Guideline for Competency-based Teacher Training Reform to Facilitate ICT-Pedagogy Integration
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<tr>
<th>Stage 1</th>
<th>Situational Analysis</th>
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Initial Setup of Online Guideline
(http://demo.pentasi.net/klien/unesco/)
Stage 2: Development of Competency Standards
Adapting from Existing Framework
Referencing International Standards
  Tanzania and Kenya: Adapting UNESCO ICT CFT
    Step 1. Formulation of ICT-CFT contextualized matrix or ICT-CFT roadmap.
    Step 2. Contextualisation through consensus building process
Developing Brand New Competency Standards
  China: An Extensive Undertaking
    Step 1. Designing of Framework and Contents
    Step 2. Broad Consultation by Discussion and Survey
    Step 3. Discussion and Amendment of 1st Draft
    Step 4. Testing and Improvement of Standards

More a synthesis of the case studies rather than a guidebook
Orientation: Diverse approaches

**Initial version**
- Embedded vs. Standalone
- Brand-new vs. Adapting existing frameworks
- Gov’t led vs. Partnership

**Revised version**

<table>
<thead>
<tr>
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<th>Adapted</th>
<th>Brand-new</th>
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<tr>
<td>Embedded</td>
<td>PHP</td>
<td>AUS, Nepal</td>
</tr>
<tr>
<td>Stand-alone</td>
<td>Uzbek, Kenya, Tanzania</td>
<td>KOR, China</td>
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</table>
Getting Started

Stage 1: Situational Analysis
Aligning with national education goals
Readiness analysis

Stage 2: Developing ICT Competency Standards
Approaches (Embedded vs. Stand-alone; Adapted vs. Brand new)
Identifying Domains
Developing Competency Standards

Stage 3: Developing Performance Indicators
Knowledge, Skills and Attitudes
Levels of Proficiency
SMART Principles

Stage 4: Incorporating ICST Training Curriculum
Things to consider
Mapping Exercise
Developing Curriculum to Bridge the Gaps
Sample Syllabus Writing
Criteria for Good Design

Stage 5: Recognizing Competencies
Licensure
Promotion

Stage 6
Continuous Evaluation and Revision
Revision of Online Guidelines (in process)

www.kfit2onlineguide.wordpress.com

• Learning from experience
• Time and platform constraints
Revised Guideline Flow

Getting Started
- Understanding Competency
- Contextualizing Competency

Stage 1: Situational Analysis
- Aligning with national education goals
- Readiness analysis

Stage 2: Developing ICT Competency Standards
- Approaches (Embedded vs. Stand-alone; Adapted vs. Brand new)
- Identifying Domains
- Developing Competency Standards

Stage 3: Developing Performance Indicators
- Knowledge, Skills and Attitudes
- Levels of Proficiency
- SMART Principles

Stage 4: Incorporating ICST Training Curriculum
- Things to consider
- Mapping Exercise
- Developing Curriculum to Bridge the Gaps
- Sample Syllabus Writing
- Criteria for Good Design

Stage 5: Recognizing Competencies
- Licensure
- Promotion

Stage 6
- Continuous Evaluation and Revision
Review of 1st Draft

• Review across four dimensions
  • Ideas for making it more engaging
    • Content
    • Medium/Platform
• Any other feedback
