and Myanmar did not specifically include in their teaching competency standards the use of assessment results to determine if objectives were met and if re-teaching is necessary, while Lao PDR and Malaysia did not include in their

teaching competencies the skills of providing feedback about student performance and making specific recommendations for improvement.

Apart from the student performance assessment skills identified in Table 2, the SIREP respondents also added the following student assessment competencies:

- Assesses students' progress in relation to the basic learning competencies identified in the national curriculum
- Systematically records students' achievements
- Makes use of authentic assessment forms
- Formulates appropriate assessment questions for examinations given upon completing grades 6, 9, and 12
- Provides timely feedback

Table 2. Student Performance Assessment Skills that Southeast Asian Teachers Should Possess

Competency	BR	CA	IN	LA	MA	MY	PH	SI	TH	TI	VI
Checks students' understanding, processes, and products by asking comprehension questions and requiring practical application of skills	•	•	•	-	•	•	•	•	•	•	•
Measures students' progress systematically using a variety of appropriate assessment methods and instruments	•	•	•	•	•	•	•	•	•	•	•
Provides feedback about students' performance and making specific recommendations for improvement	•	•	•	-	-	•	•	•	•	•	•
Uses assessment results to determine if objectives were met and/or if re-teaching is necessary	•	•	•	-	•	-	•	•	•	•	•

Source: Research Studies Unit, SEAMEO INNOTECH, 2009

It can be gleaned that teachers in the Southeast Asian countries should have the ability to systematically measure and give feedback on students' progress using a variety of appropriate assessment methods and instruments. Regarding student performance assessment, competent teachers are expected to possess the competencies to assess the learner's progress in learning.

SKILLS ESSENTIAL TO EFFECTIVELY MANAGE A CLASSROOM

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive student behavior. The term also implies preventing disruptive behavior. This is possibly the most difficult aspect of teaching for many teachers. Indeed, experiencing problems in this area causes some to leave teaching altogether.

Classroom management is closely linked with issues of motivation, discipline, and respect. Methodologies of classroom management remain a matter of passionate debate among teachers. Approaches vary, depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see the use of behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. They also try to be consistent in enforcing these rules and procedures.

In Southeast Asia, classroom management skills have been identified and listed by experts in Table 3.

Table 3 reveals that there is only one common teaching competency on classroom management that can be found in all eleven countries of Southeast Asia and this refers to “demonstrates respect and consideration for all students and provides constructive criticism when necessary.”

Except for Indonesia, all Southeast Asian countries have identified “maintaining a physical environment conducive to learning within the limitations of available facilities” as a competency.

Except for Thailand and Timor-Leste, all Southeast Asian countries considered this as a teaching competency: “Beginning instruction and completing non-instructional duties with minimal loss of instruction time.”

Lao PDR and Malaysia do not include in their competency standards “encouraging active and equitable student participation by varying roles in the instructional process (facilitator, coach, or audience) in relation to the content and purpose of instruction.”

The classroom management competency of “establishing and maintaining timelines for task completion and standards for consistency, correctness, neatness, and form” is not found in countries such as Lao PDR, Malaysia, and Thailand.

Table 3. Classroom Management Skills Competent Southeast Asian Teachers Should Possess

Competency	BR	CA	IN	LA	MA	MY	PH	SI	TH	TL	VI
Promptly begins instruction and completes non-instructional duties with minimal loss of instruction time	•	•	•	•	•	•	•	•	-	-	•
Efficiently manages student behavior by ensuring that students cooperatively obey classroom rules and procedures	•	•	•	•	•	-	•	•	•	•	•
Encourages active and ensures equitable student participation by varying roles in the instructional process	•	•	•	-	•	-	•	•	•	•	•
Establishes and maintains timelines for task completion	•	•	•	-	•	-	•	•	-	•	•
Demonstrates respect and consideration for all students	•	•	•	•	•	•	•	•	•	•	•
Maintains a physical environment conducive to learning	•	•	•	-	•	•	•	•	•	•	•
Communicates clearly, correctly, and coherently	•	•	•	•	•	-	•	•	•	•	•

Source: *Research Studies Unit, SEAMEO INNOTECH, 2009*

Apart from the above-mentioned classroom management skills shown in the table, the respondents also added important classroom management competencies such as the following:

- Infuses in students the value of respect and honesty
- Demonstrates the capability to manage multigrade classes
- Encourages less-able students to participate in class
- Utilizes a seat plan that will allow more advanced students to interact with their less-able counterparts

Some key competencies on classroom management that need to be explored are the ability to teach expectations, the ability to get and keep students on task, the ability to maintain a high rate of positive teacher-to-pupil interactions, the ability to respond non-coercively to inappropriate behavior that is consequential, the ability to maintain a high rate of risk-free student response opportunities, the ability to address behavior problems that students have in the primary learning environment, and the ability to “scientifically” manage behavior. These should be explored in future researches on classroom management.

The two-day workshop also revealed the need to add the following classroom management skills:

- Encourages student interaction
- Ensures that students have a significant degree of control over their own learning
- Supports learning using group work and investigation
- Supports students with special education needs
- Encourages students to be creative
- Provides basic counseling to his/her students
- Communicates using a variety of languages
- Demonstrates problem-solving, time management, presentation, information-seeking, and basic computing skills

PROFESSIONAL DEVELOPMENT SKILLS

Educators are confronted with the twenty-first century call to confront broad pressures that are now shaping the children’s future. Students around the world are increasingly facing assessments that measure twenty-first century skills. Today’s teachers need to be better equipped and supported to address this growing problem. Scientific and technological breakthroughs around the world are fueling economic competitiveness. Rising qualification levels and the automation of routine work are also transforming workplaces into highly skilled environments.

Given the situation, every teacher must be equipped with a wide range of skills, content knowledge, and practical experience to succeed. The goal is to ensure that all students are qualified to succeed in work and life amid the new global economy. The rapid pace of globalization, the shift from an industrial to an innovation economy, and the explosion of networked communication have all created the need to work and interact in new ways and gain fluency in using new tools and paradigms.

The SIREP Teaching Competency Standards study revealed the professional development skills and competencies that Southeast Asian teachers should possess, as identified by the indicators shown in Table 4.

Table 4. Professional Development Skills Competent Southeast Asian Teachers Should Possess

Competency	BR	CA	IN	LA	MA	MY	PH	SI	TH	TL	VI
Participates in professional organizations to improve knowledge and skills	•	•	•	•	-	•	•	•	•	-	•
Provides leadership in identifying and resolving issues and problems facing education (local, national, and regional)	•	•	•	-	-	-	•	•	•	-	•
Completes assigned tasks on time and adheres to local personnel policies and procedures	•	-	•	-	•	-	•	•	-	-	•
Adheres to written local and national policies and laws and regulations	•	-	•	•	•	-	•	•	-	-	•
Exhibits professionalism with peers, administrators, and parents/guardians by demonstrating respect and consideration for and interest in those whom he/she interacts with	•	-	•	•	•	-	•	•	•	•	•
Promotes cooperation between parents/guardians and the school and the community	•	•	•	•	•	•	•	•	•	•	•

Source: *Research Studies Unit, SEAMEO INNOTECH, 2009*

Table 4 shows that the eleven member countries in Southeast Asia identified the “promotion of cooperation between parents and guardians and the school community” as a professional development skill. All countries except Malaysia and Timor-Leste included “participation in professional organizations” as a teaching competency.

It is interesting to note in the survey that Lao PDR, Malaysia, and Myanmar did not indicate “presence of leadership in identifying and resolving national issues” as one of the teaching competencies. All countries in Southeast Asia except for Cambodia, Malaysia, Thailand, and Timor-Leste included “adhering to local and national policies” as a teaching competency.

The survey further revealed that all countries included exhibiting professionalism with peers and administrators, parents, and guardian as a teaching competency except for Brunei Darussalam and Myanmar.

Apart from the list of professional development skills indicated in the table, the experts who responded to the survey proposed additional teaching competencies pertaining to professional development skills, as follows:

- Identifies his/her own professional learning needs and plans for and engages in professional development
- Develops organizational skills to effectively manage his/her non-teaching duties
- Regularly reflects on and critically evaluates his/her professional knowledge and the effectiveness of his/her teaching
- Practices school-based management skills
- Engages in self-learning activities for professional development

OTHER TEACHING COMPETENCIES OF SOUTHEAST ASIAN TEACHERS

The experts participating in the two-day SIREP Teaching Competency Standards workshop brainstormed on additional teaching competencies and skills that Southeast Asian teachers should possess aside from the four that were indicated in the survey. The experts proposed to add the following teaching competency standards:

1. Professional Ethics and Morality

Decently conducts himself/herself ☒ Being authority figures to students, teachers should demonstrate a high level of morality and conduct. He/she is expected to act modestly and serve as a role model for his/her students. He/she must promote a positive outlook, determination, perseverance, and dedication. Moreover, he/she should be grounded in terms of the values and ethos of the country's teaching service.

2. Social and Human Dimension Competencies

Socially aware ☒ A Southeast Asian teacher should have high expectations of his/her students and support them to achieve their full learning potential. He/she must be well-aware of relevant social issues, especially on children's human rights. He/she must demonstrate awareness of the effects of the environment on students' learning and health. Also needed is his/her interpersonal relationships with his/her students.



Part III

Policies and Process for Developing Teaching Competency Standards

A recent McKinsey & Company Education Report (2008) as cited by Tambyah (2009) concluded that “the quality of an educational system cannot exceed the quality of its teachers.” Education stakeholders are in virtually unanimous agreement that effective teaching is critical to all other educational reform efforts. This consensus has led to an increase in the number of policies focused on improving teacher quality. One promising development is to see how policies can drive changes in the quality of the teaching force.

In the Survey of Teaching Standards in Southeast Asia, experts were asked to share existing policies in each country that aid the development of teaching standards. It sought to determine whether or not the Southeast Asian countries provided adequate policy support for implementing teaching competency standards.

Based on the survey, all the Southeast Asian countries have put in place policies to support the implementation of teaching competency standards, apart from Timor-Leste, which is still in the initial stages of drafting its own set of standards.

1. Policies Supporting the Development of Teaching Competency Standards in Southeast Asia

BRUNEI DARUSSALAM

The following national education policies support the development and institutionalization of teaching standards in Brunei Darussalam:

- The *Education Order 2003* is a national education policy supporting the design of a national teaching competency-based framework for Brunei. It aims to provide an effective, efficient, and equitable education system in consonance with the country's national philosophy and with the needs of modern ICT age.
- *10-Year Strategic Objectives, 2006–2015* ☒ This prioritized human resource development to meet the country's need for an educated and marketable workforce.
- *National Vision or Warwasan Brunei* ☒ Launched in January 2008, this aimed to make the country a nation that will be widely recognized for the accomplishments of its educated and highly skilled people by 2035.

CAMBODIA

Teaching competency standards in Cambodia vary across provinces and regions. However, there are some educational policies that provide guidelines for the qualifications of teachers in the country.

- The *National Policy for Curriculum Development 2005–2009* was developed in 2004 by the Ministry of Education, Youth and Sports (MoEYS). This policy contributes to equitable access to basic education, developing high quality secondary education, and increased responsibilities in development standards in three school levels (primary, secondary and upper secondary education).
- *Education Strategic Plan (ESP)* ☒ This supports education sector development in response to the demand of globalization, regionalization, and individualization.

