**A Comprehensive Competency Framework for TTC Lecturers (Teacher Educators)**

Functional Competency Matrix for Professional Standards and Development of TTC Lecturers

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| **Project Component** | 2.1.1 |
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**0. Glossary, acronyms**

The following defines the meaning of some expressions used in the text:

* Adult Education: “Adult” refers to a person having attained full growth or maturity (typically from age 18) ready to join working life.
* Competence: The term “competence” in the text is meant to
  + be consisting of one or more skills enabling the attainment of the competence.
  + be observable, demonstrable and measurable, e.g. assessment of a competence from a teacher’s performance. Teaching competences may require equal amounts of knowledge, skill and attitude, though some competences involve more knowledge than skill or attitude, some competences may be more skill or performance based.
  + describe a component in a set of competences qualifying a person to perform a given role.
* Standard: A standard is a norm established by agreement, authority or custom. A standard is a model to measure or compare quality of performance, practice or procedure. Standards are defining a minimum acceptable benchmark to be approved and monitored by an authoritative body.
* Training: A process aiming at the acquisition of defined skills relating to particular functions or activities is called training. The process can be highly instructional or self-instructional, though normally a trainer is taking the part of facilitating the process. Training is always linked to learning and/or optimising skills.
* Teacher training: Predominantly used to express the skill development of teachers trained in pre-service or in-service. The term is very commonly used and probably creates the most widespread understanding of the position. MacMillan Dictionary describes “teacher training” as: training that prepares someone to become a teacher. The term “teacher training” comprises any activities enabling student teachers to learn and experience their future profession, including teaching practice.
* Teacher trainer: The agent, who provides teacher training.
* Teacher educator: Synonymously used to “teacher trainer”, derives from the common expression “teacher education”.
* Student teacher: A student, who is about to become a teacher, who studies and practises teaching in a learning process.
  + Lecturer, lecture: A lecturer provides lectures. Sometimes a lecturer is even more a teacher or trainer, when the term lecturer is used as an academic title. Lectures are one method to provide information to audiences. Though lectures are very often deemed important, and they are often predominant, their effectiveness relativises compared to the multitude of other methods applied in teaching and learning. The interactive and participatory level of lectures is low.
* Counselling or coaching: These expressions are very often used synonymously and describe advisory processes provided to a student teacher or a very small group of student teachers by a teacher trainer (in the context of teacher education). Counselling and coaching may follow different approaches on a range from instructive coaching to socratic coaching styles.

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| ALP | Associate Lecturer Programme |
| DoE | Department of Education |
| EHP | Eastern Highlands Province |
| ENB | East New Britain |
| HRD | Human Resources Development |
| HRDP1 | European Union funded Human Resources Development Programme, Phase 1 (2012-2015) |
| HRM | Human Resources Management |
| NCD | National Central District |
| NCG | National Curriculum Guidelines |
| PD | Professional Development Strand |
| PNGEI | Papua New Guinea Education Institute |
| PSC | Public Service Commission |
| SDA | Seventh Day Adventists |
| SS | Social and Spiritual Development Strand |
| TED | Teacher Education Division at the DoE |
| TNA | Training Needs Analysis |
| TSC | Teacher Service Commission |
| TC | Teachers’ College |
| TTC | Teacher Training College |
| VSO | Volunteer Services Oversea |
| WEP | Western Province |
| WHP | Western Highlands Province |

**1. Background**

HRDP1, Activity 2.1 provides technical and financial support for the development of a TTC Lecturer Competency Framework/ Matrix indicating necessary competences for teaching at TTC to provide orientation for the TTC sample needs analysis of in-college in-service trainers and the development of modular in-service TTC Lecturer training programme over a two-year period.

There are 14 Teacher Training Colleges in Papua New Guinea, of which 10 are members of the TSC. The majority of TTC are church-agency managed.

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| **PNG Teacher Training Colleges (and Agency Ownership)** | |
| Balob TC, Morobe (Lutheran/Anglican) | Kabaleo TC – ENB (Catholic) |
| Dauli TC, Southern Highlands (Evangelical Alliance) | PNGEI, NCD (Government) |
| Enga TC, Enga (Lutheran) | Sacred Hearts TC, NCD (Catholic) |
| Gaulim TC, ENB (United Church of PNG) | Sonoma Adventist TC, ENB (Seventh Day Adventist SDA) |
| Holy Trinity TC, WHP (Catholic) | Divine World University, East Sepik (Catholic) |
| Madang TC, Madang (Government) | Pacific Adventist University, NCD (SDA) |
| Melanesia Nazarene TC, WEP (Nazarene) | University of Goroka, EHP (Government) |
|  |  |

Approximately 300 TTC lecturers are working in these colleges. Their teaching is oriented on the subject matters as stated in the NCG. Their technical expertise to perform generates from experience in primary school teaching and from the induction during their first year as lecturers.

A very widespread approach of TTC Lecturers to teaching student teachers is the presentation of subject related content, as it has to be taught in primary schools (note: this perception is based on stakeholder discussions and classroom observation in autumn 2012). Yet, lecturers must not re-exercise primary school content with student teachers in lessons, but rather must focus on the principles underlying such content and related exercises.

Cognition forming learning processes are crucial for the achievement of professionalism, in particular when the teacher education term is only two years as currently in PNG, which is not enough compared to teacher education in other countries (e.g. minimum of 3 years studies to achieve a Bachelor degree; the worldwide average study duration for a Bachelor in education is 4 years). In PNG primary school teachers have to cover all subjects from Grade 3 to 8.

Once cognitive capabilities of teachers are developed to an advanced level the dimension of an individual teacher’s knowledge of a subject matter is no longer distressing as long as the teacher is able to increase his/her knowledge using his/her cognitive skills – acquired at the teachers’ college.

