

Co-funded by the
Erasmus+ Programme
of the European Union



university of
 groningen



ASEAN
University
Network



The Regional Subject - Specific Qualifications and Assessment Reference Frameworks

Subject Area Group Teacher Education

Belgium Education for an Interdependent World, Brussels

Cambodia Sva y Rieng University

Indonesia Universitas Pendidikan Indonesia | Universitas Sa na ta Dha rma

La os Na tiona l University of La os | Soupha nouvong University

Ma la ysia Unive rsiti Sa ins Ma la ysia | Unive rsiti Tekno logi Ma la ysia

Mya nma r Ya ngon University of Educ a tion

Philippines University of Sa n Agustin | Ateneo de Ma nila University

West Visa ya s Sta te University | University of Sa n Ca rlos

Tha ila nd Chula longkorn University | Prince of Songkla University

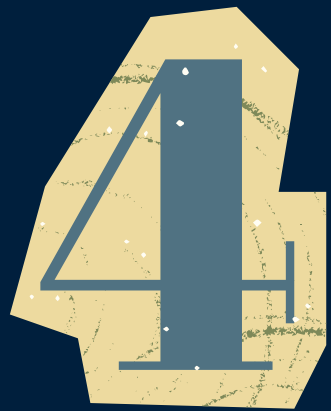
The Netherlands University of Groningen

Vietna m Nong La m University – Ho Chi Minh City

Teacher Education SAG Framework Development

- Institutional teams from participating universities submit their respective framework versions
- The subject area coordinator collates and synthesizes the different submissions
- The resulting synthesis is presented to the group for reflections and discussions resulting to a specific agreed version

Multiple Consultative Activities

A stylized number '4' in a dark blue color, set against a light blue, textured paper background with a torn edge effect.

Four five (5) subject -area meetings

Two stylized numbers: a red '1' on a white paper background and a blue '14' on a light blue paper background, both with torn edge effects.

Fourteen (14) national dissemination meetings

Two stylized numbers: a blue '2' on a yellow paper background and a pink '8' on a light pink paper background, both with torn edge effects.

Twenty-eight (28) institutional consultation meetings

3 Levels of Utilization

01

Regional Level – the framework as regional reference tool only includes the essential knowledge, skills, and responsibilities for teacher education graduate of an ASEAN institution of higher learning

02

Country Level – the framework may be adapted to reflect a country -specific version for nationally mandated feature for teacher education

03

Institutional Level – the framework can be used as one of the bases of ASEAN teacher education institutions in identifying the fundamental or baseline KSRs and later enrich these with their respective institutional features or enhancements

7 DIMENSIONS

1

Dimension 1 – Knowledge mastery, management, and creation

3

Dimension 3 – Learner enabling, growth, and holistic development

5

Dimension 5 – Community engagement and social leadership

7

Dimension 7 - Lifelong learning, human formation, and well-being

2

Dimension 2 – Design, development, implementation, and evaluation of curricular components and processes related to learning, teaching, and assessment

4

Dimension 4 – Communication

6

Dimension 6 – Ethics & professionalism

Teacher Education SAG
Final Reference
Framework

DIMENSION 1

DIMENSIONS	Knowledge	Skills	Responsibility
<p>Dimension 1: Knowledge mastery, management, and creation</p>	<p>Meaningful and comprehensive knowledge of one's discipline and of the processes of its management, creation, advancement</p>	<p>Ability to draw and leverage from appropriate knowledge pools and to strategically apply these in practice vis-à-vis curricular mandates and pedagogical considerations</p>	<p>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</p>
<p>SD1: Diversity of Learners and Inclusivity</p>	<p>Advanced knowledge of students' diversity, including the awareness of inclusivity and tolerance</p> <p>Knowledge of the physical, psychological, and cultural diversity of learners as well as the different learning styles</p>	<ul style="list-style-type: none"> · Ability to adopt and apply differentiated instructions for the students' diverse needs · Ability to creatively and critically integrate TPACK · Ability to apply, upgrade, and update relevant TPACK for educational purposes · Ability to conduct, utilize, and share research -based methods and approaches in teaching and learning 	<ul style="list-style-type: none"> · Capacity and commitment to include cultural and social context in the learning process · Capacity and commitment to design and develop appropriate TPACK for the students' well beings · Capacity and commitment to conduct ethical educational research to improve the learning process · Capacity to conduct action research to answer common classroom problems
<p>SD2: Technology Integration</p>	<p>Conceptual knowledge of Technological, Pedagogical, Content, knowledge (TPACK) mandatory for professional practices</p>		
<p>SD3: Principles and Application of Research</p>	<p>Systematic and updated knowledge of research -based teaching and learning practices</p>		