INDONESIA

Indonesia has national policy support for teacher education. It prescribes teacher competency standards development and has been a reference for building up national teaching competency standards:

- The *National Education System Law No. 14 of 2005* ☒ The law specifies provisions for teacher education reform. One crucial point worth mentioning is the epoch-making declaration of “Teachers as Professionals.” This law also places emphasis on actions to improve the quality of education in Indonesian schools. In particular, it addresses measures considered necessary to empower and improve the quality of teachers. This teacher law mandated four groupings of essential competencies all teachers are required to demonstrate. These are: 1) pedagogical; 2) personal; 3) professional, and 4) social. The National Education Standards Board (BSNP) has developed a set of standards for 1) curriculum content, 2) competency standards for graduates, 3) process standards, 4) infrastructure and facilities, 5) education financing standards, 6) evaluation standards, 7) management standards, and 8) standards for teachers, principals, and school supervisors, all of which are based on the four essential competencies.

LAO PDR

Lao PDR has two reform policies that relate to teaching competencies:

- The Teacher Education Strategy for 2006-2015 and an action plan called *Teacher Education Strategy and Action Plan (TESAP)*. This key document sets out overall goals, directions, objectives, and targets for both pre-service and in-service teacher training. It aims to support National Education for All goals. The TESAP envisions to establish a teacher induction program for new graduates. The teachers will be trained by mentors and a structural link between pre-service and in-service training program will be developed.
- A *National Charter of Teacher Competencies (NCTC)* has been developed to guide teachers over the career-long process of professional development. The NCTC sets out the standard skills required of teachers. These competencies refer to: 1) teacher’s characteristics and professional ethics, 2) knowledge of children, and 3) subject knowledge and practical teaching wisdom. Each area has sub-units of competencies.

MALAYSIA

Malaysia has an *Education Development Plan (MEDP) 2001-2010*. This institutionalized preschool education, with a National Preschool Curriculum made compulsory among all kindergarten schools throughout the country. The MEDP also aimed to improve students’ mastery of Bahasa Malayu and the English language, to strengthen teachers’ attitudes towards teaching and learning, and to provide teachers with adequate and quality teaching and learning facilities in line with current developments in ICT.

As to teaching standards, there are no specific policies in the country yet but teaching competency standards are subsumed or implied within the MOE's quality assurance initiatives.

MYANMAR

Myanmar established a Naing Ngan Education Committee (MEC) which serves as the country's highest educational policy-making body. Its goal is to promote quality education for Myanmar. There are no specific teaching standards policies prepared yet, but the country is in the process of developing a blueprint for education. The Ministry of Education, in collaboration with UNESCO and UNDP, is undertaking the formulation of an Education Sector Study.

PHILIPPINES

The Philippines has a long list of policies concerning teaching standards. Some of them served as milestone policies in developing the national competency-based teaching standards.

- *1994 Republic Act 7784* mandated the creation of the "Teacher Education Council (TEC)" for the purpose of strengthening teacher education in the Philippines. It aims to establish Centers of Excellence in Teacher Education nationwide that would strengthen the education and training of teachers.
- *DepEd Order No 32. s. 2009* provides policy support for the adoption of the National Competency-Based Teaching Standards (NCBTS). The NCBTS provides the core curriculum for teacher education and professional development. NCBTS details the competencies required of any future teacher. The NCBTS is also made part of the Teacher Induction Program (TIP). The NCBTS Framework is divided into seven domains: 1) Social Regard for Learning (SRFL), 2) Learning Environment (LE), 3) Diversity of Learners (DOL), 4) Curriculum (Curr.), 5) Planning, Assessing, Reporting (PAR), 6) Community Linkages (CL), and 7) Personal Growth and Professional Development (PGPD)

SINGAPORE

The Ministry of Education (MOE) Singapore has established frameworks and processes to build up the professional competencies and capacities of education officers. They form the Ministry's competency-based performance management system.

- The *Educational Performance Management System (EPMS)*. The EPMS is a developmental tool that spells out the requisite knowledge, skills, and competencies a teacher should possess. One example of a competency cluster is “cultivating knowledge,” which includes the competencies of subject mastery, analytical thinking, initiative, and teaching creatively. The EPMS establishes a link between certain behaviors and the achievement of success by describing what makes people highly effective in a given role. It discusses the skills and knowledge that are necessary for good performance and the competencies or personal attributes and behaviors that lead to long-term achievements and success.

THAILAND

The Ministry of Education (MOE) Thailand has a long list of teacher education policies that support the development of teaching standards. Some of them are:

- *Constitution of the Royal Kingdom B.E. 2550 (2007)* ☒ This law specifies that individuals have equal rights to receive twelve years of free quality education. It also tasks the State to formulate a national education plan and improve the quality and standards for all levels and all types of education in line with economic and social changes.
- *National Education Act B.E. 2542* ☒ This policy supports the system and process for the development of teachers, faculty, staff and education personnel so that relevant quality standards will be developed.
- The *Council of Teachers Act B.E. 2546* ☒ This stipulates that the Teacher Education Council of Thailand will be responsible for the formulation of professional and ethical standards of the teaching profession, supervision of behavioral conduct of teachers, and issuance of teaching licenses. The TEC of Thailand has developed performance standards of teachers, which specify that a teacher has to maintain professional standards comprising of teachers’ knowledge, standards of teaching experience, standards of teacher performance and standards of conduct.

TIMOR-LESTE

The development of national teaching competency standards in Timor-Leste is still in its formation stage. Policies are made at the central level but usually involve public hearings or discussion with teachers and education officers and meetings with Ministry officials and staff. A broader consultation serves as a way of getting information from the field and drafting the national competency training policy framework.

VIETNAM

The Ministry of Education and Training (MOET) is the highest managing authority for the entire educational system. MOET puts in place the country's professional development policies, incentives, and appraisal policies for teachers. Policy support for teaching standards is indicated in the Education Development Strategy 2001-2012.

- *Educational Development Strategy 2001-2012* ☒ This specifies that special attention be paid to reforming the teaching and learning methods, improving the teaching assignments, and upgrading the infrastructure for teaching and learning activities.

2. Process for Determining Teaching Competency Standards in Southeast Asia

The SIREP Teaching Competency Standards survey also sought to find out the process by which teaching competency standards were developed in the eleven Southeast Asian countries. Based on the responses, different countries have various approaches for developing teaching competencies. The survey found that in coming up with national teaching competency standards, the governments of most Southeast Asian countries sought the help of either foreign or local experts. It also found that several ministries, apart from the countries' respective ministries of education, also took part in drafting and implementing their competency-based teaching standards.

The survey also asked the respondents what processes they used to implement teaching competency standards (see Table 5).

Table 5. Processes Used to Implement Teaching Competency Standards

Process	BR	CA	IN	LA	MA	MY	PH	SI	TH	TI	VI
Policy directives from the education ministry	•	•	•	•	•	•	•	•	•	•	•
Consultations with key experts/ education officials	•	•	–	•	–	–	•	•	•	•	•
Laws/Issuances from the national government	•	•	•	–	–	•	•	–	•	–	•

Source: Research Studies Unit, SEAMEO INNOTECH, 2009

Apart from the methods to promote the implementation of competency-based teaching standards identified above, the respondents also added the following:

- Interviews, observation exercises, and formal meetings with experts at the central and local levels (cited by one respondent)
- Review of related literature (cited by one respondent)

The following discussions present the highlights of country-specific approaches to the development of teaching competency standards:

BRUNEI DARUSSALAM

The MOE has developed a draft Professional Teacher Standards document, which will serve as a blueprint to produce its teaching competency standards framework. While this document is being finalized, the government uses teaching standards at the department level under the supervision of the MOE. For instance, the Department of Schools Inspectorate uses such standards for teacher confirmation, teaching-learning monitoring, and teacher appraisal. The Department of Schools Inspectorate also uses its own instrument to evaluate teachers' competence and performance. The Teacher Training Department uses its own standards to grade student teachers.

CAMBODIA

The Cambodian Education Sector Support Projects (CESSP) of the Ministry of Education, Youth and Sports (MoEYS) is in charge of preparing the Teaching Competency Standards, which is already in its fifth version. Although the education policies are made at the central level, the MOEYS usually conducts public discussions with teachers and education officers. A broad consultation process serves as a way of getting information from the field and drafting the national competency training policy framework. Cambodia identified four domains of teaching standards: 1) knowledge of students; 2) knowledge of the teaching practice; 3) knowledge of learning; and 4) knowledge of ethics.

INDONESIA

The country's national teaching competency standards are based on the National Standard and Education Government Regulation (2005), the Teacher Law (2005), Ministry Regulation No. 16 (2007), and Government Regulation No. 74 (2008). Teacher competence is determined using a set of competencies for assessment already established in 2007. It uses a portfolio that each teacher

should complete and submit to assessors in selected universities. The Ministry of National Education (MONE) assessors evaluate teachers' portfolios based on components such as academic qualification, attendance in training, teaching experience, lesson planning and teaching processes, assessment by the school principal or supervisor, involvement in professional development activities, academic achievement and teaching recognition, attendance at seminars and workshops, organizational involvement in the education field and in the society or community, and other education-related recognition.

LAO PDR

The country's teaching standards called the National Charter for Teaching Competencies (NCTC) was developed by the Ministry of Education (MOE) after extensive consultations and interviews with relevant stakeholders, including teachers and community members. The NCTC is embodied in the Teacher Education Strategy and Action Plan (TESAP). This document contains 30 competencies grouped into three sets of equally important key abilities, qualities, and skills that a teacher should possess—characteristics and professional ethics, knowledge of children, and subject knowledge and practical teaching wisdom. The TESAP was also incorporated into the National Education System Reform Strategy (2007) and used as the basis for the Education Sector Development Framework, which is still in the draft stage.

MALAYSIA

The Malaysian Teacher Standards (MTS) is in the process of finalization by the Ministry of Education (MOE). At present, teaching competence is determined by the National Inspectorate of Schools using its own set of standards. The MOE has taken every effort to ensure that the Malaysian Teacher Standards are relevant, practical, and realistic. The MTS has five dimensions—teacher training program, training/capacity building, assessment and evaluation, collaboration, and infrastructure and quality assurance.

MYANMAR

The educational system in Myanmar is mainly under the responsibility of the Ministry of Education. The ministry's primary role is to provide basic education equated with life skills learning and within the framework and context of Education for All. The country established an educational policy-making body with a view to promoting high quality standards. Its present concern is to take measures to develop human resources for the country's sustainable economic growth and improved quality of life. Teachers are regarded with high respect in Myanmar. The social roles of teachers are drawn so rigidly as they are expected to have high morality, intellectual ability, and aesthetics.

PHILIPPINES

The present Philippine teacher competency standards are a product of the Teacher Education Council (TEC), the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Professional Regulation Commission (PRC). The National Competency-Based Teacher Standards (NCBTS) are anchored on Republic Act No. 9155 or the Basic Education Act and the Basic Education Sector Reform Agenda (BESRA) as well as the law creating the Teacher Education Council (TEC). The NCBTS defines the desired practice of effective teaching. As such, consultation meetings, workshops, and a series of forums were held with stakeholders in the articulation of a singular competency-based framework for teaching and teacher development that would guide all policies, reforms, and activities related to teaching and teacher development.