*For example:*

*A mathematical task (e.g. solution of an equation) must not be demonstrated at the blackboard by a lecturer, but student teachers should rather work on a set of given similar tasks (individually or in groups) to recognise the principles of their design, structures, levels of complexities and difficulties, related learning objectives, context and occurrence (in reality), and hence design own exemplary tasks as an evidence of their understanding and ability to apply what they have learned/ discovered/ acquired.*

*Such proceeding (exploration, analysis, synthesis, reflecting on general principles) would strengthen the student teachers cognitive capabilities.*

Competences of lecturers had been formulated before, yet a compilation of TTC Lecturers’ competences needed to be aligned, because any information on competences was widely dispersed and seldom clearly pointed out; this could be the reason that the discussion of lectures’ competences was very much limited to their subject matter knowledge and understanding, in particular in language and mathematics.

The former Associate Lecturer Programme is no longer available in PNG. The only available written report on the programme is the “Induction Programme Handbook for Inductees and their Supervisors in Primary Teachers Colleges and PNG Education Institute”. The NCG provide also some information, though there is only a notion of competences stated.

It was high time to formulate a document on competences from a HRM/ HRD standpoint. Orientation for TTC Principals and their staff have to become clear-cut, not at least because the recruitment of suitable lecturers has been reported to be difficult.

**2. Competency Framework - Competency Matrix**

**2.1 Purpose of a Competency Framework or Competency Matrix**

Based on the Induction Programme and respecting the provisions of the National Curriculum Guidelines, as well as taking into account international best practice a Competency Framework/ Matrix for Teacher Educators (TTC Lecturers) in PNG has been modelled. The emphasis withal is on “teacher educator” and not on “teacher training lecturer”. A lecturer applies a minimum of methods - basically the lecture -, yet the Induction Programme already suggests implicitly a broader variety of pedagogic and other skills to be applied. There is a significant difference between pedagogic knowledge and pedagogic skills, and only interrelating both leads to competency. There are different ways of acquisition of competences for lecturers at TTC. Some derive from experiences such as primary school teaching or adult education; some are generated by pre- and in-service training or mentoring and coaching processes of teacher educators.

The Competency Framework/ Matrix incorporates the legacy of earlier documents. It provides a record of competences referring to the performance of TTC Lecturers and informs HRM/ HRD about professional standards to be fulfilled.

The significance and practical utility of a Competency Framework/ Matrix are:

1. The Competency Framework supports high functionality and therefore is designed as a functional tool or chart displaying in a “Competency Matrix for Teacher Educators”. The design supports the understanding of competences “at first glance” without the need to read big chunks of text.
2. The Competency Framework/ Matrix defines the professional standards of Teacher Trainers.
3. The Competency Framework/ Matrix builds the foundation for evaluations of Teacher Trainers (M&E, inspection, impact assessment, performance assessment).
4. The Competency Framework/ Matrix outlines the scope of performance qualities of Teacher Trainers.
5. The Competency Framework/ Matrix supports targeted improvement of quality of teacher training (based on performance assessment).

A follow up “Professional Training Programme for Lecturers at TTC” delivered (in-service) by senior TTC Lecturers to their lecturer colleagues will spirit up the themes of the former ALP and refresh the intentions of the NCG.

**2.2 Goals of the Competency Matrix**

The goals of the Competency Matrix are as follows: The Competency Matrix provides

1. A very detailed overview of teacher educators’ competences at a glance.
2. Performance indicators of teacher educators’ competences.
3. A complete overview of competency areas, where teacher educators are supposed to perform.
4. Information of both, teacher educators and their manager, about professional standards and approaches.
5. Information on procedural details of the routine performance of teacher educators.
6. An operative function of National Papua New Guinean policies on teacher education (features traced back to the NCG and Induction Programme).

**2.3 Description of the Competency Matrix**

The Competency Matrix describes competences in a holistic way and focuses not only subject-matter related competences (e.g. mathematics or language), but also quite a number of aspects that highly impact learning. It follows learner-centred concept of learning ensuring the highest efficiency and best effectiveness of learning.

There are ten competency areas described in the Matrix, which are highlighted in different colours:

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Competency Area** | **General Comment** | |
| **I.** | Adult education approaches | This area describes all-important competences for teacher educators, who teach grownup students.  Competences foster drafting of learning goals/ objectives in logic order, delivery of interactive/ participatory lessons, and scientific inquiry and abstract thinking |
| **II.** | Profession and role of teachers | This area describes competences for teacher educators acting as careers officers.  Competences focus on counselling abilities and facilitation of a model teacher role. |
| **III.** | Didactics and methodology of lessons | This area describes in general competences necessary to approach subject-matters (Language, Mathematics and other).  Competences relate to the core function of teachers at school, the teaching of subjects and the teaching approaches to classes of school children. |
| **IV.** | Learning, development and socialisation processes | This area describes competences based the knowledge of human development.  Competences require the recognition of needs of children at different ages, their ways of learning and their motivational drivers. |
| **V.** | Motivation to learn and perform | This area highlights competences needed to motivate students.  Competences enable to stimulate willingness to learn and to keep positive learning attitudes of students going. |
| **VI.** | Inclusion and promotion of diversity | This area refers to competences enabling teacher educators to cope with diversity in the classroom.  Competences encourage inclusion to enable all learners to participate in acquiring knowledge and skills. |

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| **VII.** | Evaluation and counselling | This area describes approaches to assess learning and provide advice to individual learners.  Competences foster the ability to apply fair assessment and to recognise, where and when learners need individual support. |
| **VIII.** | Communication | This area puts a focus on communicative behaviour in teaching and learning.  Competences enable the application of communication methods ensuring respect of learners and smooth teaching-learning processes. |
| **IX.** | Media education | This area enlightens all media issues.  Competences relate to targeted assignment of various types of media in different teaching-learning processes. |
| **X.** | Educational research | This area refers to competences for teacher educators to approach educational science.  Competences foster contemplation about educational science matters and encourage further (self-) education. |

**2.4 Design of the Competency Matrix**

The cognitive process that led to the design of the Competency Matrix included all the steps mentioned in section 2.4.1 to 2.4.4. Furthermore reference literature was studied, and competence modelling was applied to generate a Competency Matrix as a strategic map.