DIMENSION 2

DIMENSIONS	Knowledge	Skills	Responsibility
<p>Dimension 2: Design, development, implementation, and evaluation of curricular components and processes related to learning, teaching, and assessment</p>	<p>Conceptual and practical knowledge of the curriculum and its consequent implementation, evaluation, technology integration, and enhancements in the areas of learning, teaching, assessment.</p>	<p>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</p>	<p>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</p>
<p>SD1: Diversity of Learners and Inclusivity</p>	<ul style="list-style-type: none"> · Contextual knowledge of the syllabus/curriculum and material design and development · Contextual knowledge of the implementation and incorporation of local “wisdom” · Contextual knowledge of evaluation and revision of learning designs based on sound development models 	<ul style="list-style-type: none"> · Ability to apply knowledge of research -based design principles that incorporate planning, implementing, and evaluating 	<ul style="list-style-type: none"> · Capacity to implement effectively and efficiently the planned curriculum · Capacity to design diagnostic, formative, and summative assessments, aligned to the institutional and curricular goals.
<p>SD2: Technology Integration</p>			<ul style="list-style-type: none"> · Capacity to give proper intervention or apply pedagogical approaches among challenged learners
<p>SD3: Principles and Application of Research</p>			<ul style="list-style-type: none"> · Capacity to ensure alignment of learning outcomes with teaching -learning - activities and assessment

DIMENSION 3

DIMENSIONS	Knowledge	Skills	Responsibility
<p>Dimension 3: Learner enabling, growth, and holistic development</p>	<p>Advanced knowledge of the different theories, practices, and technologies that are both enabling and supportive of learners' growth and holistic development</p>	<p>Ability to apply different theories, practices, and technologies that enable and support learners' growth and holistic development</p>	<p>Capacity and commitment to make all chosen approaches, practices, and technologies deliberate and purposive in promoting learners' growth and holistic development</p>
<p>SD1: Academic Growth</p>	<ul style="list-style-type: none"> · Comprehensive knowledge of the students' academic and personal development 	<ul style="list-style-type: none"> · Ability to apply different strategies for the students' academic and personal development · Ability to provide scaffolding necessary to ensure academic growth 	<ul style="list-style-type: none"> · Capacity and commitment to demonstrate role modelling to create genuine vicarious experiences for students.
<p>SD2: Personal Growth</p>			

DIMENSION 4

DIMENSIONS	Knowledge	Skills	Responsibility
<p>Dimension 4: Communication</p>	<p>Systematic and comprehensive knowledge of the different forms and tools of communication at varying levels and types of interactions</p>	<p>Ability to select and use the appropriate form and tool of communication for a given context and/or function</p>	<p>Capacity and commitment to communicate with clarity, candor, and prudence in the different types, levels, and modes of communication</p>
<p>SD1: Social Responsibility</p>	<ul style="list-style-type: none"> · The conceptual knowledge of using communication skills and technologies to enhance reciprocal social connection which is sensitive to the local, national, and global cultural backgrounds of the students 	<ul style="list-style-type: none"> · Ability to assess the comprehensiveness of the communication tools and technology used · The ability to communicate using their mother tongue to make the students understand the subject matter · Positive communication · Critical communication 	<ul style="list-style-type: none"> · Demonstrate courtesy, accuracy, and responsibility in communicating with parents, colleagues, and other stakeholders (both internal and external) · Exhibit confidence in expressing thoughts and ideas to colleagues, stakeholders, and learners through oral and written language · Demonstrate consciousness and recognition of cultural differences and to be politically correct.
<p>SD2: Networking</p>			
<p>SD3: Cultural Sensitivity (Local and National)</p>			

