Regional study on “Assessment of Transversal Competencies: Policies and Practices in the Asia-Pacific”

Esther Care
Recommendations

Figure 12: Acting on recommendations

- Policy decisions on educational goals
- Regional research group
- Pre-service and in-service teacher training
- Materials and resource development
## General responses

<table>
<thead>
<tr>
<th>System/Policy</th>
<th>School/Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not provide assessment guidelines specific to TVC</td>
<td>TVC-specific assessment guidelines not provided nor developed by many schools</td>
</tr>
<tr>
<td>Provides broad guidelines that assessment should occur through KLA exams, projects, formative strategies, teacher surveys</td>
<td>Majority of teachers request additional training and resources for TVC assessment</td>
</tr>
</tbody>
</table>
Challenges

- TVC not well understood
- Whole school: skills across curriculum leadership
- Exams-oriented culture
- Teachers: capacity, pressure for academic success, lack of skills knowledge
- Standardisation of assessment if schools-based development
## A Challenge Example: Assessment of skills

**Communication skills (Hong Kong Curriculum Guide Snr Sec 4-6 English)**

<table>
<thead>
<tr>
<th>Descriptors of expected achievements across the school curriculum</th>
<th>Examples of expected achievements in English Language Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will learn to:</td>
<td>Learners</td>
</tr>
<tr>
<td>• Listen and read critically, and speak and write fluently for a range of purposes and audiences</td>
<td>• Present information, feelings, views and arguments with suitable reasoning, illustrations, suggestions and strategies</td>
</tr>
<tr>
<td>• Use appropriate means of communication to inform, persuade, argue and entertain and achieve expected outcomes</td>
<td>• Use persuasive techniques effectively, such as those associated with explanations, arguments and requesting services</td>
</tr>
<tr>
<td>• Critically evaluate the effectiveness of their communication</td>
<td>• Use strategies (e.g. using appropriate pauses and stress) and produce expressions that arouse and sustain the audience's or readers' interest</td>
</tr>
<tr>
<td>• Resolve conflicts and solve problems with others to accomplish tasks</td>
<td></td>
</tr>
</tbody>
</table>
Adapting existing subject curricula

Hong Kong

“As ‘generic skills’ is not a specific subject in the curriculum framework, there is no assessment to assess the skills explicitly. Instead, these skills are assessed through different KLAs, such as examinations and group projects, while the major assessment of KLAs is the HKDSE. The EDB does not seem to have stated explicitly an assessment method for TVCs ... but guides are provided for schools’ and teachers’ reference.”
Categories of Challenges

Figure 11: Categories of challenges

Definitional
- Country educational philosophy
- Definitions and descriptions of transversal competencies
- Learning progressions within and across curriculum
- Research
- How to assess and teach

Operational-systemic
- Teacher knowledge and expertise
- Materials and resources
- Professional development
Need for resources

Note: There are unequal numbers of respondents across countries.
Awareness of guidelines

Figure 2: Teachers’ awareness of general assessment guidelines
- Yes: 72%
- No: 25%
- Missing data: 3%

Figure 3: Teachers’ awareness of TVC assessment guidelines
- Yes: 57%
- No: 40%
- Missing data: 3%
Purposes of TVC Assessment

Figure 6: Purposes of TVC assessment

- Instructional purposes
- Grading purposes
- Both
- Missing data

Note: There are unequal numbers of respondents across countries.
Possible contradictions

• Majority of teachers claim to have integrated TVD assessment, and that TVC have changed their practices

• All teachers claim focus on how students approach their work; while half claim focus on correct solution and task completion
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Questionnaire and spreadsheets examples

What has been the nature of the in-service training opportunities?

☐ Lectures (school-based, region, national)
☐ Lesson study (including demonstration lessons and follow-up discussions)
☐ Peer Coaching
☐ Exchanging ideas/consulting with colleagues (e.g., PLT, LACs)
☐ Engaging with specialist within or outside the school (other than listed above)
☐ Participating in leadership role (coach, data analyst, curriculum specialist, trainer, etc)
☐ Visiting other schools to observe and learn
☐ Self-directed professional development (other than listed above)
☐ Opportunity and funding assistance to enroll in college/university to earn units/degree
☐ Others (please specify):

In any training that has been provided, which of the following main areas have been included:

☐ Information about the nature of TVCs, including definitions and the nature of development
☐ Information regarding methods for assessment of TVCs
☐ Information about treatment of the assessment of TVCs in their own right
☐ Information about assessment of TVCs embedded within subjects
☐ Specific classroom examples for assessment of TVCs
☐ Specific tools for assessment of TVCs
☐ How to draw upon ICT resources
☐ Others (please specify):

TVCs integrated in Academic Subjects (system level)

<table>
<thead>
<tr>
<th>Critical and innovative thinking</th>
<th>NL</th>
<th>SC</th>
<th>MT</th>
<th>HI</th>
<th>VA</th>
<th>LS</th>
<th>EC</th>
<th>AC</th>
<th>IS</th>
<th>ME</th>
<th>CE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Resourcefulness</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Application skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Reflective thinking</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reasoned decision-making</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<td>✓</td>
</tr>
</tbody>
</table>

Interpersonal skills

<table>
<thead>
<tr>
<th>Communication skills</th>
<th>NL</th>
<th>SC</th>
<th>MT</th>
<th>HI</th>
<th>VA</th>
<th>LS</th>
<th>EC</th>
<th>AC</th>
<th>IS</th>
<th>ME</th>
<th>CE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Framework

<table>
<thead>
<tr>
<th>Domains</th>
<th>Examples of key skills, competencies, values and attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical and innovative thinking</strong></td>
<td>Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making</td>
</tr>
<tr>
<td><strong>Interpersonal skills</strong></td>
<td>Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion</td>
</tr>
<tr>
<td><strong>Media and information literacy</strong></td>
<td>Ability to obtain and analyse information through ICTs, ability to critically evaluate information and media content, ethical use of ICTs</td>
</tr>
<tr>
<td><strong>Global citizenship</strong></td>
<td>Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging</td>
</tr>
<tr>
<td><strong>Intrapersonal skills</strong></td>
<td>Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>Appreciation of healthy lifestyle, respect for religious values</td>
</tr>
</tbody>
</table>

Source: ERI-NET Phase 11