

Teacher Quality and Professional Development to respond to the COVID-19 crisis

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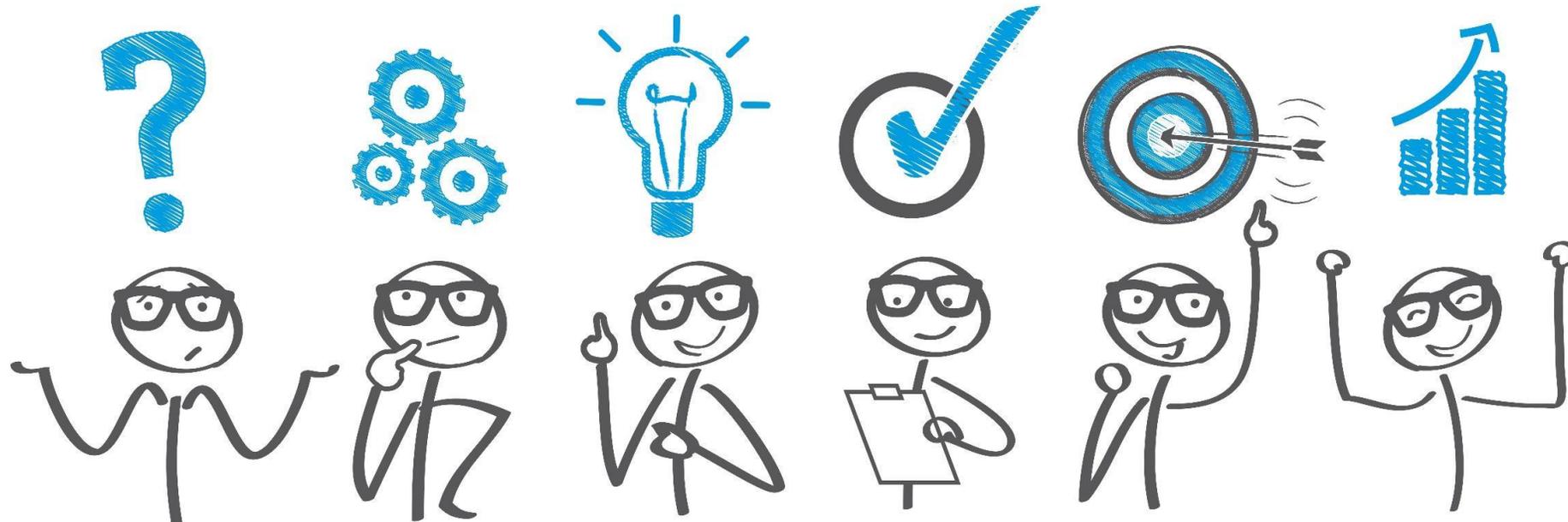
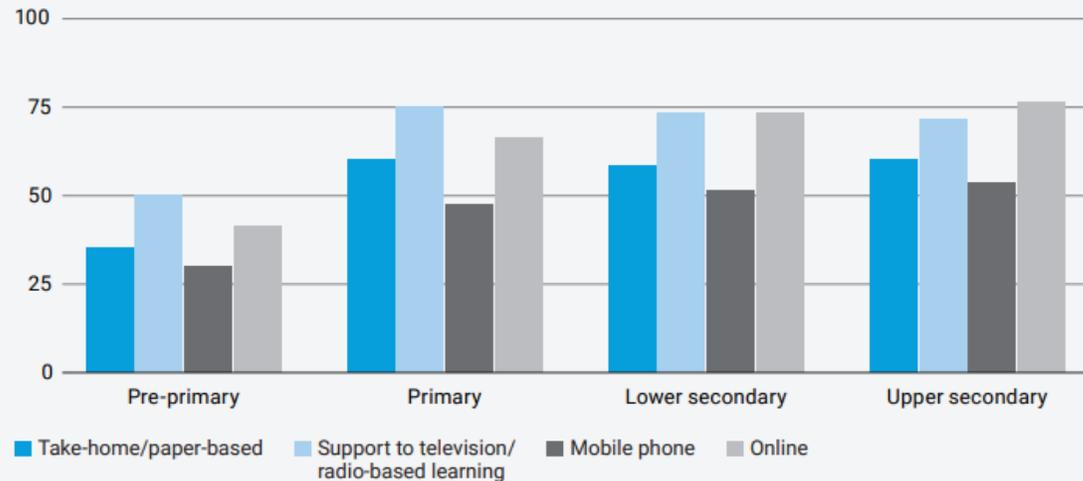


FIGURE 6: PROPORTION OF TEACHERS REQUIRED TO CONTINUE TEACHING, BY EDUCATIONAL LEVEL AND DISTANCE LEARNING METHOD (percentage affected by group)



Source: UNESCO-UNICEF-World Bank Joint Survey, May-June 2020, available at <http://tcg.uis.unesco.org/survey-education-covid-school-closures>.

