



The Teachers' Council
of Thailand



SEAMEO INNOTECH

Southeast Asia Teachers Competency Framework

(SEA-TCF)

Southeast Asia Teachers Competency Framework (SEA-TCF)

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FOREWORD

This publication is a product of a regional collaboration involving eleven Ministries of Education in Southeast Asia (10 ASEAN Countries plus Timor Leste) working together on a framework to develop a Southeast Asia Teachers Competency Framework (SEA-TCF).

The SEA-TCF is a set of skills, knowledge, behaviors, and attributes which the eleven Ministries of Education have agreed that teachers in their respective countries need to have. It consists of four essential competencies identified by key high officials from the eleven Ministries of Education as well as experts in teacher education from the 11 countries.

The objective of the SEA-TCF is to serve as a guide for use in teacher professional development toward realizing 21st Century Skills and practices within a context that is regionally appropriate and in line with global best practices. Moreover, representatives from the eleven Ministries of Education agreed that the SEA-TCF can support the ASEAN Community and regional integration, as well as provide a solid foundation and guidelines for teacher exchange and teacher mobility within the Southeast Asia region.

This SEA-TCF is considered an important document because it was designed for Southeast Asian teachers by Southeast Asian teachers, keeping in mind the national and regional context which are unique to the region. The SEA-TCF has been field-tested to ensure that the language and concepts are clear to all teachers to ensure proper buy-in, ready comprehension and ease in application.

It is our belief that quality education can be achieved through quality teachers. It is our hope that this SEA-TCF will serve as a guide for Southeast Asian teachers to improve their performance to bring about the quality education for all students in Southeast Asia.



Dr. Ramon Bacani
Centre Director
SEAMEO INNOTECH



Dr. Gatot Hari Priorwirjanto
Director
SEAMEO Secretariat



Dr. Somsak Donprasit
Acting Secretary-General
Teachers' Council of Thailand

BACKGROUND

Revitalizing teacher education is one of the priority agenda of the eleven Southeast Asian Countries led by SEAMEO from 2015 to 2035. Officials from the eleven Ministries of Education realize that schools today operate in a complex and constantly changing world of knowledge and information. Teachers have the responsibility to prepare students and equip them with the essential skills required for the future. Thus, teachers need to continuously develop themselves professionally to improve their performance. Hence, eleven Ministries of Education in Southeast Asia commit to promote teaching as a profession of first choice by professionalizing teachers' pre and in-service development using a regional competency framework as a guide.

In February 2017, the Teachers' Council of Thailand (TCT), in partnership with the SEAMEO Secretariat (SEAMES) and the SEAMEO Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH), initiated the development of the Southeast Asia Teacher Competency Framework (SEA-TCF). Based on the agreement, a High Officials Meeting of key personnel from eleven Ministries of Education was held in April 2017 in Bangkok, Thailand. At the Meeting, the teacher's standards of various countries, including a publication of SEAMEO INNOTECH, the Teacher Competency Standards in Southeast Asian Countries: Eleven Country Audit, were reviewed and discussed. Speakers and experts from leading teacher education institutes and organizations such as Teachers College Columbia University, USA; and UNESCO were also invited to share their knowledge on Teacher Competency.

At the end of the Meeting, agreements were made on the common components to be used as a framework for teacher's competency in Southeast Asia. As a result, the draft SEA-TCF was developed in August 2017, an Experts Meeting was organized in Bangkok to validate the draft SEA-TCF. More than 40 teacher education experts from the eleven Ministries of Education and some SEAMEO Regional Centres participated in the meeting. Working in small groups, the experts reviewed the draft SEA-TCF framework to assess the relevance of the competencies to the varying context of the Southeast Asian countries and the aspiration of improving teacher quality in the region. The experts also reviewed the completeness and logical connection of competencies within and across the four essential domains.

The SEA-TCF consists of four essential competencies and twelve general competencies that high performing teachers in the region must possess. It is a unique and culturally- sensitive reference document to complement the existing teacher standards in the eleven Southeast Asian countries. This is similar to the strategy adopted by the European Commission in rallying its member states to reform their teacher education using a competency guide for teachers' pre-service education, recruitment and selection, in-service training, and continuing professional development.

