

CALOHEA Qualifications Reference Framework for ASEAN Higher Education Programmes in the Subject Area of Teacher Education

DOMAIN/ DIMENSION	The knowledge that a teacher education graduate needs to acquire in order to perform the expected skills	Skills that a teacher education graduate must develop to perform the expected responsibilities	The ultimate expectation from a teacher education as an individual and as a professional
	KNOWLEDGE	SKILLS	RESPONSIBILITY
1. Knowledge mastery, management, and creation	Meaningful and comprehensive knowledge of one's discipline and of the processes of its management, creation, advancement	Ability to draw and leverage from appropriate knowledge pools and to strategically apply these in practice vis-à-vis curricular mandates and pedagogical considerations	Capacity and commitment to use, manage, and create knowledge bases as required in the practices and duties of the teaching profession; capacity to ensure that such knowledge bases are relevant and responsive to the needs and aspirations of the society in general, and the learners in particular
2. Design, development, implementation, & evaluation of curricular components & processes related to	Conceptual and practical knowledge of the curriculum and its consequent implementation, evaluation, technology integration, and enhancements in the areas of learning, teaching, assessment	Ability to systematically select and curate strategies, approaches, and technology in the areas of learning, teaching, and assessment that is appropriate to both needs and goals of learners	Capacity and commitment to effectively implement and ensure that the different components of the curriculum are functional and contributory to the desired development of the learners

learning, teaching, & assessment			
3. Learner enabling, growth, and holistic development	Advanced knowledge of the different theories, practices, and technologies that are both enabling and supportive of learners' growth and holistic development	Ability to apply different theories, practices, and technologies that enable and support learners' growth and holistic development	Capacity and commitment to make all chosen approaches, practices, and technologies deliberate and purposive in promoting learners' growth and holistic development
4. Communication	Systematic and comprehensive knowledge of the different forms and tools of communication at varying levels and types of interactions	Ability to select and use the appropriate form and tool of communication for a given context and/or function	Capacity and commitment to communicate with clarity, candor, and prudence in the different types, levels, and modes of communication
5. Community engagement and social leadership	Advanced knowledge of contexts, cultures, and the appropriate approaches in promoting positive values in fostering peace and inclusive community building	Ability to discern, select, and apply approaches and course of actions that are based on, and are responsive to both perceived and actual needs of the community; ability to effectively manage resources and diversity	Capacity and commitment to promote and sustain constructive and peaceful dialogues among and within communities in the spirit of inclusivity and respect of diversity; and to carry out concrete actions based on the communities' needs and aspirations
6. Ethics and Professionalism	Comprehensive knowledge of the ethical and professional standards governing the practice of the teaching	Ability to evaluate and select the appropriate course of action consistent with the ethical and professional standards of the teaching	Capacity and commitment to adhere to the ethics and professional standards in the practice of the teaching profession

	profession and the complexity of developing ethically responsible citizens	profession in the conduct of one's functions and responsibilities	
7. Lifelong learning, human formation, and well-being	Advanced knowledge of both available and plausible sources, venues, tools, and methodologies for both personal and professional updating	Ability to reflect on and identify one's personal and professional needs and to pursue continuous personal and professional development as an integral part of teacher advancement and formation	Capacity and commitment to contribute as a functioning member of the teaching community and scholars of education through engagement in both local and international undertakings on evidenced-based praxis

For the CALOHEA Assessment Reference Framework for ASEAN Higher Education Programmes in the Subject Area of Teacher Education – with sub-domains/sub-dimensions and their descriptors – please consult the CALOHEA project website, members of the CALOHEA Teacher Education Subject Area Group, or the ASEAN University Network Secretariat.