SINGAPORE

The country's teaching competency standards were developed in conjunction with a fundamental review of the Education Scheme of Service in year 2000. This entailed collaboratively working with a consultant and conducting extensive consultations with teachers and school leaders. The EPMS spells out the knowledge, skills, and professional characteristics customized for each of the career tracks in education.

TIMOR-LESTE

The Timor-Leste Government recognizes that the teaching force is essential to the promotion of quality education for their children. The development of teacher standards has been a national aspiration. At present, Timor-Leste has a policy document for teacher training called the Educational Policy Document of 2007. This Policy Document provides a strategic framework for future directions in the area of teacher education. The development of teaching standards is still in the formative stage. The first step is to determine the process for "Good Teaching." A series of consultation meetings was held to examine views on "good teaching." The teacher competency standards in Timor-Leste are being developed through a participatory process. Work to date has resulted in four overarching categories: 1) language competencies, 2) technical knowledge, 3) teaching and learning competencies, and 4) professionalism. These competencies will form part of the teaching competency framework, which should be finalized in the near future.

VIETNAM

In Vietnam, there is some disparity in the development of teaching competency standards. Competency standards are not yet fully implemented by all teachers in all schools. In big cities, competency standards have been fully

developed and implemented but in many rural areas, implementation of teaching competency standards is yet to be completed. The teaching competencies emanate from the Ministry of Education (MOE), emerging from a series of workshops by the MOE with the teachers. To promote the use of competency standards, different policies and regulations have been released. Schools then follow the standards by integrating them in their action plans.

3. Teaching Competency Standards Information Dissemination Approaches

Numerous research studies and experiences of countries with a long history of implementing teaching competency standards clearly demonstrate that establishing effective teaching competency standards is best accomplished by developing information dissemination and capacity-building strategies. Passing supportive policies and regulations will not be effective without adequate information dissemination and capacity building. With this in mind, the survey sought to answer how teachers were informed or oriented about their respective teaching competency standards (see Table 6).

Table 6. Teaching Competency Standards Information Dissemination Methods

Dissemination Method	BR	CA	IN	LA	MA	MY	PH	SI	TH	TL	VI
Training/Workshops	
Mentoring/Coaching			
Policy directives
Information, education, and communication materials (letters, brochures, information kits, and handbooks/ guidebooks)	

Apart from the dissemination methods identified in the table, the respondents also added the following:

- Formal meetings at the central and local government levels
- Government websites
- Education journals

As shown, no common means to disseminate information on implementing teaching competency standards is currently being used by all the Southeast Asian countries.



Part IV

Assessment and Monitoring of Teaching Competency Standards in Southeast Asian Countries

Assessment of teaching competencies is the process of obtaining information that is used to make educational decisions about teachers; to give feedback to the school heads and the various levels of education management within the ministries of education (from local to national) about a teacher's progress, strengths, and weaknesses; to judge instructional effectiveness and curricular adequacy; and to inform the concerned people about a policy or policies. This study looks into the various assessment techniques used in Southeast Asian countries to check on the status of implementation of teaching competency standards.

BRUNEI DARUSSALAM

Educational quality in Brunei Darussalam is ensured and teaching standards are maintained although there are no formal National Teaching Standards established yet. The monitoring system is spearheaded at the department level in MOE. For instance, the Department of School Inspectorate has the responsibility to evaluate and assess teachers. Inspectors' judgment about the quality of teaching is not based solely on lessons observed during the inspection. The Inspectorate also draws on evidence from analyses of pupils' work, pupil progress, and discussions with the

teachers. At the end of the lesson observations, inspectors are required to offer oral feedback on the quality of teaching on the lessons they have observed. Oral feedback such as post-classroom observation dialogue uses five grade descriptions from “excellent” to “unsatisfactory.” The performance indicators for evaluating and assessing teaching and learning are based mainly on 1) curriculum organization, 2) professional knowledge, 3) professional teaching practice, and 4) professional engagement and values.

CAMBODIA

The national teaching competency standards are used to check teachers’ performance not only in terms of knowledge but also in terms of ability to comply with ethical standards. Experts from relevant departments of the Ministry of Education, Youth, and Sports (MoEYS) such as the Teacher Training Department, the Department of Primary and Secondary Education, the Pedagogic Research Department, and the Inspectorate Office conduct school visits to monitor and evaluate teachers’ performance, especially in terms of their teaching-learning strengths, weaknesses, opportunities, and constraints. These representatives also provide advice to teachers and school administrators if they face difficulties that they cannot resolve on their own. Teachers are assessed according to: 1) professional knowledge, 2) professional practice, 3) professional development and learning, and 4) professional ethics.

INDONESIA

Teacher performance in the country is monitored and assessed by supervisors and school principals. Assessors then evaluate teachers’ performance for certification. If a teacher fails the assessment, he/she is required to attend a nine-day training conducted in universities. Teachers are assessed according to the following competencies: 1) pedagogic competencies (e.g., understanding learning styles, understanding learner’s background, developing curricula); 2) personal competence (e.g., ability to act as a person with exemplary character, maturity, ability to evaluate one’s own performance); 3) professional competence (e.g., ability to master subject matter and have empathy with colleagues and students); and 4) social competence (e.g. ability to communicate effectively; ability to contribute to the development of school and community education; ability to apply ICT, to communicate and to have personal development).

LAO PDR

A system to monitor and assess teachers’ competence still needs to be developed in the country. At present, the Department of Teacher Education (DTE) is in the process of developing sample indicators and case summaries to explain each competency, which will help facilitate the monitoring and assessment process in the future. The DTE at present uses teacher assessment as a way of identifying teachers for promotion. This involves measurement of teacher performance, attitudes, values, academic qualification, academic output, and teaching experience.

MALAYSIA

Malaysian teachers are expected to be highly competent in three different aspects, namely: 1) practice of professional values; 2) knowledge and comprehension; and 3) teaching and learning skills. The teacher assessment system for the country is embodied in the Malaysian Teacher Standards, which contains entry qualifications, selection procedures, training, assessment, and evaluation of the various teacher training programs offered. It also contains parameters for collaboration and quality assurance scheme. Whenever a teacher applies for promotion to the next level, a representative from the National Schools Inspectorate pays him/her a visit to assess his/her performance using an instrument that incorporates teaching competency standards. The teaching standards, when fully developed, are expected to be utilized, firstly, as an objective benchmark of teachers to be able to have an honest self-assessment and secondly, for identifying individual teacher professional development needs.

MYANMAR

The Ministry of Education assesses and monitors the performance of teachers. The Department of Basic Education assesses teachers in general education at the primary, middle and high school levels, including the teacher training colleges. The Department of Higher Education monitors the performance of universities and colleges. The education ministries (departments) conduct training sessions to raise the quality of education and teaching standards. However, to this date, no standardized assessment for teachers has been developed and implemented.

PHILIPPINES

At present, the DepED is focusing on using the NCBTS as a tool to identify teachers' strengths and weaknesses as an input to teacher professional development. NCBTS defines standards of practice of effective teaching in appropriate domains. The NCBTS Teacher's Strengths and Training Needs Assessment (TSNA) is a self-assessment tool that enables teachers to identify professional strengths and development needs. It is a formative process that encourages teachers in enhancing their competencies and professional development. With this tool, the Regional DepED Offices take charge of the monitoring and evaluation of division level implementation of the NCBTS-TSNA and the Individual Plan for Professional Development (IPPD) as provided for in DepED Order No. 32, s. 2009. A competency-based performance appraisal system for teachers (CB-PAST) has been developed to assess and recognize the quality of a teacher's accomplishments over a period of time for maintaining a high standard of work. This system adheres to standards of competency-based performance as indicated in the NCBTS domains and enriched by the job-embedded requirements. The teachers and raters (e.g., school head) use designated tools for assessment, the results of which will be applied for incentives, awards, and promotions. These performance ratings shall

then be reviewed by the next higher school official in line, for approval by the superintendent.

SINGAPORE

Teacher performance is monitored and assessed via the Educational Performance Management System (EPMS). This system articulates the competencies and key result areas required of teachers. In addition, the teacher development process, which is transparent, was also put in place to help teachers improve their work performance and professional competence. Supervisors appraise teachers as to: 1) Performance assessment ☒ This is based on the teacher's total contribution in the achievement of work targets. Performance is assessed in ratings of A, B, C, D or E. It is also assessed relative to an officer's substantive grade; and 2) Potential Assessment ☒ This assesses the teachers' competencies in terms of the career track that the teacher is capable of assuming competently before retirement. It uses the concept of currently estimated potential which is an estimation of the highest appointment of level of work an officer can manage competently before his retirement (Tambyah, 2009).

THAILAND

The Teachers Council of Thailand specifies that a teacher has to practice a set of professional teaching standards. This includes standards related to a teacher's knowledge, experience, performance, and conduct. In small-sized primary schools, the following assessment criteria were reported by Intaramanee (2009): 1) knowledge and understanding of integrated learning provision, 2) teacher's preparation, 3) teacher's ability in setting up the learning venues for integrated learning, 4) teacher's ability to set up instructional plans, 5) assessment of achievements based on instruction, and 6) post-tests. Assessors are usually external assessors from the Ministry of Education. The school director is responsible for assessing the teacher's professional development needs.

TIMOR-LESTE

The country's national teaching competency standards are still in the conception stage. The teaching standards will be assessed and monitored using the four main domains of competencies: 1) Language ☒ Since Portuguese is the language of instruction, a high level of written and spoken ability is required for teachers; 2) Knowledge ☒ This consists of subject knowledge in the curriculum for generalist teachers. The teacher's knowledge on heritage, values, customs, and traditions of Timorese society and how these affect the individual learner will be assessed; and 3) Teaching and learning ☒ The assessment focuses on the practical and applicable teaching techniques, classroom management, assessment, and evaluation. (Leyte, 2009).

VIETNAM

Teacher performance is monitored and assessed using the national competency-based teaching standards by conducting class observations, checking teachers' lesson plans, conducting teaching competitions, evaluating teachers' individual reports, and gathering student feedback. Assessment of teachers in Vietnam as to the teachers competency standards is conducted in two different methods: formative and summative. Formative assessment is performed continuously throughout the school year through classroom observation, talking to students, monitoring classroom activities, and getting feedback from professional activities. Summative assessment is done at the end of the semester and the school year through the teacher's self-evaluation report, departmental reports, student feedback survey, and student achievement tests. Assessment results indicate that Vietnamese teachers are strong at transferring accurate knowledge, creating different classroom activities, and providing guidance when necessary.

BRUNEI DARUSSALAM

Performing teachers in the country are rewarded every Teachers' Day. The government also instituted the Teachers Service Scheme which mandated regulations for teacher progression in terms of promotion to a higher position and salary increments. These regulations are determined by the Civil Service Department and the Ministry of Home Affairs. Some outstanding teachers are also chosen to undergo in-service training both in the country and overseas.

CAMBODIA

Performing teachers in the country are rewarded with salary grade promotions, certificates of recognition, and certificates of higher levels of education (master's or doctoral degrees) by the MOEYS.