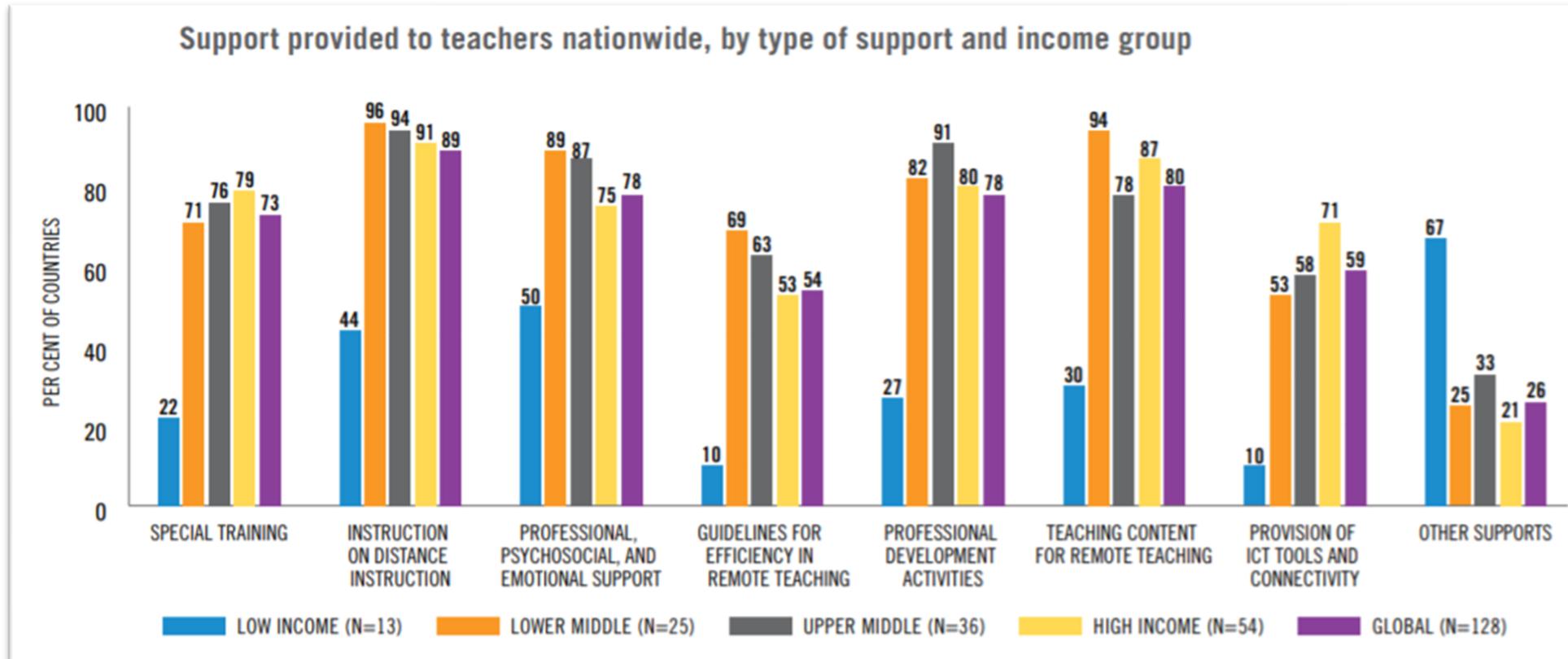
Around 63 million primary and secondary teachers around the world were affected by school closures due to COVID-19

- COVID-19 caused the largest disruption of education in history → teachers at the center to ensure continuation of learning
- Unpreparedness of teachers for remote teaching:
 - Low levels of digital literacy among students, parents and teachers
 - Even in contexts with adequate infrastructure and connectivity, many teachers lack basic ICT skills
- Need to support the teachers' professionalization and readiness
- Pre- and in-service teacher training are in need of reforms to better train teachers for the future

“Technology alone cannot guarantee good learning outcomes”

TEACHER SUPPORT DURING COVID-19

- ❑ Most countries provided support to teachers on remote/online learning, but 1/10th of low- and lower-middle-income countries did not provide any support
- ❑ Most countries developed teaching content for remote teaching, provided professional development on use of ICT, and tools and free connectivity, but LDCs to a much lesser extent
- ❑ Limited training and capacity building for teachers to adapt their teaching to the needs of most marginalized

