Component 2: Capacity Building related to ICT
Competency Standards for Teachers

Feedback from the Advisory Committee

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Component 2 – Capacity Building related to ICT-CST

UNESCO ICT Competency Standards for Teachers (ICT-CST) (Source: UNESCO, 2011)

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Component 2: ICT-CST

Overview feedback – related to topics & themes emerging form meeting discussions

• Understanding ICT in Education
  • *Institutional/ school vision and leadership*

• Curriculum/ pedagogy
  • *TCK / PCK*

• ICT
  • *Infrastructure and Resources*

• Organization & Management
  • *Institutional /School ICT Culture*

• Professional learning
  • *Pre- in-service, school based*

• Reflections & questions
Understanding ICT in Education

Institutional/ school vision and leadership

Country panels
• No technology will replace a good teacher
• Countries are ready - ICT-CST framework development
• From policy to practice – operationalize or die

Open space
• Rigid systems - more standards – more difficulties to implement
• What is the vision?
• ICT as a tool
  • to improve quality of teaching and learning
  • to enhance subject teaching,
  • teacher efficacy
  • learner empowerment
Tensions and opportunities

Country Panel
- **Tension:** Communication - different stakeholder levels
- Marketing plan to sell the idea

Open space
- **Tension:** Information flows - Vision, planning and action
  - all systems levels -
  - identify risk, quick wins, partners

- Support mechanism
  - School leadership
  - Centres of excellence
  - Cpd
Curriculum/ pedagogy
*TCK/ PCK*

Country Panel

• *Curriculum re-form – new-forms*
• Alignment ICT-CST – National curriculum
• Alignment ICT-CST – Content, Pedagogy, Technology

Open space

• *What does ICT-CST look like?*
  • Creativity - starting point
  • Definition or understanding of ‘creativity’?
Tensions and Opportunities

Country Panels
• No turning back - ICT inextricably linked with teaching and learning in 21\textsuperscript{st} century
• **Tension** – Technology, Pedagogy and Content Knowledge – How to put the T in C&P – use IT, apply IT, 100% alignment to syllabus?

Open Space
• Innovation Boot Camps (EDC) - Identify a problem/ need in your community - collaborate to solve/ help a real world issue
• **Tension** - Teacher educators, specialists, signature pedagogies, resistance
Organization & Management

Institutional /School ICT Culture

Country Panels

• Pre-service - how to teach in the future –
  • ‘teacher disposition’
  • ‘teachers as designers’

• School environment – changing with technology – speed of innovation for teachers to adjust

Open Space

• Ethical motivation - code of conduct - recognized responsibilities-
  • Consciousness - online feedback by students- social media
Tensions and opportunities

Country panels

• **Tensions: Classroom** Black Box
  • What is happening in the classroom?
  • Do the teachers deliver?
  • What is the evidence of change over time?

Open space

• **Tension: DKAP opportunity – Curriculum reform – slow process**
Professional learning
*Pre- in-service, school based*

Country panels

• *Teachers not afraid* - *users of technology – messenger, whatsapp*

• Levels of alignment – ICT-CST
  • Levels 1 – 2- 3
  • All levels - technology, pedagogy and content knowledge

• Rise of models for blended learning
  • f2f, online, school-based – MOODLE - Video conferencing
  • In-service - Learning Action Cells – COEs/CODs; P&ZDCs
Professional learning

*Pre- in-service, school based*

Open Space

- Learn and leap-frog
  - Communicate win-win as first target
  - COP – community of practice –
  - Bottom up- top down approach
Tensions & Opportunities

Country panels

Learning @scale – MOOCs, Distance, OER,

• **Tension:**
  • Master trainers capacity to model for beginning teachers
  • Hundred of interventions, thousands of institutions – what is the impact?

Open space

• **Tension:** Create safe space for change/ practice/ models
  • COP - Expand our boundaries from community to everyday life
ICT

*Infrastructure and Resources*

**Country panels**

- Technology access –
  - Gradual process
  - work-around solutions
  - flipped classrooms
  - Connectivity service provider negotiation

- **Tension:** Regional / country disparities
  - infrastructure, computers, electricity

- **Tension:** Safe learning environments – f2f and virtual – ‘virtual inspectorate’
ICT

Infrastructure and Resources

Open space

• Subject specific application
  • The use of OER & OES
  • UNESCO resources – Guide to OERs

• Tension: Burdening teachers
  • Curators OERs
  • Time to design technology enhanced lessons
  • Connectivity is key
Questions for Reflection

• **Understanding ICT education –**
  • Push and pull roles & responsibilities – Gov and institutions?
    • Philippines: UNESCO Seed - CHED first implementation; MOOC partners;
    • Australia: 3 decades evolving competencies – generational project

• **Curriculum & Pedagogy**
  • Research, policy and practice – alignment of findings, policies, curriculum development –
    • need to be in synch – ICT-CST& TPACK
  • Assessment – teacher portfolios;
    • time - alignment to assessment of competencies?
Question for reflection

• **ICT - Infrastructure & Resources**
  • Outreach - TTIs, schools, classrooms
  • Quality assurance - OER policy – negotiate access to proprietary content

• **Teacher professional learning**
  • Teachers doing it for themselves?
    • 1 teacher cannot make a difference
  • How to leverage support structures –
    • vision and planning, modeling, win-win?
Questions for reflection

• **ICT and School Culture/ Environments**
  
  • Effective leadership is key —
    • Interpreting the standards
    • Trust – standards interpretation form national to local levels
  • Model of what safe learning environments will look like - f2f and digital
    • Where will learners get their information?
    • Teachers, peers, self-taught?
Reflections – Digi Kids Asia Pacific (DKAP) and ICT Competency Standards for Teachers (ICT-CST) Frameworks

• **Where/ how do they fit?**
• What is the data saying – digital divides within and between countries - urban and rural; curriculum and professional development;
• Where do learners get their information – teachers, peers, self taught?
• What are the models of access at home/ at school: digi devices – mobile (smartphones) – byod - slimline model (projector & laptop in every classroom) – computer lab model (one in every school)?
• What are the implications for ICT teacher / learner frameworks, curriculum reform/ new forms, teacher professional development?
Final Reflection

• Questions
• Thank you