INDONESIA

Performing teachers in the country are promoted to higher functional levels as determined by the Ministry of State of Employees. They also get higher salaries and greater responsibilities based on state regulations.

LAO PDR

Performing teachers in the country are promoted to higher positions. The NCTC facilitates the incorporation of measuring teacher performance into the design of a revised salary and incentive scale for teachers. The Department of Personnel also developed and approved a system to award academic titles to performing teachers, which will also enhance their salaries. Teachers can be promoted from experienced to skilled, skilled to expert, and expert to senior expert teacher status with salary increments of 40%, 60%, 80%, and 100% of their base salaries, respectively. The Department of Personnel, however, needs to coordinate with the Department of Teacher Education to supervise the system's implementation.

MALAYSIA

Performing teachers in the country who meet the requirements set by the National Schools Inspectorate get promoted to a higher position with a higher salary scale. Incentives are also given to teachers in challenging teaching and learning environments such as those schools without clean water and electricity. The salary grade increase also reflects an increase in allowance. Some high-performing teachers are promoted to headmasters with higher salary scheme.

PHILIPPINES

At present, the NCBTS is not being used to determine what rewards performing teachers should get. It is utilized more to determine what kinds of training teachers need. However, the country has a well-developed reward and recognition scheme in place for performing teachers. There is a promotion system, e.g., Teacher 1 to Teacher 2 or 3 with accompanying increases in salary. There are also national awards such as PRAISE by the Civil Service Commission and the Metrobank Outstanding Teachers Awards.

SINGAPORE

Rewards and recognition structures and incentives are put in place for performing teachers such as the provision of an annual performance bonus. The government gives Certificates of Appreciation and awards medals to performing teachers in recognition of exemplary performance.

THAILAND

The country provides incentives such as salary and academic/scholarship support. A career promotion from Assistant Teacher to Senior Teacher may also be awarded. The monetary awards depend on the levels of teachers who performed well (“levels” pertain to beginning, novice, senior, and master teachers).

TIMOR-LESTE

Since the country has yet to come up with national teaching competency standards, the government feels it is necessary to develop and implement an attractive career regime for teachers first. The government gives training programs as incentives to performing teachers at this time. The career scheme for teachers is still in the process of development.

VIETNAM

Performing teachers in the country are awarded certificates of merit and medals each year. They are given recognition publicly by the Director of the Provincial Department of Education and Training, the Minister of Education and Training, and even the Prime Minister. Monetary reward is also provided.

The survey found that most, if not all, of the Southeast Asian countries rewarded performing teachers with promotions and salary increments. Some also gave performing teachers awards or other forms of recognition (e.g., certificates of merit or their own special day) and even academic units or titles (i.e., master’s and doctoral degrees).



Part VI

Competency Framework of Southeast Asian Countries

Through the SEAMEO INNOTECH SIREP Teaching Competency Standards Research Project, units of competencies and teaching competency standards in Southeast Asian countries were investigated, validated, and finalized using the following process:

First Phase: This phase made use of a regional survey called STCSS in order to determine the major strands of teaching standards in each country. The goal of this phase is to determine attributes and skills of a competent Southeast Asian teacher.

Second Phase: In the second phase, the major interest is to find out the general process for developing teaching competency standards in terms of policy development, implementation, monitoring and evaluation, and a system for awards and recognition for performing teachers. The data was obtained from the two-day experts' meeting held in the SEAMEO INNOTECH compound in Quezon City, Philippines.

The inputs on existing Frameworks for Teaching Competency Standards provided by individual countries are as follows:



Brunei Darussalam

Brunei Darussalam defines a competent teacher as one who is well-prepared for his/her work and who pursues opportunities to extend and revitalize his/her skills throughout his/her career.

Brunei Darussalam's teaching competency standards are grouped into three major strands: professional knowledge, professional practice, and professional engagement and values.

Professional Knowledge

1. Teachers should know how their students learn and how to teach them effectively. They should:
 - Draw on their body of knowledge about learning and contemporary research on teaching and learning to support their practice
 - Know how important prior knowledge and medium of instruction are and the impact of group discussions and reflections on the learning process
 - Know how to engage their students in active learning
 - Know how classroom and program design and resources impact learning
2. Teachers should know the content of their subject matter. They should:
 - Have sound and critical understanding of the appropriate teaching processes and the necessary skills to teach their subject matter

- Have the ability to articulate the key features and relevance of the content of their subject matter to their students and to demonstrate how knowledge of this can be applied
 - Know what methodologies, resources, and technologies they should use to support learning
 - Be familiar with the curriculum, examination requirements, and work schemes of their subject matter
3. Teachers should know their students. They should:
- Know their students' learning strengths and weaknesses and be aware of the factors that influence their learning
 - Be aware of their students' social and cultural backgrounds and treat them equitably
 - Develop understanding and respect for their students as individuals
 - Understand how important communicating with and reporting to their students' parents are

Professional Practice

4. Teachers should plan for and assess effective learning. They should:
- Use knowledge of their students, subject matter content, and pedagogy to establish clear and achievable learning goals for their students
 - Plan to use a wide range of activities, resources, and materials to provide their students with meaningful learning opportunities
 - Monitor their students' engagement in learning and maintain records of their progress
 - Assess and evaluate their students and report their progress to their parents and use their inputs in planning
5. Teachers should create and maintain safe and challenging learning environments. They should:
- Develop a positive learning environment where respect for every individual is fostered and where learning is the focus
 - Provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning
 - Use and manage the available materials in the physical space of their classrooms to make learning stimulating
 - Establish and maintain clear and consistent expectations with regard to their students' behaviors and learning

6. Teachers should use a wide range of teaching strategies and resources to engage their students in effective learning. They should:
 - Effectively communicate with their students to make their learning programs explicit, build rapport with them, and support their learning
 - Provide and manage opportunities for students to explore their ideas and develop their own knowledge and skills
 - Use and manage a wide range of teaching and learning strategies, technologies, activities, and resources
 - Provide meaningful feedback to students about developing their skills

Professional Engagement and Values

7. Teachers should reflect on, evaluate, and improve their professional knowledge and practices. They should:
 - Regularly reflect on and critically evaluate their professional knowledge and teaching effectiveness
 - Collaboratively work with others in the profession and engage in discussions of issues and research studies to enhance their professional practice
 - Identify their own professional learning needs and plan for and engage in professional development activities
 - Develop their organizational skills to effectively manage their non-teaching duties
8. Teachers should be active members of the profession. They should:
 - Contribute to the development of the school community and promote their well-being as well as their students'
 - Effectively work with other professionals, parents, and other members of the community to promote effective learning
 - Promote learning, the value of education, and the teaching profession in the wider community
 - Understand and fulfill their obligations to the government and its policies

Teaching Competency Standards



Cambodia

Cambodia defines a competent teacher as one who has completed a two-year professional training in a teacher training college or any other accredited institution.

Cambodia's teaching competency standards are grouped into four major strands: knowledge, practice, learning, and ethics.

Knowledge

1. Teachers should know their students. They should:

- Know their students' learning needs, histories, capacities and abilities, and attitudes toward learning
- Be aware of their students' home or family situations (e.g., gender, socioeconomic background, or status), which can affect their learning and help them deal with their family problems

2. Teachers should know the content of their subject matter. They should:

- Understand educational laws and policies and the national curriculum
- Know how to prepare or develop lesson plans
- Understand the content of their learning programs, subject matter, or disciplines and have the ability to clearly explain this to meet their students' learning needs
- Know how to integrate knowledge gained from different subject matter or disciplines so their students can see connections between them and obtain additional knowledge and skills

3. Teachers should know how their students learn. They should:
 - Understand the educational context of their classrooms and of school communities
 - Understand how their students learn
 - Understand their students' different abilities, learning rates, and styles

Practice

4. Teachers should plan for and assess their students' learning. They should:
 - Prepare clear and effective lesson plans and teaching programs
 - Prepare teaching aids and learning materials
 - Employ a variety of appropriate methods to assess their students
 - Monitor their students' participation in class and maintain records of their progress
 - Provide feedback to their students and their parents or guardians with regard to their development in terms of knowledge, skills, and attitudes
5. Teachers should have the ability to manage their students' learning environment. They should:
 - Provide a safe learning environment for their students
 - Help their students become increasingly responsible for their own learning
 - Participate in school development activities to promote their students' and colleagues' welfare
6. Teachers should employ effective teaching strategies. They should:
 - Use a wide range of teaching methods to facilitate student learning and to meet the curricular standards set by the MoEYS
 - Cater to their students' diverse learning styles and needs through the appropriate application of a wide range of teaching methods
 - Prepare and provide problem-solving learning opportunities that their students can engage in to develop critical and creative thinking skills
 - Use ICT to make their teaching more effective

Learning

7. Teachers should engage in self-learning activities. They should:
 - Regularly evaluate their own teaching strategies and develop their own plans for self-directed professional learning
 - Develop their ICT knowledge and skills and apply these in teaching their students
 - Improve their communication skills to better communicate with their students and their parents, with their colleagues, and with other members of the community

8. Teachers should actively engage in the teaching profession. They should:
 - Conduct research to enhance their knowledge and improve their teaching skills
 - Regularly interact with their colleagues in various professional learning activities

Ethics

9. Teachers should care and show concern for their students and always work toward their and the society's best interests. They should:
 - Demonstrate commitment and dedication to the teaching profession
 - Serve as positive examples of moral behavior and foster harmonious relationships with their students and the entire school community
 - Exhibit fairness and practice transparency in dealing with their students and with other members of the school community

Indonesia

Indonesia defines a competent teacher as one who meets the components of the four major competencies defined by the country's Teacher Law.

Indonesia's teaching competency standards are grouped into four major strands: pedagogical, personal, professional, and social.