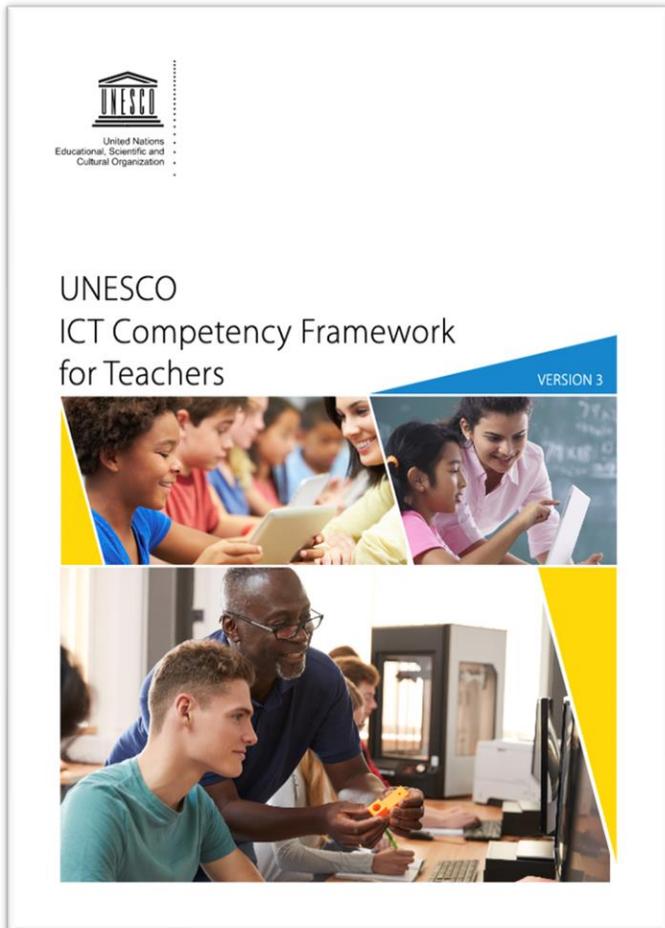


- ❑ Only 25% of low-income countries offered access to Internet or devices at a subsidized/no cost
- ❑ Only 27% of low- and lower-middle income countries had an operationalized policy with guidance on digital learning

“ To build a resilient teacher workforce in times of crisis, all teachers should be equipped with digital and pedagogical skills to teach remotely, online, and through blended or hybrid learning, whether in high-, low- or no-tech environments

World Teachers' Day 2020, Joint Statement
from UNESCO, ILO, UNICEF and Education
International