Finally, the SEA-TCF was endorsed by the SEAMEO High Officials Meeting in November 2017 and later adopted by the Council of Ministers of Education from 11 Southeast Asian countries in July 2018. As a teacher, you may find it useful in keeping yourself informed of the competencies that you need to successfully perform your role. Likewise, MOE officials and school heads may find the framework an important reference for developing high-performing Southeast Asian school heads.

WHAT ARE COMPETENCIES

AND WHY ARE THEY IMPORTANT?

Competencies refer to a combination of skills, knowledge, behavior, and attributes that enable effective or better job performance. With teaching as a complex job, a teacher uses a combination of competencies to deal with the changing education context. With regional integration, the challenge becomes more complex to make sure that the 5 million teachers in Southeast Asia possess the essential competencies necessary for optimal performance.

The Southeast Asia Teachers Competency Framework is envisioned to be a helpful guide in improving the performance of teachers across the region. As a frame of reference, the SEA-TCF is a development tool to address the evolving demands of teaching profession. The competencies listed in the framework should be interpreted based on local context and specific needs.

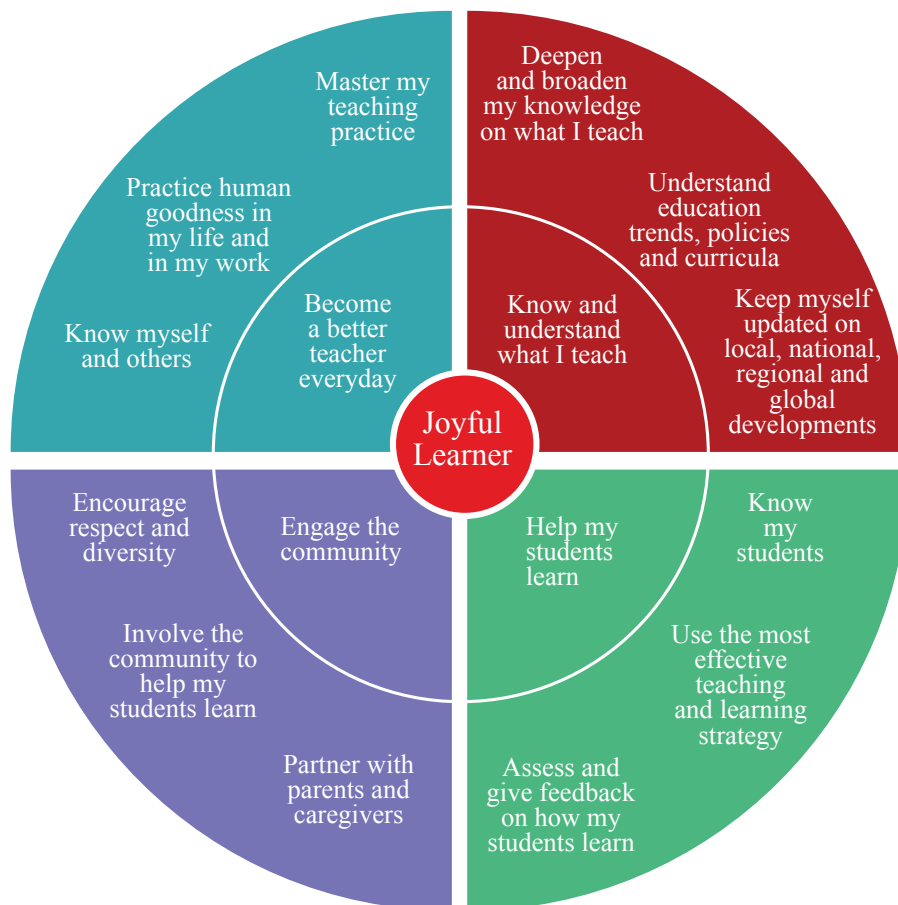
DEFINITION OF ESSENTIAL COMPETENCIES

1. **Knowing and understanding what to teach** is the ability of teachers to deepen and broaden their knowledge on what to teach, understand education trends, policies, and curricula and be updated on local, national, regional, and global developments.
2. **Helping students learn** is the ability to know their students, use the most effective teaching and learning strategy and assess and give feedback on how students learn.
3. **Engaging the community** is the ability to partner with parents and caregivers, involve the community to help students learn, and encourage respect and diversity.
4. **Becoming a better teacher every day** is the ability to know oneself and others, practice human goodness and then master the teaching practice.