Pedagogical Competence

1. Teachers should have the ability to understand their students' learning styles and physical, social, cultural, emotional, moral, and intellectual characteristics. They should:
 - Examine their students' readiness to learn physically, socially, morally, culturally, emotionally, and intellectually and use the appropriate resources
 - Collect and analyze data gathered about their students' characteristics in order to use relevant teaching techniques
 - Use methods that are appropriate to their students' attitudes and developmental needs
 - Use motivational strategies that are appropriate to their students' cognitive progress
 - Identify their students' disabilities (e.g., physical, intellectual, or emotional) and report these, if necessary
 - Identify their students' talents

- Identify various factors that will motivate their students with psychological problems
 - Help their students with psychological problems
 - Attend training to develop enrichment activities for their talented students
 - Attend training to design activities for students with disabilities
2. Teachers should understand their students' backgrounds (e.g., family, social, and cultural). They should:
 - Understand their students' family, community, and cultural backgrounds
 - Analyze their students' situations and adapt the teaching-learning process to fit these
 - Assess the family and community backgrounds of their students
 3. Teachers should understand their students' difficulties. They should:
 - Examine and understand their students' varied learning styles
 - Identify students' individual learning styles
 - Recognize the nature of their students' learning difficulties
 - Diagnose their students' learning difficulties and attitudes
 - Use alternative solutions based on their diagnoses
 - Develop remedial and enrichment learning activities
 - Provide appropriate guidance to their students
 - Develop their students' ability to learn
 4. Teachers should have the ability to facilitate the development of their students' potentials. They should:
 - Examine and identify their students' potential
 - Design, apply, and evaluate an empowerment program to develop their students' potential
 - Optimize available programs and resources to develop their students' potential
 5. Teachers should master the theories and principles of learning and should develop relevant learning processes. They should:
 - Assess and apply the basis of learning philosophy
 - Assess and apply the theory and principles of lesson design for learners

- Assess and apply the principles of curriculum and lesson design for learners
 - Assess and apply various models of innovative teaching and learning in designing lessons
 - Use a variety of strategic approaches, methods, and lesson techniques
6. Teachers should develop curricula that encourage student involvement. They should:
- Analyze and develop curricula
 - Develop appropriate subjects for their lessons
 - Develop a variety of appropriate media for contextual lesson design
7. Teachers should develop high-quality learning processes. They should:
- Use appropriate theories, principles, and model lessons to teach their students
 - Evaluate various model lessons for use with their students
8. Teachers should carry out high-quality learning processes. They should:
- Apply the appropriate teaching skills
 - Create motivational learning activities
 - Select and apply lesson methodologies according to their students' characteristics
 - Attend training in lesson interaction to increase student participation
 - Apply active, creative, effective, and fun lesson models
 - Use the school as a lesson laboratory to maximize their students' learning
 - Provide individual learning guidance according to their students' needs
 - Manage their students in such a way that they maximize their potential
9. Teachers should have the ability to evaluate learning processes and outcomes. They should:
- Be trained in educational theories, processes, evaluation procedures, and using learning results to improve their students' learning
 - Develop various instruments, evaluation tools, and processes and use these in their lesson plans to obtain good results
 - Apply evaluation processes to identify the lessons their students learned

- Analyze the evaluation results and apply the lessons their students learned
- Assess learning outcomes and reflect on the processes and results of their lesson methodologies
- Take the necessary actions based on learning results to ensure high-quality activities

Personal Competence

10. Teachers should be stable, consistent, mature, wise, and respectful. They should:

- Assess learning outcomes and provide criticisms and suggestions
- Assess learning outcomes and consistently strive to improve themselves
- Assess their own actions and obey rules
- Practice self-control and rationally resolve their own problems
- Accept responsibility for their actions

11. Teachers should serve as exemplary members of the society. They should:

- Motivate themselves and have a sound attitude
- Be self-motivated and have a deep faith in God
- Serve as role models to their students

12. Teachers should evaluate their own performance. They should:

- Evaluate their own strengths and weaknesses
- Evaluate their own work
- Be able to accept criticisms and suggestions from their students

Professional Competence

13. Teachers should continually develop themselves. They should:

- Use various learning resources to enhance their own knowledge, skills, and personalities
- Engage in various activities that promote teacher professional development
- Develop and organize activities to promote teacher professional development

14. Teachers should master their subject matter and their methodological praxes. They should:

- Examine and understand the content of their subject matter
- Understand and use the appropriate methodologies to teach their subject matter

Social Competence

15. Teachers should have the ability to effectively and emphatically communicate with their students' parents or guardians, colleagues, and other members of the society. They should:

- Know the principles of effective and clear communication
- Effectively and clearly communicate with others
- Evaluate their students' communication skills

16. Teachers should contribute to the development of the school and the community. They should:

- Design various programs to develop the education the school provides
- Participate in and organize various programs in school and in the community

17. Teachers should contribute to the development of education at the local, regional, national, and global levels. They should:

- Identify and analyze educational problems at the local, regional, national, and global levels
- Develop alternative solutions for educational problems at the local, regional, national, and global levels
- Design education programs at the local, regional, national, and global levels

18. Teachers should be able to apply ICT to communicate with their students and for their own personal development. They should:

- Examine and assess various ICT tools
- Be able to operate various ICT tools for communication purposes
- Use ICT for communication, teaching, and professional development purposes

Teaching Competency Standards



Lao PDR

Lao PDR defines a competent teacher as one who satisfies the required skills and competencies mandated in the country's NCTC.

Lao PDR's teaching competency standards are grouped into three major strands: characteristics and professional ethics, knowledge of children, and subject knowledge and practical teaching wisdom.

Characteristics and Professional Ethics

Teachers in Lao PDR should:

- Understand and put into practice the policy platforms of the state, follow state laws and regulations, and practice self-discipline
- Respect the country's culture and traditions and consistently and fairly treat their students, irrespective of gender and social, cultural, linguistic, religious, and ethnic background
- Acknowledge student diversity and encourage their students to respect one another and accept their differences
- Live by the same personal values that they expect from their students
- Demonstrate high expectations of their students and support their development as learners who are striving to achieve their full potential
- Improve their teaching through self-evaluation and reflecting on the observations, comments, and advice of their colleagues and other people

- Take responsibility for their continuous personal and professional development in order to stay up-to-date with changing academic knowledge and maximize their students' learning outcomes
- Collaboratively work with their colleagues and other members of the community
- Form and develop partnerships with their students' parents or guardians and promote the rights and responsibilities that parents or guardians have in raising their own children
- Be role models of morality and integrity within the society, contributing to the development and guidance of the community by promoting local arts, culture, and traditions

Knowledge of Children

Teachers in Lao PDR should:

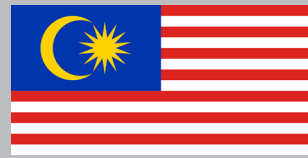
- Understand child development, how their students think and feel, and the rights of a child
- Be aware of the effects of the environment on their students' ability to learn
- Accept that their students learn in different ways and accordingly use appropriate teaching-learning approaches
- Develop good interpersonal relationships with their students
- Encourage interaction among their students in class
- Ensure that their students have a significant degree of control over their own learning and support student learning through group work and investigation
- Support their students with special educational needs
- Encourage their students' creativity
- Foster a positive classroom environment that will stimulate learning
- Learn their students' cultures and languages

Subject Knowledge and Practical Teaching Wisdom

Teachers in Lao PDR should:

- Implement the national curriculum and know how to design local curricula and activities
- Employ modern teaching methodologies and techniques and their subject knowledge

- Set learning objectives and outcomes that match their students' real-life situations
- Select appropriate teaching materials to maximize student learning
- Teach lessons sequentially and attractively while taking account of their students' learning
- Use different means to assess students' work and integrate their assessment results into planning lessons
- Assess their students' progress in relation to the basic learning competencies identified in the national curriculum
- Systematically record their students' achievements
- Effectively organize and manage classrooms
- Provide their students with learning opportunities both within and after school hours



Malaysia

Malaysia defines a competent teacher as one who is noble in character; has a progressive and scientific outlook; is committed to upholding the aspirations of the nation; cherishes the national cultural heritage; and ensures the development of the individual and the preservation of a united, democratic, progressive, and disciplined society.

Malaysia's teaching competency standards are grouped into three major strands: professional teaching values, knowledge and comprehension, and teaching and learning skills.

Professional Teaching Values

This stipulates practicing professional teaching values across three major domains: personal, professional, and social.

Personal domain: This refers to the innate personal values that a teacher should possess to make significant contributions to the teaching profession and to achieve the goals of Malaysia's education system. Teachers in Malaysia should:

- Integrate spiritual and universal values in the teaching-learning process
- Exhibit professionalism and accountability in performing their classroom tasks and responsibilities
- Perform their tasks with dedication, sincerity, and a sense of responsibility

- Seek opportunities for continuous academic knowledge and skills enhancement
- Exhibit willingness to sacrifice their time and energy for their students' well-being
- Demonstrate a willingness to face work stress
- Demonstrate high respect for cultural diversity and heritage
- Demonstrate high tolerance and non-discrimination to students in terms of socioeconomic status, cultural values, ethnicity, and religious beliefs
- Show love, care, and concern for their students and their welfare
- Accord priority to individual and organizational success, achievement, and excellence
- Actively participate in educational activities organized by the government and non-government organizations (NGOs)
- Demonstrate effective interpersonal communication skills
- Show willingness to offer their services within and outside official working hours
- Keep systematic records of organizational data

Professional domain: This refers to carrying out teachers' duties as professionals. Teachers in Malaysia should:

- Uphold the good name of the teaching profession
- Possess pleasant dispositions
- Exhibit commitment without self-vested interests
- Show evidence of good leadership
- Demonstrate openness to diverse opinions
- Identify opportunities to enhance their performance
- Effectively utilize various teaching-learning approaches, methods, and strategies

Social domain: Teachers play a very significant role as agents of socialization besides being responsible for developing the country's human capital. Teachers in Malaysia should:

- Demonstrate tolerance and consideration for others' opinions
- Effectively communicate with their students, colleagues, figures of authority, and other members of the society

- Demonstrate willingness to devote their time and energy to engage in community activities
- Uphold the good name of the country's leaders
- Be sensitive to current environmental issues

Knowledge and Comprehension

This standard specifies the knowledge and comprehension competencies of a teacher with respect to his/her subject of specialization, educational qualifications, and curricular and co-curricular activities. As a rule, teachers who are endowed with in-depth knowledge are better able to enhance their professionalism and more efficiently and effectively carry out their tasks besides being more creative and innovative.

As such, the field of knowledge that teachers in Malaysia should master includes:

- The philosophy, goals, and objectives of education, which set the foundation for the teaching-learning process
- The philosophy, goals, and objectives of curricula and co-curricula, learning outcomes, and the teaching and learning requirements of the subject they teach
- Content of their subject of specialization
- Content of their field of education specialization
- Use of ICT, educational media, and other resources to teach the content of the curriculum and co-curriculum
- Strategies to create a conducive learning environment
- Use of assessment and evaluation methods and action research to continuously improve their teaching-learning practices
- Student potential and strategies to encourage their holistic and integrated development

Teachers in Malaysia should:

- Know, comprehend, internalize, and translate the National Philosophy of Education into their teaching-learning plans
- Know, comprehend, internalize, and translate the goals and objectives of the Primary and Secondary School Integrated Curriculum into their teaching-learning strategies
- Possess knowledge of and understand the content of the subjects they are teaching

- Know and comprehend how to apply learning theories in their teaching-learning strategies
- Know and comprehend how to integrate their ICT skills in the teaching-learning process
- Know and comprehend strategies to create a learning environment that encourages creativity, initiative, and open-mindedness
- Comprehend how to use assessment and evaluation information to assess their own effectiveness and take the necessary steps to improve themselves
- Comprehend ways to develop students' potential in a holistic and integrated manner

Teaching and Learning Skills

This standard identifies the teaching-learning skills and competencies that teachers in Malaysia should master. It specifically focuses on a teacher's ability to plan, implement, and evaluate academic teaching-learning and co-curricular activities. The skills and competencies in this standard include:

- Skill to plan teaching and learning based on a given syllabus and the school's academic calendar, according due consideration to differences in students' abilities, prior knowledge, and expectations
- Skill to implement teaching and learning using different approaches, methods, and techniques and to integrate thinking, learning, ICT, facilitation, and assessment and evaluation skills into the process
- Skill to monitor, assess, and evaluate the effectiveness of the teaching and learning strategies used to improve himself/herself and enhance student achievement
- Skill to manage classrooms, including human relationships, time, space, and resources to achieve meaningful and effective learning

Teachers in Malaysia should:

- Produce yearly and daily teaching plans following their subjects' syllabi and the school calendar
- Incorporate a variety of suitable methods and techniques, resources, and learning activities into their lessons
- Utilize assessment and evaluation scores to enhance the teaching-learning process
- Use effective classroom management techniques to ensure good class control and student discipline

Teaching Competency Standards



Myanmar

Myanmar, a predominantly Buddhist country, defines a competent teacher as one who can be regarded as one of the “five gems,” and can be considered on the same plane as Buddha who himself was a teacher, the Scripture, monk, and parent. Teachers in the country assume the role of their students’ substitute parents.