**2.4.1 Review of the Induction Programme**

The Induction Programme provides a list of competences for teacher trainers of primary teachers, though much of the information on competences is very implicit, i.e. the Induction Programme approaches a complete set of TTC Lecturers’ competences, but delivers it in bits and pieces, which obfuscate an overview. A review of the Induction Programme sorted out and categorised these competences - see also: Competency Framework for TTC Lecturers (Teacher Educators) – Draft. The competences were clustered under the following themes:

* Subject-matter competences: content of learning
* Pedagogic-didactic competences: structuring of learning processes
* Communicative-social competences: application of communication approaches and relationship building
* Other competences: any other competences in particular in the area of management or managing the periphery of learning

The review showed that competences of lecturers are already an existing integral part of an application-oriented document serving as tool for TTC to build the capacity of newly recruited lecturers. Therefore it has been used as starting point to formulate a Competency Matrix.

The review of the Induction Programme was embedded in the paper “Competency Framework for TTC Lecturers (Teacher Educators) – Draft”, which provided background information on teacher education and represented a preliminary approach to a competency description.

**2.4.2 360° Feedback on TTC Lecturers Performance**

In November 2012 a 360° feedback on lecturers’ performance and studying conditions at two TTC was undertaken to disclose a clearer first hand picture of TTC education. Informal meetings and discussions so far were scratching the surface of lecturers’ performance and needs only.

The 360° Feedback asked lecturers, students and college management for their perceptions on teaching, learning and improvements of teacher education. Thus it was deemed to deliver more systematically generated information for the design of a competency framework.

The following perceptions could be gained:

TTC Lecturers:

1. More then half of the interviewed lecturers have less than 2 years of primary school teaching experience. Despite this fact most of the lecturers consider themselves to be sufficiently able to teach at primary school level or do not see a problem with it.
2. In the same way lecturers think about their ability to teach student primary teachers.
3. Only few lecturers have ever attended further education.
4. A majority of lecturers were delivering lectures or lessons observed by a coach or supervisor.
5. It is striking that only a minority of lecturers apply adult education methods and academic approaches such as observation skills, research skills, critical reflection, problem solving skills, decision making skills, creativity techniques and other.
6. Only about half of the interviewed lecturers support their students with teaching writing skills and lesson planning.
7. NCD Professional Development Strand: Theoretical contemplation with PD are seemingly predominant. All interviewed lecturers require more teaching and learning materials. Teaching and learning material preparation and lesson planning seem to be a major concern. Also lecturers desire additional training and guidance on PD subjects. Challenges are (also in all other subject strands) the different intellectual conditions and capacities of students (levels of skills, knowledge) along with big classes (up to 40 students). Pedagogical issues for lecturers are communication (classroom interactivity) and managing the complexity of subject matter content.
8. NCD Language Development Strand: All lecturers make student teachers experience practically primary school teaching, which on one hand is good, but on the other hand ignores the necessity for students to recognise the principles and concepts of language teaching. The need for language teaching/learning aids and resource materials seems to be predominant, but also the development of methodology especially related to the developmental stages of children. Lecturers struggle with the general language proficiency of student teachers including reading and pronunciation, which are a significant problem.
9. NCD Mathematics and Science Strand: As in the Language Strand teaching the subjects do not really focus on the principles and concepts of teaching it, i.e. reducing the complexity of primary school content to an exemplary level and approaching the subject concepts developing alternatives to achieve learning objectives. Lesson preparation lacks resource materials and cooperation among lecturers. Teaching methodology on the primary level and curriculum issues need development.
10. NCD Social and Spiritual Development Strand: The delivery of SS classes at TTC is facing the same problems as other subjects (level of students’ capability, lack of resources, development of teaching aids, big classes). Methodology, SS proficiency, curriculum, motivation and adult education approaches are some of the gaps lecturers mentioned.
11. NCD Community Development Strand: The teaching approaches are not multifaceted and, as in other subjects. Improvement needs are in many areas including teaching activities, lesson and curriculum planning and material development.

Classroom observation:

Classroom observation of eight lessons in different subjects revealed quite a number of issues.Due to the short lessons (50 or 60 min.) aggravated by poor time keeping of some lecturers, observation could not always fully refer to all teaching performance indicators as listed by the tool used, though some issues were striking and general lecturers’ performances were critical and disclosed a huge development potential.

A summary of observations revealed:

1. Classroom management: when noises from outside distracted the learning process, lecturers did not intervene to stop or mitigate the noises. In some classrooms obstacles limiting sight of students (computer screens, open doors). Poor time keeping of lecturers appeared to be rather norm than exception and does not contribute to a positive role model of lecturers. Behavioural rules were only displayed in one classroom.
2. Pedagogic-didactic approaches: In all observed lessons ex cathedra teaching was exhausted. Little or no encouragement of students was given challenging their intellectual capacity. In one lesson even good contributions of students were not valued in an encouraging manner by the lecturer, who obviously wanted to avoid in-depth discussion on the subject. In two lessons students’ presentations were too long and their findings remained without feedback by the classes or the lecturers.
3. Communicative-social approaches: In all lessons observed the teaching approach was predominantly memorising knowledge or verbal recalling of knowledge – even with the whole group at the same time - without intellectual challenge. Interaction between lecturers and students was very poor. Lecturers in all lessons did not establish a speakers’ order during discussions or when they asked questions. Students were partly talking all at the same time; no discussion facilitation was implemented.
4. Subject-matter approaches: The content treated in the observed lectures was analogue to primary school subjects, i.e. students were actually learning primary school content than teaching on primary school content.

Students’ point of views:

The needs of students mirror the performance of the lecturers. From 62 students asked for feedback on their lecturers’ performance a majority (approx. 80%) see a need for major or minor improvements of teacher education in general, and a majority cautiously criticises the lecturers’ teaching and style (behaviour). About half of the students assess their ability to teach in primary schools to be sufficient, though at the same time a majority of students (more than 50%) seem to struggle with the implementation of primary school teaching, which is reflected in the lack of primary lesson plans, learning activities, teaching aids for primary teaching, implementation of primary methodology and pedagogic approaches.

Students struggle with the lack of resource material or books, useful guidelines and manuals for teaching and this seems to be the biggest challenge

About one third of the students’ state different problems related to subject matter content, organisation of learning, pedagogy of the studies, as well as to high students’ numbers (big class sizes) and students’ different level of previous knowledge that creates problems for learning.