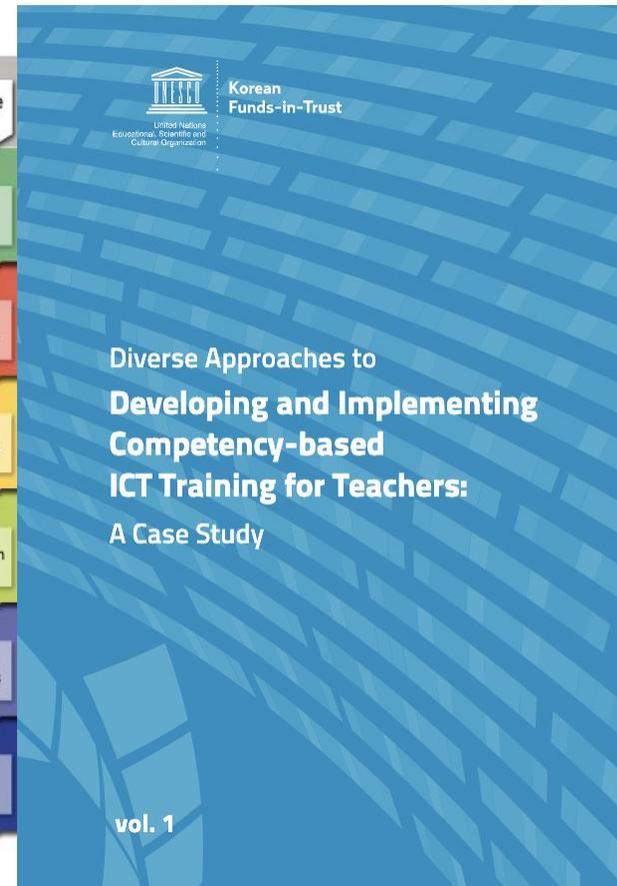
ENSURING TEACHERS ARE COMPETENT IN INTEGRATING ICT IN PEDAGOGY

UNESCO
ICT Competency Framework
for Teachers
VERSION 3

http://bit.ly/ICT_CFT_ver3

	Knowledge Acquisition	Knowledge Deepening	Knowledge Creation
Understanding ICT In Education	Policy Understanding	Policy Application	Policy Innovation
Curriculum and Assessment	Basic Knowledge	Knowledge Application	Knowledge Society Skills
Pedagogy	ICT-enhanced Teaching	Complex Problem-solving	Self-management
Application of Digital Skills	Application	Infusion	Transformation
Organization and Administration	Standard Classroom	Collaborative Groups	Learning Organizations
Teacher Professional Learning	Digital Literacy	Networking	Teacher as Innovator

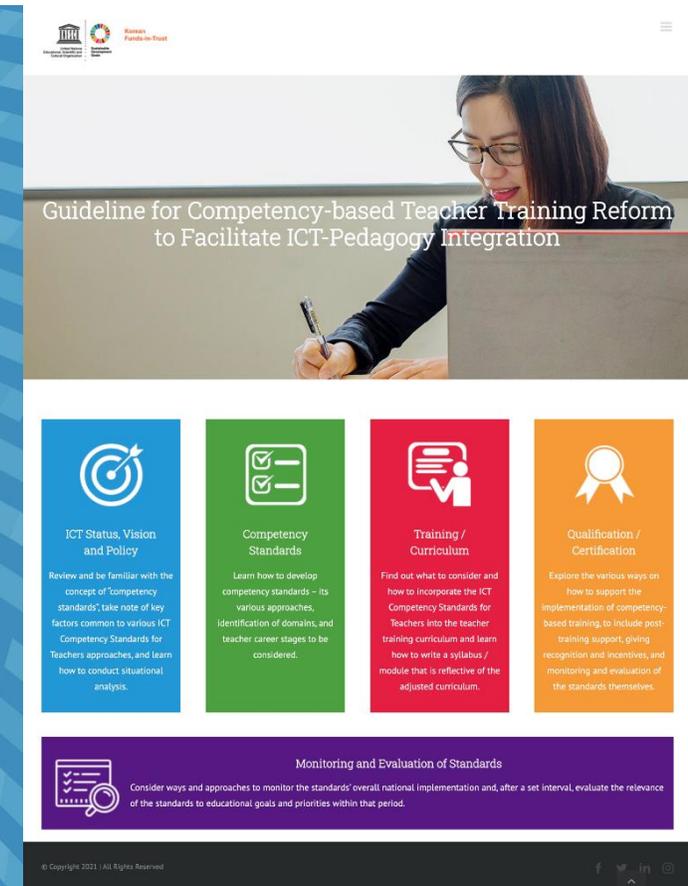


Korean Funds-in-Trust
UNESCO
United Nations Educational, Scientific and Cultural Organization

Diverse Approaches to Developing and Implementing Competency-based ICT Training for Teachers: A Case Study

vol. 1

http://bit.ly/Div_Approaches



Guideline for Competency-based Teacher Training Reform to Facilitate ICT-Pedagogy Integration