The Myanmar country paper, however, did not indicate specific competencies that teachers should possess to be considered competent.

Teaching Competency Standards



Philippines

The Philippines defines a competent teacher as one of the most significant elements of the country's education system.

The Philippine teaching competency standards known as the NCBTS comprises seven major strands: social regard for learning; learning environment; diversity of learners; curriculum; planning, assessing, and reporting; community linkages; and personal growth and professional development.

Social Regard for Learning

This domain should prompt teachers to ask if their students appreciate the value of learning through their interactions. It focuses on the ideal that teachers should serve as positive and powerful role models of promoting the value of pursuing learning and of exerting an effort to learn. Their actions, statements, and different types of social interaction with their students should exemplify this ideal. Teachers in the Philippines should:

1. Demonstrate value for learning. They should:
 - Implement school policies and procedures
 - Be punctual
 - Maintain appropriate appearance
 - Be careful of the effects that their behaviors can have on their students
 - Respect other people and their ideas
 - Demonstrate that learning is of different kinds and can come from different sources. They should make use of various learning experiences and resources.

Learning Environment

This domain should prompt teachers to ask if they create physical and social class environments that allow their students to attain maximum learning. This domain focuses on the importance of providing a social and physical environment within which all students, regardless of individual differences in learning, can engage in different learning activities and work toward attaining high standards of learning. Teachers in the Philippines should:

Create an environment that promotes fairness. They should:

- Maintain a learning environment that promotes courtesy and respect for others in terms of ability, culture, and gender
- Provide gender-fair opportunities for learning
- Recognize that every student has his/her own strengths

Make the classroom environment safe and conducive to learning. They should:

- Maintain a safe, clean, and orderly classroom that is free of distractions
- Conduct challenging activities given their physical environment
- Use individual and cooperative learning activities to improve their students' capacity for higher learning

Communicate higher learning expectations to each of their students. They should:

- Encourage their students to ask questions
- Provide their students with a variety of learning experiences
- Provide varied enrichment activities to nurture their students' desire to further learn
- Communicate and maintain high standards for learning performance

Establish and maintain consistent standards for student behavior. They should:

- Quickly handle students' behavior problems, according due respect to children's rights
- Provide timely feedback to reinforce appropriate student behavior
- Guide individual students that need to develop appropriate social and learning behaviors
- Communicate and enforce school policies and procedures with regard to appropriate student behavior

Create a healthy psychological climate for learning. They should:

- Encourage students to freely expand their ideas
- Create a stress-free environment
- Take appropriate measures to minimize students' anxiety and fear of teachers and/or subjects

Diversity of Learners

This domain should prompt teachers to ask if they can help their students learn whatever their capabilities, learning styles, cultural heritage, socioeconomic backgrounds, and other differences. This domain emphasizes the ideal that teachers should facilitate the learning process among diverse types of students by first recognizing and respecting individual differences and then using their knowledge to design diverse sets of learning activities to ensure that they can all attain the appropriate learning goals. Teachers in the Philippines should determine, understand, and accept students' diverse background, knowledge, and experiences. They should:

- Obtain information on the learning styles, multiple intelligences, and needs of their students
- Design or select learning experiences suited to different kinds of students
- Establish goals that define their students' expectations
- Pace lessons in accordance with their students' needs and/or difficulties
- Initiate other learning approaches for students whose needs are not met using the usual approaches
- Recognize the multicultural backgrounds of their students when providing learning opportunities
- Adopt strategies to address needs of their less-competent students
- Make appropriate adjustments for students with different socioeconomic backgrounds

Curriculum

This domain should prompt teachers to ask if their students can understand and attain the goals of the curriculum through the various learning resources and activities they prepare. They should ask themselves if they appropriately made use of ICT. This domain refers to all the elements of the teaching-learning process that work in convergence to help students attain high standards of learning and understanding of curricular goals and objectives. These elements include their knowledge of their respective subject matters' teaching-learning approaches and activities, instructional materials, and learning resources, including ICT. Teachers in the Philippines should:

Demonstrate mastery of the subjects they teach. They should:

- Deliver accurate and updated content knowledge using appropriate methodologies, approaches, and strategies
- Integrate language, literacy, and quantitative skills development and values in their subject areas
- Clearly and accurately explain learning goals, instructional procedures, and content to their students
- Link current content with past and future lessons
- Align their teaching methods, learning activities, and instructional materials or resources with their lesson objectives and students' needs
- Create situations that encourage their students to use higher-order thinking skills
- Engage and sustain their students' interest in the subject they teach by making its content meaningful and relevant
- Integrate relevant scholarly works and ideas to enrich lessons when needed
- Integrate the content of their subject areas with other disciplines

Communicate clear learning goals for appropriate lessons. They should:

- Set appropriate learning goals
- Make sure that their students understand the learning goals
- Make good use of the allotted instructional time
- Establish routines and procedures to maximize instructional time
- Plan their lessons to fit the given instructional time

Select teaching methods, learning activities, and instructional materials or resources appropriate to and aligned with the objectives of their lessons. They should:

- Translate learning competencies to instructional objectives
- Select, prepare, and utilize appropriate instructional materials to suit their students and learning objectives
- Provide activities and use materials that fit their students' learning styles, goals, and culture
- Use a variety of teaching approaches and techniques in accordance with their subject matters and students' needs
- Utilize information derived from assessment to improve the teaching-learning process
- Provide activities and use materials that involve their students in meaningful learning

- Recognize general learning processes as well as the unique processes of individual students. They should design and utilize teaching methods that take into account their students' learning processes.
- Promote purposive study. They should cultivate in their students good study habits through appropriate activities and projects.

Planning, Assessing, and Reporting

This domain should prompt teachers to ask if they assess their students' learning and knowledge using appropriate educational assessment procedures and use the information they get from these assessment procedures in planning their teaching-learning activities. This domain refers to the aligned use of assessment and planning activities to ensure that teaching-learning activities are maximally appropriate to students' current knowledge and learning levels. In particular, it focuses on using assessment data to plan and revise lessons in accordance with students' current knowledge and learning levels. It also focuses on integrating formative assessment procedures in planning and implementing teaching-learning activities. Teachers in the Philippines should:

Develop and utilize creative and appropriate instructional plans. They should:

- Show proof of instructional planning
- Implement instruction as planned
- Cope with varied teaching milieu

Develop and use a variety of appropriate assessment strategies to monitor and evaluate their students' learning. They should:

- Prepare formative and summative tests in line with the curriculum
- Employ nontraditional assessment techniques such as using a portfolio, journals, and rubrics
- Interpret and use assessment results to improve the teaching-learning process
- Identify teaching-learning difficulties and their possible causes and take the appropriate action to address them
- Use tools to assess authentic learning

Regularly monitor and provide feedback on their students' understanding of content. They should:

- Provide timely and accurate feedback to encourage their students to reflect on and monitor their own learning growth
- Keep accurate records of students' grades and performance levels

Promptly and clearly communicate to the students and their parents and to their superiors their students' progress. They should:

- Conduct regular meetings with their students and their parents to report on their students' progress
- Involve their students' parents in school activities that promote learning

Community Linkages

This domain should prompt teachers to ask if the goals and characteristics of the teaching-learning activities they implement are relevant to the experiences, values, and aspirations of their students. This focuses on the ideal that school activities are meaningfully linked to students' experiences and aspirations at home and in the community. Thus, it focuses on teachers' efforts directed particularly at strengthening links between school and community activities, as these help them attain their curricular objectives. Teachers in the Philippines should establish learning environments that respond to the aspirations of the community. They should:

- Involve the community in sharing the accountability for their students' achievements
- Use community resources (human and material) to support learning
- Use the community as a laboratory for learning
- Participate in community activities that promote learning
- Use community networks to publicize school events and achievements
- Encourage their students to apply their classroom learning in the community

Personal Growth and Professional Development

This domain should prompt teachers to ask if their actions and statements indicate a high regard for the teaching profession and for their continuous development as a professional. This domain emphasizes the ideal that teachers should have a high personal regard and concern for professional development and continuously improve themselves. Teachers in the Philippines should:

Take pride in the nobility of teaching as a profession. They should:

- Maintain a stature and exhibit behaviors that uphold the dignity of teaching
- Allocate time for personal and professional development by participating in educational seminars and workshops, regularly reading educational materials, and engaging in educational research

- Manifest personal qualities such as enthusiasm, flexibility, and concern for others
- Articulate and demonstrate their own personal teaching philosophies

Build professional links with their colleagues to enrich their practice. They should:

- Stay abreast of recent developments in education
- Establish links with other institutions and organizations to share best practices

Reflect on the extent of their attainment of professional development goals. They should:

- Reflect on the quality of their own teaching
- Improve their teaching performance based on feedback from their students, peers, superiors, and cooperating teachers
- Accept personal accountability for their students' achievements and performance
- Use self-evaluation to recognize and enhance their strengths and to correct their weaknesses



Singapore

Singapore defines a competent teacher as one who is responsible for molding the future of the nation by preparing world- and work-ready students, which is critical in today's ever-changing global landscape that is marked by rapid technological advances.

Singapore's teaching competency standards are grouped into four major strands: **Multiliteracy** (includes subject mastery, analytical thinking skills, initiative, and using creative teaching practices), **Winning hearts and minds**, **Knowing oneself and others**, and **Working with others**.

Teaching Competency Standards



Thailand

Thailand defines a competent teacher as one who has to maintain professional standards in terms of knowledge, experience, performance, and code of conduct.

Thailand's teaching competency standards are grouped into four major strands-- professional competence, knowledge, experience, and personal competence. In general, teachers in Thailand should:

- Regularly engage in academic activities related to professional development
- Conduct various activities, taking into account the outcomes on their students
- Commit to developing their students to reach their full potential
- Develop teaching plans for practical implementation
- Regularly develop effective instructional media and materials
- Organize instructional activities that focus on generating positive and long-lasting outcomes from their students
- Systematically report the results of students' quality development
- Act as good role models for their students
- Constructively cooperate with others in the community
- Seek out and use information for their own development
- Create opportunities for students to learn from all kinds of situations



Timor-Leste

Timor-Leste defines a competent teacher as one who is equipped with the right knowledge, skills, and attitudes to enable their students to learn and to reach their full potential.

Timor-Leste's teaching competency standards are still under development. It is planned that, when finalized, the teaching competency standards will be grouped into four major strands: language, technical knowledge, teaching and learning, and professionalism.

Language

Since Portuguese is the Timor-Leste government's preferred language of instruction, teachers are required to have high levels of ability to write and speak in the language. Since Tetum is considered a national language, fluency in it is also required. However, during their preservice training, teachers should also learn specific techniques to help their students become fluent in the language of instruction.