Focus Groups:

The TTC leadership’s views were captured to confirm or deny the information about teacher edcuation at TTC through other approaches. The main findings from the focus groups were:

1. Big classes and crowded classrooms are difficult to tackle for lecturers in terms of efficient learning.
2. Differing student levels in classes create problems for adjusting their teaching approaches to individuals.
3. Problems occur with lecturers’ adjustment to learning needs of student teachers.
4. A generally low qualification of lecturers has significant impact on the quality of education
5. TTC curricula and their implementation need to be reviewed in general.
6. To motivate lecturers for their jobs is difficult; a proper and reliable career development and promotion schemes would be a strong motivational factor.
7. Student-centred teaching is rather the exception than the norm.
8. Lack of resources materials hampers the development of teaching and learning.
9. Adult teaching methodology is rarely applied.
10. Lecturers need to improve their IT skills to better make use of available IT technology.
11. The subject matter competence of lecturers needs to be improved, in particular in mathematics, science and language.
12. A didactic problem for lecturers are content overloaded lessons; there is a need for reasonable reduction of content.
13. Lecturers’ teaching is often not closely linked to the requirements of teaching at primary schools.

**2.4.3 Consultations on Lecturers’ Competences**

Since October 2012 on several occasions (formal and informal meetings) professional development of lecturers and their competences were discussed with TED stakeholders inter alia Dr Michael Tapo, Walipe Winge, Hams Mipil, Dominica Philip, Caspar Hahambu, Nopa Rake, Geoff Gibaru, Pulako Pale.

At a formal meeting of the TED on January 22, 2013, the lecturers Dio and Abel Siguyaru (Gaulim TC) were present to give their feedback on the very first draft of the Competency Matrix (Mr Siguyaru organised and delivered in-service lecturer training at Gaulim TC before). The meeting agreed with the way forward to determine clear-cut, understandable competences for lecturers.

At a formal meeting at Bomana Teachers’ College on January 29, 2013, the college management and some senior lecturers (Bro. Bernard Cooper, Bro. Jerry Buzolik, Sis. Lina Amante, Thekla Aknonero, Mary Bolokon, Rose Pongi, Johannes Sabarei) were introduced to a draft version of the Competency Framework and asked for their feedback, which was slightly positive, though the participants asked for more input on competences.

**2.4.4 Test Run of the Competency Matrix – VSO Principals’ Workshop at PNGEI**

VSO provided the opportunity to TED and its stakeholders to present their views and activities on the development of the Teacher Training Colleges. The 26 participants of the VSO Principals’ Workshop at PNGEI on February 20, 2013, were principals, heads of strands, TED staff, and VSO staff. HRDP1 presented the Competency Matrix. The item on the workshop agenda was titled “Human Resource Development Programme for Teacher Educators”.

The presentation started with a brainstorming of Lecturers’ competences. Participants gave their input recorded on the white board. This was followed by a brief slide presentation explaining the use and functionality of the Competency Matrix. Then the Matrix was handed out to the participants, who were divided in four groups with each group given a reading assignment; in a second step the groups should determine training needs of lecturers according to the competences demanded by the Matrix. The results were briefly documented on a chart and commented by the group facilitators. They were not discussed in details, since the goal of the session was not to determine training needs, but to identify competences of TTC Lecturers and discuss the Competency Framework/Matrix. Thus the overall session goal was achieved.

The four groups worked successfully with the Competency Matrix and referred to the Competency Matrix in the following way:

Comment of Group 1

“The Competency Matrix is a very useful document and makes it easy to identify the competences of lectures.”

Comment of Group 2

“This Matrix can be used by principals for the lecturers’ development, but also the lecturers could use it for self-evaluation.”

One Group 2 Participant commented: “ The language used in the Matrix is difficult to understand and it needs more explanation.”

Comment of Group 3

“We appreciate the huge effort that has been put in this paper. We think it is easy to handle and we experienced a good exercise.”

Comment of Group 4

“At first the Matrix occurred to us very complicated, but after some further clarifications by the workshop facilitator we found it clear and easy to work with.”

General views of the plenum

The participants received the Competency Matrix positively and there were no rejecting comments on it. The main concerns were:

* The Matrix needs some explanatory notes in some parts
* Participants were keen to understand how the Competency Matrix can be implemented into the system of teacher education.
* Participants wanted to know how the sustainability of the Competency Matrix can be assured.

Thus the document was accepted and a discussion about its implementation and its sustainability has already commenced. The test run during the workshop did not only present a new tool to strengthen HR management and development, but also proofed its applicability and therefore justification to be a planning instrument.

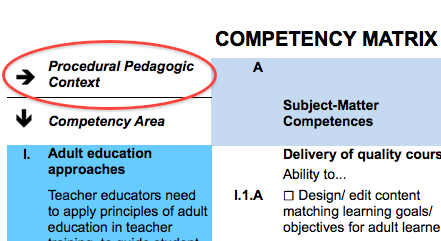
To support the implementation of the Matrix as a tool, a manual was drafted to create full understandability of the instrument.

**3. Competency Matrix – Structure and Design**

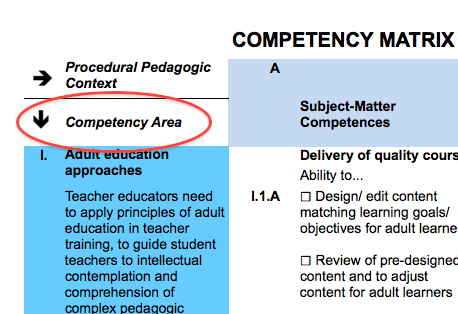
**3.1 Structure of the Matrix - Columns and Rows**

The columns of the Matrix display 4 main areas aligned under “Procedural Pedagogic Context”. “Procedural” refer to processes or procedures necessary to perform “pedagogic” tasks or necessary for “pedagogic” acting:

*Pedagogic tasks = tasks of teachers or educators: teaching, enabling learning, stimulating learning processes, communicating subject matters and understanding, managing resources.*



The rows of the Matrix are aligned under “Competency Areas“ (numbered with Roman ciphers). In each of the 10 competency areas different competences for teacher educators are clustered.