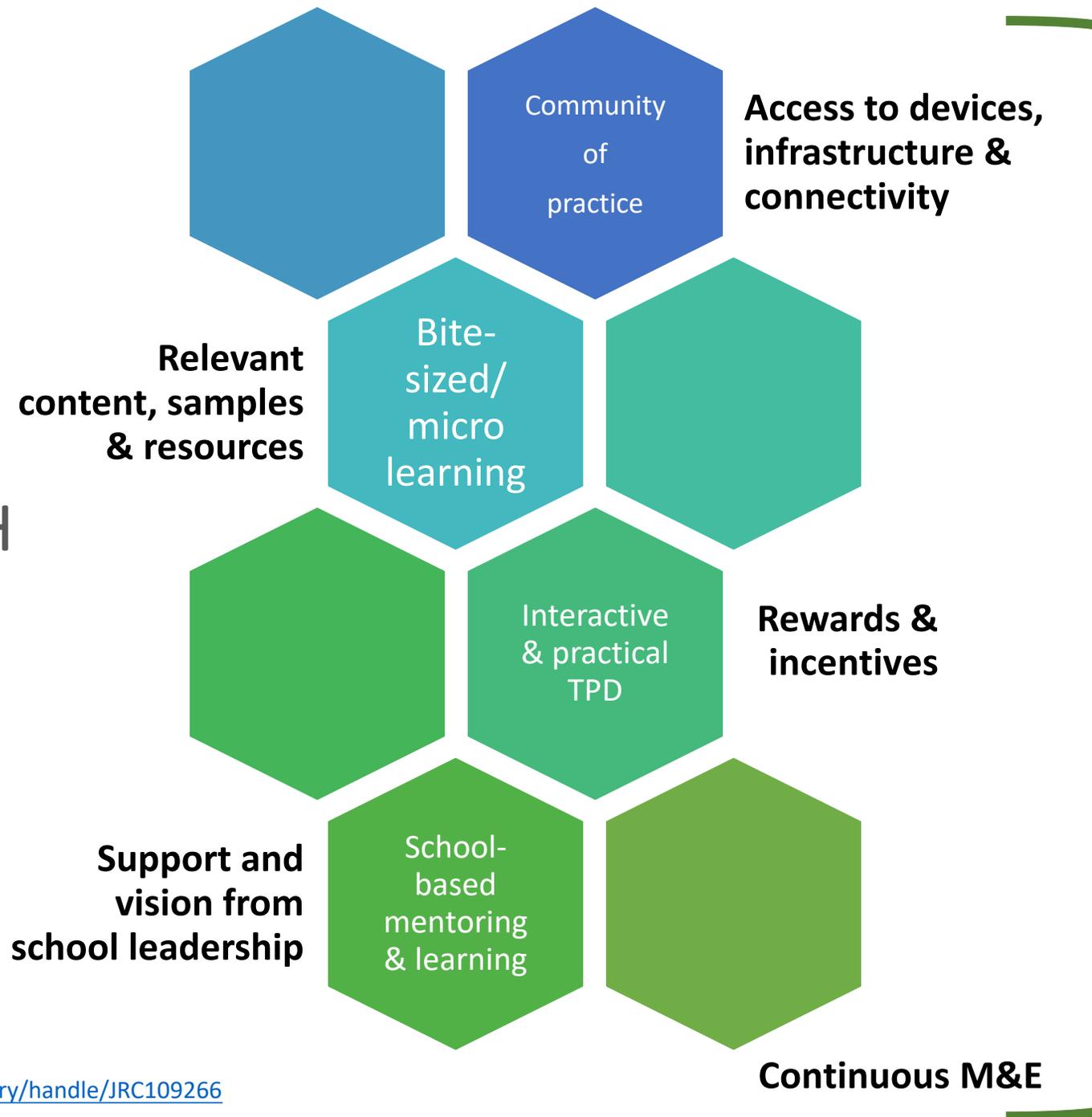
- ICT Status, Vision and Policy**: Review and be familiar with the concepts of 'competency standards' take note of key factors common to various ICT Competency Standards for Teachers approaches, and learn how to conduct situational analysis.
- Competency Standards**: Learn how to develop competency standards – its various approaches, identification of domains, and teacher career stages to be considered.
- Training / Curriculum**: Find out what to consider and how to incorporate the ICT Competency Standards for Teachers into the teacher training curriculum and learn how to write a syllabus / module that is reflective of the adjusted curriculum.
- Qualification / Certification**: Explore the various ways on how to support the implementation of competency-based training, to include post-training support, giving recognition and incentives, and monitoring and evaluation of the standards themselves.

Monitoring and Evaluation of Standards
Consider ways and approaches to monitor the standards' overall national implementation and, after a set interval, evaluate the relevance of the standards to educational goals and priorities within that period.

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<https://ictcomp.guide/>

KEY FACTORS & APPROACHES FOR TEACHER GROWTH & PROFESSIONAL DEVELOPMENT



RECOMMENDATIONS



- Develop education sector plans, teacher policies and other related policies through a **crisis-sensitive and inclusion lens**
- Provide **access to quality internet** and appropriate **devices** to teachers
- Gather **data on teachers' needs and capacities**
- Promote digitally innovative pedagogy and digital skills through the **development of coherent policies**, i.e. **national ICT Competency Standards** for teachers, and corresponding **curricula and trainings**
- Develop and provide **relevant resources**, materials, **content**, time and **recognition** for teachers to learn and grow
- Promote **teacher communities**, collaboration, peer learning and coaching to adapt to changing demands
- Monitor, analyze and draw lessons learned on effectiveness of **distance learning strategies** beyond COVID-19

“ *In the face of a prolonged crisis, we must redouble our mobilization and target the right priorities, those that will allow us to truly make education a common good, a fundamental right. The first of our principles is that schools are irreplaceable, as the pandemic has shown. The second is that more than ever we need resilient and innovative school systems to face present and future shocks. The third is that no screen can ever replace a teacher.* ”

— Audrey Azoulay, UNESCO Director-General