Knowledge

This domain consists of knowledge in all the subjects in the curriculum for general teachers. Teachers in Timor-Leste should also know about child development and how children learn. They are expected to know about the heritage, values, customs, and traditions of the Timorese society and how these affect their students as individuals.

Teaching and Learning

This domain focuses on the practical and applicable techniques, classroom management skills, and assessment and evaluation strategies that teachers in Timor-Leste should use.

Professionalism

Apart from possessing the right knowledge and skills, teachers in Timor-Leste are also expected to have the requisite values and attitudes to provide a supportive environment to their students in which learning can take place.

Teaching Competency Standards



Vietnam

Vietnam defines a competent teacher as one who possesses both the knowledge and skills required to teach students well. Teachers should have specialized knowledge in their respective subjects as well as general knowledge to answer all kinds of questions that their students may ask. They should have the necessary pedagogical, communication, presentation, and classroom management skills to successfully perform their roles as classroom managers, facilitators, organizers, and resource persons.

Vietnam's teaching competency standards are grouped into four major strands: knowledge, teaching competence, presentation competence, and classroom management competence. Teachers in Vietnam, in general, should:

- Obtain the required knowledge and skills and degrees and certificates to teach
- Be morally conscious and personable
- Be fair in dealing with their students
- Serve as good examples in terms of behavior and way of life
- Help their students become ethical and good citizens
- Be ready to help their students even outside class hours
- Organize social activities their students can engage in
- Continuously engage in professional development

Developing a Competency Framework for Southeast Asian Teachers of the 21st Century

The SIREP Teaching Competency Survey is expected to provide support for the development of SEAMEO INNOTECH's Competency Framework for Southeast Asian Teachers of the 21st Century. The common teacher competency standards identified by this research project were translated into a common Southeast Asian competency framework, with a list of competencies that will serve as a guide in identifying the instructional design of capacity-building programs of SEAMEO INNOTECH in general, and its e-learning programs in particular. Development of this Competency Framework for Southeast Asian Teachers of the 21st Century was undertaken by SEAMEO INNOTECH's Solutions Development Unit (SDU) using a technique called Developing a Curriculum or DACUM.

A DACUM is an approach to occupational analysis and curriculum development that was initially developed for Canadian vocational education and training. It involves chosen experts from the occupational area under review. In this case, the experts on teacher education were tasked to participate in a DACUM workshop. The experts were tasked to participate in a series of brainstorming sessions and group discussions. The final competency framework output of the two-day experts' meeting was subjected to validation, verification and subsequent refinement involving all 11 SEAMEO member MOEs to reach a consensus among MOEs regarding the framework.

The general areas of competencies teachers in the 21st century identified as part of the Competency Framework include:

1. Facilitating the development of learner's life and career skills
2. Creating a conducive learning environment
3. Facilitating learning
4. Preparing appropriate lesson plans in line with the school vision and mission
5. Developing higher order thinking skills (HOTS)
6. Developing and utilizing teaching and learning resources
7. Enhancing ethical and moral values
8. Assessing and evaluating learner performance
9. Engaging in professional development
10. Networking with stakeholders especially with parents
11. Managing student welfare and other tasks

To determine the final list of competencies of teachers in Southeast Asian countries, the draft competency framework was sent out for a first round of validation survey using a modified Delphi process. The results of the first round

of validation was circulated to all the experts for another review. A second round of survey was done with the MOEs of all 11 Southeast Asian countries. The validation process also required MOEs to rank the listed general and enabling competencies according to three (3) criteria: 1) importance of the competencies to SEA teachers; 2) frequency of use by SEA teachers; and 3) degrees of training needed by teachers. This data will be used by SEAMEO INNOTECH as part of its training needs assessment input to design its face-to-face and e-learning course for SEA teachers. The two validation activities led to the development of the Final Competency Framework for Southeast Asian teachers of the 21st Century (See Annex B).



Part VII

Summary, Conclusions, and Recommendations

Over the last decade, much has been invested in teaching standards, teacher professional development, and competency standards development. In order to determine the major strands of teaching standards, a two-day workshop was convened by the SEAMEO INNOTECH Research Studies Unit with experts from the region. The workshop was held back-to-back with the SIREP DACUM Workshop (Developing a Curriculum Workshop) on the Development of the Competency Framework for Southeast Asian Teachers of the 21st Century, conducted by the Solutions Development Unit of SEAMEO INNOTECH.

SUMMARY

This report primarily focuses on identifying attributes of competent teachers in Southeast Asia as well as how teaching competency standards are developed, assessed, and monitored. It highlights trends in developing teaching competency standards and has come up with a framework for common teaching competencies in Southeast Asia.

This report can help the countries in Southeast Asia who are still in the process of developing their own teaching competency standards. It provides country-level data for better understanding and benchmarking.

This report found that there exists a common framework for teaching competency standards in the region. This includes professional knowledge, professional practice, professional engagement, and professional and personal values. It is important that the countries in the region have some areas of convergence when it comes to teaching competence.

From the two SIREP workshops, the research came up with the following major outputs: 1) Regional Strands/Domains of Teaching Competency Standards in the Southeast Asian countries; 2) Common Approaches in Developing Teaching Competency Standards; and 3) Competency Framework for Southeast Asian Teachers of the 21st Century.

1. Regional Domains/Strands of Teaching Competency Standards

The research resulted in the identification of common domains of teaching standards for Southeast Asia, namely:

- Professional knowledge – refers to the mastery of content and methodology for teaching
- Professional skills – refers to pedagogies, classroom management, and learner assessment
- Professional characteristics – refers to personal traits such as being responsible, punctual, etc.
- Professional/ personal ethical standards and values – refers to moral, good role model, etc.
- Professional development and lifelong learning – refers to participation in professional teacher organizations and activities, demonstrates a desire to enhance the teaching profession, etc.

See Figure 2 for the regional strands/domains of teaching competency standards.

Based on the discussion of experts and the validation, Southeast Asian teachers are generally expected to demonstrate all these professional competencies. The comparisons make clear that “teaching competency standards” are adopted in several ways, and that common strands exist. This is shown in Table 8 on page 77.

Figure 2. Major Strands of Teaching Competency Standards in Southeast Asia

A set of trends in the region can be gleaned from the wealth of data on teaching competencies. The database of teaching competencies generated by this research study will be able to provide inputs for capacity building, training orientation policy development, regional cooperation programs on teaching competence, and exchanges and research leading to the revision and enhancement of curricula.

Moreover, the research revealed that the Southeast Asian countries have points of convergence when it comes to indicators of teaching competencies. The Southeast Asian teachers are expected to possess:

- professional knowledge (refers to teachers' pedagogical knowledge)
- content knowledge
- technological knowledge
- lesson planning skills
- curriculum design skills
- awareness of school policies
- knowledge of principles of learning
- awareness of laws and legislations on education
- knowledge of their schools' vision and mission
- knowledge of child psychology, and awareness of required standards.

Table 8. Major Strands/Domains of Teaching Competency Standards in Southeast Asia

Country	Major Strands of Teaching Competency Standards
Brunei Darussalam	Professional knowledge Professional practice Professional engagement and values
Cambodia	Knowledge Practice Learning Ethics
Indonesia	Pedagogical competence Personal competence Professional competence Social competence
Lao PDR	Characteristics and professional ethics Knowledge of children Subject knowledge and practical teaching wisdom
Malaysia	Professional teaching values Knowledge and comprehension Teaching and learning skills
Myanmar	<i>(Myanmar's country paper and presentation did not give specific information on the teaching competency standards in the country.)</i>
Philippines	Social regard for learning Learning environment Diversity of learners Curriculum Planning, assessing, and reporting Community linkages Personal growth and professional development
Singapore	Cultivating knowledge Winning hearts and minds Knowing oneself and others Working with others
Thailand	Professional competence Knowledge Experience Personal competence
Timor-Leste	Language Technical knowledge Teaching and learning Professionalism
Vietnam	Knowledge Teaching competence Presentation competence Classroom management competence

The Southeast Asian teachers are generally expected to have positive characteristics that include respecting cultural diversity, encouraging equality, being considerate, demonstrating positive attitudes, demonstrating a passion for excellence, and demonstrating social awareness and selflessness.

Some of the professional values that should be imbibed by a Southeast Asian teacher include being respectful, law-abiding, understanding, consistent, emphatic, open-minded, humble, forgiving, morally upright, non-discriminating, humane, patient, dynamic, and enthusiastic.

2. Common Approaches in Developing Teaching Competency Standards

From the regional workshop, the experts from Southeast Asian countries shared common approaches utilized in developing and finalizing their teaching competency standards. The following phases were observed and noted.

Phase I *enchmarking with Developed Economies*

Countries in the region commonly start their development of teaching competency standards by conducting reviews of best practices in different countries. Some engaged foreign consultants to provide advice and technical inputs.

Phase II *Creating a Team/Technical Working Group/Pool of Experts at the Ministry Level*

A team is then designated to develop teaching competency standards by drafting performance standards and developing a teaching competency standards framework. Some countries sought the help of experts from developed economies. Their bases for the standards are often their national education laws, codes of professional practices, and experts' advice.

Phase III *lot Testing of the First Draft of Teaching Competency Standards*

Almost all the countries underwent a pilot test of their first drafts of Teaching Competency Standards. These drafts were presented to several stakeholders and subjected to reviews. Qualitative procedures such as focus group discussions, interviews, and extensive consultations or public hearing activities were also held.

Phase IV *Rollout and Full Implementation of National Teaching Competency Standards*

Six countries in Southeast Asia have already rolled out teaching competency standards. The remaining five are still in Phase III of the implementation framework. Teachers were given guides, manuals, and compact discs to better understand their country's teaching competency standards.

Phase V *Monitoring and Reviews*

Some of the countries that are already implementing teaching competency standards conduct audits, reviews, and monitoring activities using various

observation techniques, survey instruments, and consultation meetings. Most countries link teaching competency standards with rewards for good teaching performance and teacher training for those who need to enhance their competence. Teachers utilize their own improvement plans where areas for capacity building are noted. Summaries of the teachers' training needs based on the competency standards are then compiled, collected, reported, and given appropriate budgets.

3. Competency Framework for Southeast Asian Teachers of 21st Century

The common core competencies identified in this research have been fleshed out in another SEAMEO INNOTECH SIREP project into a Competency Framework for Southeast Asian Teachers of the 21st Century incorporating general competency areas and the units of elements of enabling competencies. This framework has been validated by the 11 SEAMEO member's MOEs. It will serve as a guide to SEAMEO INNOTECH and MOEs as they design and develop capacity-building programs for teachers and teacher training institutions in the region.