**3.2 Thematic structure**

**3.2.1 Procedural Pedagogic Context**

Pedagogic tasks are split up in 4 categories:

1. **Competences** related to **Subject Matters**: gaining knowledge and understanding, design and readiness of content to be taught/ learned.

Example: A teacher educator takes his/her own notes and a resource book on quadratic equations and prepares a mathematics lesson. The output of the preparation will be a presentation on quadratic equitations and a one-page handout for students to explain methodical steps on how to explain Grade 4 school children those kinds of equitations.

1. **Pedagogic-Didactic Competences**, which by their characteristic describe activities explicitly related to teaching and learning.

Example: A teacher educator develops group work tasks to enable students to explore language pronunciation exercises.

1. **Communication and Social Competences** to build positive relationships of and open-mindedness between participants in learning processes, to stimulate interaction in the classroom and participation of students.

Example: A teacher educator interacts with students stimulating their ideas on a motivation of children at school. S/he asks: How can you motivate school children? When the students do not react, s/he reframes the question: What would make school children participate in a lesson? The students still are unable to answer, so s/he reframes the question again: When you were at school, what did you like most in lessons? - The teacher educator here applies a communication strategy of reformulating questions to stimulate interaction.

1. **Managerial and Other Competences** to ensure the functional frame of teaching and learning.

Example: A teacher educator manages the process of creating resources for students. S/he designs handouts for the upcoming trimester to be ready a week before the trimester starts, encodes handouts to be compliant with her/his lesson plan, books the college copy machine for an afternoon before the lecture weeks start, ensures the availability of resources (paper, toner) and assigns the college assistant to help her/him with copying the handouts for the whole upcoming trimester.

Macintosh HD:Users:Michael:Desktop:3a Procedural-.png

**A - Subject-matter competences**

pinpoint requirements of knowledge and understanding of a specific subject-matter within a procedural context and outline the utilisation of the competences. Related column **Performance Indicators** suggests sets of verifiable indicators.

**B - Pedagogic-Didactic Competences**

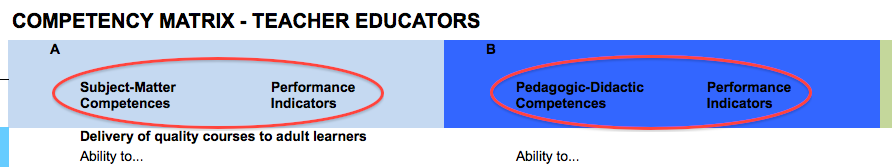
pinpoint procedures necessary for pedagogic action to be taken to ensure efficient learning. Related column **Performance Indicators** suggests access sets of verifiable indicators.

**C - Communicative-Social Competences**

pinpoint communicative procedures supporting efficient teaching and learning, and building social confidence and relatedness as a crucial condition of general motivation and willingness to learn. Related column **Performance Indicators** suggests access sets of verifiable indicators.

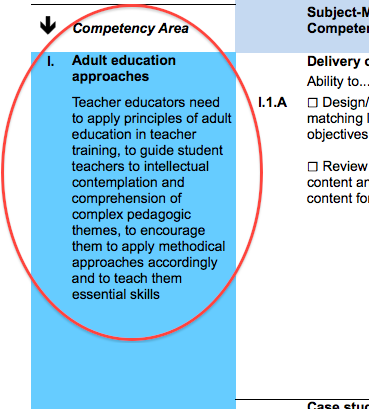
**D - Managerial and Other Competences**

pinpoint teacher educator’s management activities, such as managing time, resources, teaching aids, schedules, learning environments and other. Related column **Performance Indicators** suggests access sets of verifiable indicators.



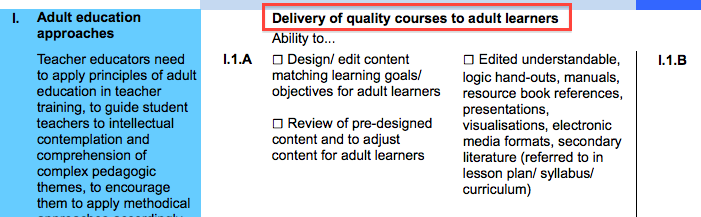
**3.2.2 Competency Areas**

The column titled “Competency Area” lists 10 areas, for which competences are described. A brief and general description of each competency area is stated under the area title.

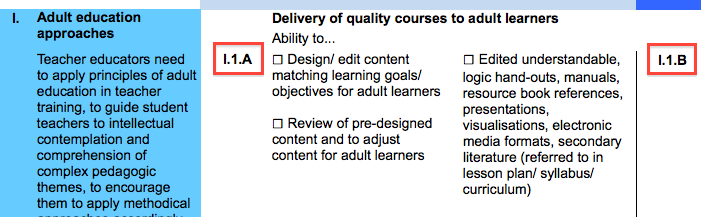


**3.2.3 Rows and subtitles**

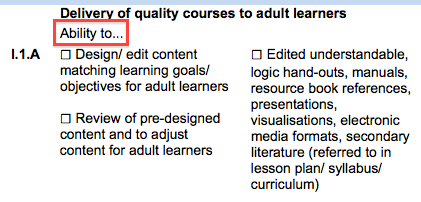
In each row there is a title referring to a specific theme of the Competency Area.



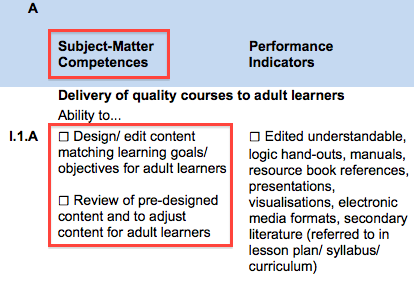
Each cell or box in the table has a unique code that identifies competence in a Competency Area aligned with a specific theme. These codes help to identify competences.