DIMENSION 5

DIMENSIONS	Knowledge	Skills	Responsibility
Dimension 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
SD1: Coaching and Mentoring	<ul style="list-style-type: none"> · Advanced knowledge of coaching and mentoring the students for community engagement and social leadership 	<ul style="list-style-type: none"> · Ability to demonstrate intercultural communicative competence (ICC) · Ability to coordinate, solve, and transform social conflicts · Ability to organize volunteering programs 	<ul style="list-style-type: none"> · Capacity and commitment to be well - rooted to local culture and heritage · Capacity and commitment to develop nationalism among learners (love for country and people), develop sense of selflessness, and promote cultural identity
SD2: Knowledge Sharing	<ul style="list-style-type: none"> · Firm foundation of content and pedagogical knowledge as well of platforms and processes of knowledge sharing 		
SD3: Volunteerism	<ul style="list-style-type: none"> · Advanced knowledge on volunteerism for community development and nation building 		

DIMENSION 6

DIMENSIONS	Knowledge	Skills	Responsibility
<p>Dimension 6: Ethics and Professionalism</p>	<p>Comprehensive knowledge of the ethical and professional standards governing the practice of the teaching profession and the complexity of developing ethically responsible citizens</p>	<p>Ability to evaluate and select the appropriate course of action consistent with the ethical and professional standards of the teaching profession in the conduct of one's functions and responsibilities</p>	<p>Capacity and commitment to adhere to the ethics and professional standards in the practice of the teaching profession</p>
<p>SD1: Values Formation</p>	<ul style="list-style-type: none"> · Comprehensive knowledge of proper conduct of a teacher's personal and professional life · Consideration of country -based documents 	<ul style="list-style-type: none"> · Ability to form and adhere to professional values 	<ul style="list-style-type: none"> · Capacity to consider and engage with the cultural and social context of the region
<p>SD2: Public Service</p>	<ul style="list-style-type: none"> · Awareness of existing laws and regulations that apply to the teaching profession · Teaching as public service 	<ul style="list-style-type: none"> · Ability to serve with moral, ethical, and professional endeavors 	<ul style="list-style-type: none"> · Capacity to cultivate and practice care and love for both the learner and learning

DIMENSION 7

DIMENSIONS	Knowledge	Skills	Responsibility
<p>Dimension 7: Lifelong learning, human formation, and well-being</p>	<p>Advanced knowledge of both available and plausible sources, venues, tools, and methodologies for both personal and professional updating</p>	<p>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</p>	<p>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</p>
<p>SD1: Continuous Professional Development</p>	<ul style="list-style-type: none"> · Functional knowledge of both available and possible resources and practices in ensuring and promoting personal and community wellness and well-being · Socio-emotional learning · Ability to engage in worthwhile activities and demonstrate help-seeking strategies and skills · Knowledge of personal financial literacy 	<ul style="list-style-type: none"> · Ability to employ self-care strategies to maintain wellness; ability to provide socio-emotional and mental health support for others · Ability to form their own teaching philosophy · Ability to exhibit an entrepreneurial mindset · Ability to engage in reflection and demonstrate self-regulation 	<ul style="list-style-type: none"> · Capacity and commitment to be conscious and conscientious in practicing wellness activities and to maintain the well-being of oneself and that of others · Capacity to maintain a positive public relation and community involvement · Capacity to participate positively contribute in community of practice or community of learning in the workplace
<p>SD2: Global Citizenship</p>			
<p>SD3: Human Formation</p>			
<p>SD4: Personal and Professional Well-being</p>			