Conclusions and Recommendations

The main gaps and issues for policy action identified by the study include the following:

- One crucial gap is the absence of nationally-recognized teaching standards in some countries in the region. About half of the countries in the region are currently engaged in the development of teaching standards, while half are well on their way to implementing the national teaching standards. SEAMEO is well positioned to take the lead in providing a platform for facilitating collaboration between and among countries to develop, implement, and improve the monitoring and evaluation of teaching standards.
- The experience of some countries with teaching standards has yet to be fully documented and it is difficult to assess the extent to which “national teaching competency standards” have been implemented and institutionalized. The Southeast Asian countries must assess the lessons learned and the challenges they faced in developing the national teaching standards, and give more policy attention to the gaps identified. Other countries can gain insights from the lessons learned to guide them in the planning, development, implementation, and monitoring and evaluation of their own national teaching standards.
- Relatively little is known about the overall impact of national teaching standards on educational performance of students, specifically performance in national achievement tests or exit examinations. Research and evaluation are required to highlight correlations of teaching standards and good practices with student achievement and student learning outcomes.
- The issue of how to develop teaching standards has been a concern for many countries. Some would like to benchmark with developed countries to expedite the development and adoption of national competency-based teaching standards. The various policies and models of completed national teaching standards will support more effective approaches in other countries in the region by way of benchmarking and complementation of efforts.
- The identified regional core teaching competency areas in the study are an important milestone in this study. There is a need for countries to support the acquisition of regional teaching competencies by Southeast Asian School Teachers as identified in the study. This will promote professionalization of Southeast Asian teachers and encourage regional standards of teaching.

Although the study has identified a set of common teaching competency standards for Southeast Asian teachers, the performance indicators and measures of verification for each of the general and enabling competencies have yet to be

fleshed out. This could be the focus of a future SEAMEO INNOTECH SIREP research project. Moreover, based on the results of the study, the following areas for future researches are recommended:

- **Recommendation 1** – Development of comparative statistical profiles of Southeast Asian teachers, which include teachers' education profiles, workloads, hours, class sizes, employment conditions, capacity-building activities, professional development activities, and participation in school- and community-level concerns.
- **Recommendation 2** – A survey of qualifications in the region, focusing on tertiary qualifications, pre-service requirements, and professional training and other requirements used in assessing teachers.
- **Recommendation 3** – Future research studies should be conducted to investigate the demographic composition of teaching forces across the region looking further at the match between pre-service and in-service requirements, and the teaching salary expenditure per student.
- **Recommendation 4** – A policy review of the teacher professional development policy is suggested, with emphasis on areas of collaboration, identifying the strengths of countries in terms of offering regular capacity development programs.
- **Recommendation 5** – Within SEAMEO, there is a need to institutionalize the conduct of study visits, benchmarking missions, and secondment programs for MOE personnel. This will help MOEs to further enhance their capacity to develop and implement their teaching competency standards.
- **Recommendation 6** – A teaching competency profiling study is suggested to determine the level of alignment of teachers in Southeast Asia with the competencies of the SEAMEO INNOTECH SEA Competency Framework for Teachers of the 21st Century. The study should seek to identify key competency gaps among existing Southeast Asian teachers and recommend strategies on how these gaps might be addressed.

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Annex A

SURVEY INSTRUMENT

PART I: ELEMENTS OF TEACHING COMPETENCE

1. What skills should a competent teacher in your country possess? Please check the statements that correspond to the competencies that a teacher should possess to be considered competent in your country. (Multiple responses are allowed.)

Pedagogical skills

- Selects/States long-term goals and short-term measurable objectives based on a prescribed national and/or school curriculum
- Uses creative and innovative instructional strategies that are appropriate to a lesson's objectives and students' abilities, interests, and learning styles
- Selects and uses appropriate resources and available technologies when teaching to suit students' abilities, interests, and learning styles
- States the objectives of lessons and skills that the students need to master in relation to past and future lessons
- Gives concise but clear directions for students to follow
- Explains concepts, terms, vocabulary, and principles related to lessons clearly and provides examples when necessary
- Provides guided practice when necessary and review at appropriate intervals of time
- Uses up-to-date and accurate information in teaching lessons
- Other competencies related to pedagogical skills, please specify.

2. Assessment of student performance

- Checks students' understanding, processes, and products by asking comprehension questions and requiring practical application of skills
- Measures students' progress systematically using a variety of appropriate assessment methods and instruments
- Provides feedback about students' performance and making specific recommendations for improvement

- Uses assessment results to determine if objectives were met and/or if re-teaching is necessary
 - Other competencies related to assessment of student performance, please specify.
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3. Classroom management

- Promptly begins instruction and completes non-instructional duties with minimal loss of instruction time
 - Efficiently manages student behavior by ensuring that students obey classroom rules and procedures cooperatively and anticipating conditions that can lead to conflict and using appropriate intervention strategies
 - Encourages active and ensures equitable student participation by varying roles in the instructional process (facilitator, coach, or audience) in relation to the content and purpose of instruction
 - Establishes and maintains timelines for task completion and standards for consistency, correctness, neatness, and form
 - Demonstrates respect and consideration for all students and provides constructive criticism when necessary
 - Maintains a physical environment conducive to learning within the limitations of available facilities
 - Communicates clearly, correctly, and coherently
 - Other competencies related to classroom management, please specify.
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4. Professionalism/Professional development

- Participates in professional organizations to improve knowledge and enhance skills
- Provides leadership in identifying and resolving issues and problems facing education (local, national, and regional)

- Completes assigned tasks on time and adheres to local personnel policies and procedures
- Adheres to written local and national policies and laws and regulations
- Exhibits professionalism with peers, administrators, and parents/guardians by demonstrating respect and consideration for and interest in those whom he/she interacts with
- Promotes cooperation between parents/guardians and the school and the community
- Other competencies related to professionalism/professional development, please specify.

5. Are there other competencies that a teacher should possess? Please specify.

PART II: DETERMINING TEACHING COMPETENCY STANDARDS

1. How are the standards covering teaching competencies developed in your country? Please specify.

2. Which of the following processes were used to implement teaching competency standards in your country? Please check the statements that correspond to your answers. (Multiple responses are allowed.)

- Policy directives from the education ministry
- Consultations with key experts/officials

- Laws/Issuances from the national government
- Others, please specify.

PART III: POLICY SUPPORT FOR TEACHING COMPETENCY STANDARDS

1. Are there policies being implemented in your country to promote the use of competency-based teaching standards? Please check the statement that corresponds to your answer.

- Yes
 - No
- If yes, please specify.

PART IV: IMPLEMENTATION OF TEACHING COMPETENCY STANDARDS

1. How do teachers perceive the implementation of competency-based teaching standards? Please check the statement that corresponds to your answer.

- Positively; they are in favor of implementing competency-based teaching standards.
- Negatively; they are not in favor of implementing competency-based teaching standards.

Please explain your answer.

2. How are teachers informed/orientated about your country's teaching competency standards? Please check the statements that correspond to your answers. (Multiple responses are allowed.)

- Training/Workshops
- Mentoring/Coaching
- Policy directives
- Information, education, and communication materials (letters, brochures, information kits, or handbooks/guidebooks)
- Others, please specify.

PART V: MONITORING AND ASSESSMENT OF COMPETENCY-BASED TEACHING STANDARDS

1. How are teaching competency standards used to check each teacher's performance? Please specify.

2. How often does such assessment take place? Please check the box for the statement that corresponds to your answer.

- Annually
- Biannually
- Monthly
- Others, please specify.

3. How are performing teachers rewarded in your country? Please specify.

Annex B

COMPETENCY FRAMEWORK FOR SOUTHEAST ASIAN TEACHERS FOR THE 21ST CENTURY

Annex B: Finalized Competency Framework for Southeast Asian Teachers of the 21st Century

General Areas of Responsibility/ Competency		Specific Tasks/ Competencies							
A	Facilitating the development of learners' life and career skills	A.1 Equip oneself with knowledge, skills, attitudes and values of the 21 st century	A.2 Facilitate development of students' Learning to Know knowledge, skills, attitudes and values	A.3 Facilitate development of students' Learning to Do knowledge, skills, attitudes and values	A.4 Facilitate development of students' Learning to Be knowledge, skills, attitudes and values (e.g. emotional intelligence)	A.5 Facilitate development of students' Learning to Live Together knowledge, skills, attitudes and values	A.6 Assess students' knowledge, skills, values and attitudes on the 4 pillars of education		
B	Facilitating learning	B.1 Acquire mastery of subject matter	B.2 Employ strategies that cater to students' learning styles and to elicit active learning	B.3 Communicate at learners' level	B.4 Promote students' participation and collaboration	B.5 Apply questioning and reacting skills	B.6 Integrate HOTS in the lesson	B.7 Contextualize teaching to local situations	B.8 Manage classroom activities
C	Preparing appropriate lesson plans in line with the school vision and mission	C.1 Assess existing learning needs	C.2 Formulate specific learning objectives incorporating knowledge, skills, attitudes and values, if applicable	C.3 Prepare lesson plan based on syllabus and time frame	C.4 Consider diversity of learners in preparing lesson plans	C.5 Select the right methodologies according to subjects and learners' level	C.6 Determine appropriate learning resources available for teaching and learning	C.7 Construct appropriate assessment measures	C.8 Utilize results of learner assessment and teacher's reflection in developing lesson plans
D	Creating a conducive learning environment	D.1 Foster a safe, clean and orderly learning environment	D.2 Promote a caring and learning-friendly environment	D.3 Motivate active learning	D.4 Foster an understanding to maintain a high standard of learning performance	D.5 Respect diversity of learners	D.6 Maintain a collaborative learning environment		
E	Developing and utilizing teaching and learning resources	E.1 Acquire knowledge and skills in the use of teaching and learning resources	E.2 Develop teaching and learning resources appropriate for the lesson	E.3 Utilize appropriate teaching and learning resources for the lesson	E.4 Integrate use of ICT in teaching and learning	E.5 Monitor and evaluate the use of teaching and learning resources			
F	Developing higher order thinking skills (HOTS)	F.1 Equip oneself with HOTS concepts and strategies	F.2 Develop HOTS in learners	F.2.1 Develop creativity	F.2.2 Develop critical thinking skills	F.2.3 Develop logical reasoning skills	F.2.4 Develop problem solving & decision-making skills	F.3 Strengthen HOTS in learners	F.4 Assess HOTS of learners

**General Areas of
Responsibility/
Competency**
Specific Tasks/ Competencies

G	Enhancing ethical and moral values	G.1 Internalize teachers' professional code of ethics as specified in one's country	G.2 Uphold and model teachers' professional code of ethics	G.3 Educate learners and co-teachers with ethics and moral values				
H	Assessing and evaluating learner performance	H.1 Acquire knowledge and skills on testing, assessment and evaluation (e.g., authentic & portfolio assessment)	H.2 Develop formative and summative assessment tools	H.3 Assess students' learning using different and appropriate assessment tools	H.4 Utilize assessment results			
I	Engaging in professional development	I.1 Conduct development needs analysis	I.2 Prepare one's professional development plan	I.3 Engage in professional development	I.4 Reflect on the relevance of professional development undertaken	I.5 Apply, share and disseminate new knowledge and skills gained from professional development activities, study visits and exchange programs	I.6 Mentor/coach novice/student teachers	I.7 Assess the impact of professional development activities
J	Networking with stakeholders especially with parents	J.1 Enhance public relation skills	J.2 Develop partnership with parents and other stakeholders	J.3 Share the responsibility of educating students with the community	J.4 Participate actively in socio-civic events of the community			
K	Managing students' welfare and other tasks	K.1 Provide guidance and counseling support	K.2 Develop counseling and disciplinary skills	K.3 Organize and advocate social and extracurricular activities	K.4 Attend to learners' emergency cases	K.5 Perform administrative work		

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