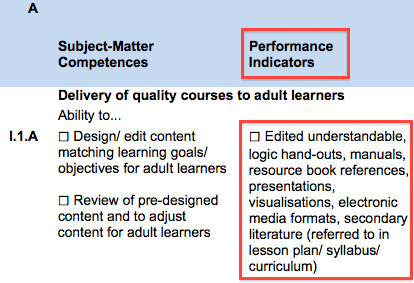
Competences are described as ability to do or perform something (“Ability to...).



Each coded cell or box is split in two sections, competences and indicators. The left section describes a set of competences.

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The right section (“Performance Indicators”) suggests ways to receive evidence on performances based on competences.

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**4. Competency Areas - Content and Meaning**

*(The following numbering refers to the coding of the Competency Matrix)*

**I. Adult education approaches**

This area describes all-important competences for teacher educators, who teach grown-up students.

Competences foster drafting of learning goals/ objectives in logic order, delivery of interactive/ participatory lessons, and scientific inquiry and abstract thinking

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| **I.1 Delivery of quality courses to adult learners** |
| * *Interactive learning, participatory learning, learner interaction, facilitation, facilitator* * *Establishment of a safe and supportive learning environment, supporting individual learner’s needs and uniqueness, recognition and acknowledgement of learners’ previously acquired abilities and achievements* * *Peer treatment of students, students are partners in learning, accepted and respected as intelligent experienced adults with their opinions respected* * *Content delivery with relevance to past experience, enabling students to search for meaning, patterns, and relationships based on prior knowledge and experience, also scaffolding* * *Content delivery with immediacy, strong link between theory and practice (application)* * *Facilitation of self-directed learning enabling students to make action plans, decisions and take responsibility for their own on-going, professional development* * *Provide opportunities for students to give/ receive feedback to learning process* * *Provide learning processes fostering team work, development of team norms and guidelines, sharing perspectives, knowledge, insight, and experience, personal stories, creating common ground and connection* * *Lecturers’ attention to all facets of the educational environment, learning environment includes visuals such as charts, illustrations, displays, tables, chairs, windows, art, etc.* * *Providing learning processes that require active involvement, activities supporting facts and theory, problem solving, practicing judgment skills, reflection and inquiry, interactive questioning, learning and practicing critical thinking skills, meaning exploration, exploration of questions of values and feelings, fostering intellectual freedom, encouraging experimentation and creativity* |

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| **I.2 Case studies** |
| * *Case study, case report, case research, case method, case writing, case learning, case based learning* * *Analysis of individuals, groups, context, social relations, institutions, systems,* * *Prospective and retrospective cases, descriptive cases, explanatory cases, fact-based cases, fictional cases, open cases* * *Original documents (case documentation), narrative* |

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| **I.3 Problem-solving strategies** |
| * *Problem solving, solution, planning, alternative, options, decisions, problem understanding, problem solving cycle* * *Root cause analysis, scenario, abstraction, testing, analogy, brainstroming, creativity, lateral thinking, research, trial and error, discovering, heuristics (finding experience-based solutions with limited information and time resources)* * *Active learning, problem-based learning, cognitive learning* * *Problem solving models (e.g. GROW, 8D, mathematical PSS)* |

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| **I.4 Organisation of project based learning** |
| * *Teacher facilitation, student facilitation, autonomous learning, student-centred learning, process organisation, process facilitation, project-based learning, project day, project week* * *Hands-on method, inquiry-based group work, collaboration, creation of artefacts/ performances/ presentations,* * *Interdisciplinary/ multidisciplinary activities, long-term learning activities, student-organised activities, learning-by-doing* * *Team work, social skills, communication skills, critical thinking skills, interpersonal skills, management skills, decision-making skills, student responsibility* |

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| **I.5 Reflecting approaches** |
| * *Biographic experience, individual learning history, review of education experience, describing school experience (motivation, successes, fears, constraints)* * *Relation of learning experience with present, individual learning processes and situations formed by learning biography, reflection individual norms and normality* |

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| **I.6 Context/ phenomenon orientation** |
| * *Natural, technical and social phenomena, complexity of phenomena in classrooms/ teaching/ learning/ social interaction, pedagogical problem understanding* * *Analysis of teaching/ learning situations, classroom phenomena, critical situations, interaction/ communication phenomena* * *Analysis of subject-related situations of teaching/ learning* |

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| **I.7 Writing skills** |
| * *Reading comprehension, analytical skills, active reading* * *Writing mechanics, grammar, sentence structure, spelling, phrasing, paraphrasing* * *Selection of topic/ subject, writing strategy, constructing reasoned and demonstrable arguments* * *Choosing appropriate format/ structure, text genre, essay writing, critical reflection, editing, proofreading, note taking* * *Communicating ideas clearly and concisely, organizing ideas effectively, effectively presenting evidence* * *Using sources appropriately, referencing* |

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| **I.8 Group working** |
| * *Group size, group organisation, group instruction, group selection, group work planning, group work preparation, group presentation, group facilitation, group results, group dynamics, group learning* * *Learning groups, cooperative group learning, competitive group, complementary group work, buzz group, fish bowl, task force, discussion group* * *Forming, storming, norming, performing, informing* |

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| **I.9 Methods of reality reproduction** |
| * *Role play, simulation, experiment, map exercise, socio-drama, improvisation* * *Creating, fiction, staging, playing* |

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| **I.10 Observation skills** |
| * Listening skills, observational ability, monitoring ability, science process skills, note taking, distinguishing observations from ideas/ speculations/ anticipations, focusing, concentrating, classification of observations, descriptive precision, recording of observations, memory, memorizing, attention * Seeking out inputs of others, new experiences and possibilities, avoiding personal biases, learning behaviours and attitudes of others * *Systematic observations, interpretation of observations, creating explanations on observations, conducting investigations, collecting and analysing data, development of models or explanations based on observed evidence, checklist for observation* * *Human behaviour, communication, mimic and gesture, group dynamics, presentation, speaking, social interaction* |

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| **I.11 Self-study skills** |
| * *Mnemonic, repetition, memory cards, summaries, posters, ABC list, mind map, learning diary, keyword technique, knowledge management, Loci technique, PQ4R, MURDER scheme* * *Scientific reading, data reading, cross-reading, skimming, scanning, skim reading, speed-reading, reading and note taking, reading methods, reading techniques* * *Scientific writing, summary writing, excerpt writing, error classification* * *Learning in groups, learning partner* * *Planning of learning, time management, scheduling, breaks, work and relaxation phases, distractions, disturbance, diet, change of subject area, physical exercise* |

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| **I.12 Creativity techniques** |
| * *Mind mapping, brainstorming, brainwriting, W5, causal mapping, 6 thinking hats, why-why-why, pros and cons, flash card clustering, rolestorming, reframing matrix, story boarding, card request, vision method, buzz group, cause-effect diagrams, causal mapping* * *Focus group, think tank* * *Creative problem solving, thinking outside the box* * *Lesson and lesson plan design, teaching aids design, method and teaching strategies design, content design* |

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| **I.13 Critical Reflection** |
| * *Discovering commonalities/ differences/ interrelations, higher order thinking skills, chaining/ linking ideas, framing/ reframing complexity, feedback on earlier actions, reflective activities, questioning/ scrutinizing/ analyzing/ reconsidering experiences, constructive self-criticism, reviewing, looking back on experiences* * *Assumption analysis (challenging beliefs, values, cultural practices, social structures), contextual awareness, imaginative speculation and alternative ways of thinking, reflective skepticism, descriptive reflection, dialogic reflection* * *Research, (case) studies, concrete experience, reflective observation, abstract conceptualisation, active experimentation, thesis/ antithesis/ synthesis* * *Curriculum reflection, lesson plan reflection, reflection of learning theories, reflection of teaching and learning related subjects* |

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| **I.14 Decision-Making Skills** |
| * *Problem identification, information gathering, options, alternatives, choice of alternative, decision implication evaluation, action taking, outcome evaluation,* * *Decision-making models, problem-solving, solutions for complex problems* * *Learning objectives determination, method determination, scheduling/ timing of lessons* |

**II. Profession and role of teachers**

This area describes competences for teacher educators acting as careers officers.

Competences focus on counselling abilities and facilitation of a model teacher role.

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| **II.1 Teacher as a role model and authority, professional commitment and responsibility, decision-making concerning teaching career** |
| * *Role of a teacher, role models, teacher and community, teacher in society, teacher authority, teacher role model for education, promoter of education, commitment to education, support to education* * *Behaviour, code of conduct, expectations of teachers* * *Job profile, duty statement, job description, job performance, professionalism* * *Teaching career, career plan, teaching profession, career coaching, career path* |

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| **II.2 Handling conflicts concerning the teacher profession** |
| * *Guidance, counselling, intervention, problem formulation, problem solving, solution, career coaching, professional development* * *Psychological support, exam nerves, supervision, feedback, self-confidence, self-conception, stress, distress, bullying, existential problems, social problems, family problems* |

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| **II.3 Life-long teacher professional development, learning demands of the teacher’s occupational field** |
| * *Further education, qualification, in-service training, master degree, skills development, professional development, training and coaching, development plan, career development, career path, knowledge and skills acquisition, achievements* |

**III. Didactics and methodology of lessons**

This area describes in general competences necessary to approach subject-matters (Language, Mathematics and other).

Competences relate to the core function of teachers at school, the teaching of subjects and the teaching approaches to classes of school children.

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| **III.1 Subject specialisation, knowledge of subject matter** |
| * *NCD subject strand, subject overview* * *Subject proficiency, subject knowledge, subject matters, in-depth subject contemplation, subject dimensioning, subject specialisation, subject experience, subject development, cognitive mapping* * *Content reduction, reduction methods, structuring and re-structuring* * *Learning goals, learning objectives, subject focusing, didactic analysis* * *Content abstraction, generalising abstraction, abstractive ability, summarising,* * *Exemplary learning, content selection, content mapping, content clustering* |

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| **III.2 Subject-related didactics** |
| * *Subject pedagogy, subject related methods, command of adequate methodology, method collection* |

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| **III.3 Implementation of subject-related content and lesson planning** |
| * *Lesson planning, lesson structuring, series of lessons, learning objectives, learning objectives writing, lesson plan writing, learning cycle* * *Understanding of curricula and syllabi, curriculum analysis/ evaluation, syllabus analysis/ evaluation* |

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| **III.4 Multigrade teaching as a particular phenomenon in education** |
| * *Multigrade lesson planning, combined class programme, cooperative learning, design lectures, tasks, exercises for multigrade classes (class, groups, individuals)* * *Structuring multigrade classrooms, grouping of students, learning centres, individualised teaching, small group learning, mixed age groups, random groups, interest based groups, cross age tutoring groups, friendship groups* * *Pedagogic approaches to multigrade teaching, curriculum scan, planning and programming for multigrade teaching, planning forms, time tabling, managing multigrade classrooms* * *Main themes/ common themes in multigrade classes* |

**IV. Learning, development, and socialisation processes**

This area describes competences based the knowledge of human development.

Competences require the recognition of needs of children at different ages, their ways of learning and their motivational drivers.

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| **IV.1 Knowledge of human development** |
| * *Human development, learning at different ages, understanding of abstract and concrete matters in different age/ developmental groups of children, interests of children and motivation at different ages, prenatal period, infancy and toddlerhood, early childhood, middle childhood, adolescence, young adulthood* * *Physical (biosocial) development, physical growth and development, family, community, and cultural factors affecting growth and development.* * *Intellectual (cognitive) development, mental processes, thinking, learning, communicating, intelligence* * *Psychosocial development, emotions, personality characteristics, relationships with family/ friends/ lovers/ strangers including the larger community and culture* |

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| **IV.2 Learning processes of children and youth inside and outside of schools** |
| * *Cultural heritage, beliefs, values, norms, institutions, community, environment* * *Microsystems: influences of family, peer group, neighborhood (against classroom)* * *Exosystems: influences of external networks, community* * *Mesosystem; overlap between family and community* * *Macrosystem: influences of political/ economic/ social systems, cultural values, political philosophies, social conditions* |

**V. Motivation to learn and perform**

This area highlights competences needed to motivate students.

Competences enable to stimulate willingness to learn and to keep positive learning attitudes of students going.

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| **V.1 Motivational principles for the development of good performance and competences by learning** |
| * *Intrinsic and extrinsic motivation, related intrinsic motivational goals and extrinsic motivational/ learning goals (relatedness, achievement, autonomy, participation)* * *Learning environment, learning atmosphere, social learning, meaningful/ relevant learning content, clear learning goal/ objective orientation, fostering participation/ self-motivation, teaching styles/ methods, students’ satisfaction, achievements* * *Application of motivational theories, motivational methods* |

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| **V.2 Classroom motivation and management skills** |
| * *Causes of de-motivation, handling motivational problems, understanding of disturbances of teaching/ learning processes and disruptive behaviour of students as motivational issue, overview of causes of teaching/ learning disturbances* * *Recognition of need for interventions on disturbance, proactive or reactive intervention strategies, reflection of behaviour with individual students, adequate communication of intervention of disturbances, proactive/ reactive intervention strategies to (re-)gain students' interest, negotiation behavioural rules with students in the classroom* * *Analysis/ re-formulation/ targeting/ delivery of learning content with relevance for individual students, re-determination of learning goals/ objectives to exclude negative students' reactions, satisfaction students' deficiency needs* * *Analysis of lesson and teaching style, adjustment of teaching/ learning approaches* |

**VI. Inclusion and promotion of diversity**

This area refers to competences enabling teacher educators to cope with diversity in the classroom.

Competences encourage inclusion to enable all learners to participate in acquiring knowledge and skills.

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| **VI.1 Diversity as a normal condition in school and education** |
| * *Cultural competence, diverse perspectives, understanding of integration* * *Managing personal diversity conflicts, developing diversity competencies, resolving diversity conflicts, increasing diversity awareness* * *Understand of diversity as normal condition in education (gender, spiritual, social, cultural, physical, ethnic, sexual, intellectual diversity, gifted children, special needs), diversity of learning styles* * *Safe/ inclusive/ equitable learning environment* |

**VII. Evaluation and counselling**

This area describes approaches to assess learning and provide advice to individual learners.

Competences foster the ability to apply fair assessment and to recognise, where and when learners need individual support.

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| **VII.1 Evaluation of learning outcomes and performance of students/ school children** |
| * *Formal assessment: data supporting conclusions (generated from tests), standardized measures, students’ performance statistics, mathematically computed/ summarized data, percentage, standard scores, marks, grades, test, information collection, instructional key points, checking student understanding (interpreting), assessments on some specific aspects of learning, direct questioning, quizzes, brainstorming, generation of questions, planned implementation of formal assessments, assessing overall achievement, comparing age/ grade groups’ performances, comparing strengths/ weaknesses of peers,* * *Informal assessments: content/ performance driven, running records, percentage of correctly rendered information/ learning content, rubric scores, criterion referenced measures, performance based measures, informing instruction, observation checklists, anecdotal notes, running records, student portfolios, teacher/ student conference notes, learning logs, picture of individual student's progress/ achievement, report card, student-teacher interaction, interactions in instructional/ learning activity, linked to learning/ teaching activities, gathering transient information, verbal/ non-verbal (observation based)* |

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| **VII.2 Support of individual learning, adapting instruction for individual needs.** |
| * *Individual learning needs analysis, knowledge pre-assessments, differentiating instruction, special needs and counselling, flexible grouping, tiered lessons, content/ process/ product differentiation, analysing students’ interests/ learning styles/ choices, addressing different learning styles* |

**VIII. Communication**

This area puts a focus on communicative behaviour in teaching and learning.

Competences enable the application of communication methods ensuring respect of learners and smooth teaching-learning processes.

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| **VIII.1 Communication skills** |
| * *Relevance, clarity, concise, correctness, simplicity, understandability, completeness, emphasis, emotion, humour,* * *Active listening, feedback, empathy* * *Voice modulation, breath control, dynamic articulation* * *Body language, mimic, gesture, posture, eye contact, affirmative behaviour* * *Face-to-face communication, group communication, facilitation, interactivity* |

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| **VIII.2 Conflict resolution** |
| * *Conflict resolution skills, mediation* * *Causes of conflict, interpersonal dynamics, inter-group dynamics, system dynamics* * *Misunderstandings, purpose, power struggle, hidden agenda* * *Win-win approach, creative response, cooperation* |

**IX. Media education**

This area enlightens all media issues.

Competences relate to targeted assignment of various types traditional to electronic media in different teaching-learning processes.

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| **IX.1 Implementation of media in learning processes** |
| * *Media pedagogics, method related media, media process integration* * *Types of media (e.g. audio, visual, chart, object)* |

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| **IX.2 Conceptual, didactical and practical aspects of media in teaching and learning** |
| * *Production of posters, charts, flash cards, handouts, books, objects, exercise papers, blackboard illustrations and other* * *Media production, writing, editing, digital editing, designing, creating, drawing, painting, making things, building, materialising, formatting* |

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| **IX.3 Computer-based pedagogy in teaching and learning** |
| * *Computer-based learning/ instruction/ education, e-learning, distant learning* * *Software application, programming* * *Digital editing* |

**X. Educational research**

This area refers to competences for teacher educators to approach educational science.

Competences foster contemplation about educational science matters and encourage further education and self-study.

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| **X.1 Application of specialised methods for the delivery of educational science content** |
| * *Educational research, understanding scientific content/ contexts* * *Transcription of educational science for educational purposes, enabling understanding of educational science* * *Implementation of perceptions generating from educational science in educational practice* * *Educational network, knowledge management, organisational information management* |

**5. Application**

The Competency Matrix is applied by Principals or Deputy Principals of Teacher Training Colleges taking responsibility for human resources management or development. Lecturers, who want to make sure about their own professional status or development, can apply it. Furthermore it can be a source for education policy planners and standards managers.

It can be applied for the formulation or review of job profiles or duty statements of teacher educators, recruitment, selection and induction of new teacher educators, the performance appraisal of teacher educators, the formulation of performance goals of teacher educators, the development of professional training programmes for teacher edcuators and the self-assessement of teacher educators.

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