The 4 essential competencies consist of 12 general competencies, 31 enabling competencies, and 136 success descriptors. The enabling competencies are a set of performance criteria while success descriptors explain the observable behaviors expected of a high performing teacher. All these are helpful in promoting common standards of performance among teachers across Southeast Asia.

SOUTHEAST ASIA TEACHERS COMPETENCY FRAMEWORK

SOUTHEAST ASIA TEACHERS COMPETENCY FRAMEWORK



Enabling Competencies and Success Descriptors

1.0 KNOW AND UNDERSTAND WHAT I TEACH		
General Competencies	Enabling Competencies	Success Descriptors
1.1 Deepen and broaden my knowledge on what I teach	1.1.1 Master my subject content	1.1.1.1 Know and understand relevant theories, concepts, and principles of what I teach
		1.1.1.2 Use accurate and updated content in organizing, connecting, and presenting what I teach
		1.1.1.3 Collaborate with my co-teachers on teaching my subject content
	1.1.2 Use research-based knowledge	1.1.2.1 Read research literature related to my subject area
		1.1.2.2 Use current research results to update myself and the subject I teach
1.2 Understand education trends, policies, and curricula	1.2.1 Update myself on new educational trends	1.2.1.1 Search and use multiple sources of information and recent studies
		1.2.1.2 Know and understand the effects and benefits of new educational trends
	1.2.2 Study educational policies and how they affect my teaching	1.2.2.1 Read more on newly issued policies that support educational programs and services
		1.2.2.2 Assess how to adopt educational policies and processes based on local needs and context
		1.2.2.3 Give feedback on benefits and challenges in the implementation of educational policies
		1.2.2.4 Apply student-centered policies
	1.2.3 Understand how to implement the curriculum	1.2.3.1 Understand the philosophy and significant goals of the curriculum
		1.2.3.2 Assess subject content and sequence within and between grade levels
		1.2.3.3 Work with my co-teachers for a coherent and clear progression of subject content within and between grade levels
		1.2.3.4 Use methods and approaches from different fields of knowledge to enrich my subject content
1.3 Keep myself updated on local, national, regional, and global developments	1.3.1 Check new changes in education environment	1.3.1.1 Use local, national, regional, and global developments in my lessons and activities
		1.3.1.2 Integrate Southeast Asian identity in my lessons to promote cross-cultural understanding
		1.3.1.3 Learn more about the future of education

2.0 HELP MY STUDENTS LEARN

General Competencies	Enabling Competencies	Success Descriptors
2.1 Know my students	2.1.1 Identify my students' needs and strengths to help them learn better	2.1.1.1 Look into my students' background and past performance
		2.1.1.2 Listen to and observe my students
		2.1.1.3 Be aware of my students' interests to know them better
		2.1.1.4 Understand my students' issues and concerns both at home and in school
		2.1.1.5 Identify and help my students who are likely to stop schooling and those who need urgent support
	2.1.2 Understand how my students learn	2.1.2.1 Integrate my students' needs, preferences, language and development stages in the learning experience
		2.1.2.2 Encourage my students to set challenging yet achievable goals for themselves
		2.1.2.3 Teach my students to learn from their mistakes
		2.1.2.4 Help my students relate new ideas to things they already know and believe in
		2.1.2.5 Teach my students effective learning strategies
		2.1.2.6 Teach my students to see the connection between what they learn and what they experience in real life situations
	2.1.3 Value what makes my students unique	2.1.3.1 Make my students' experiences and interests part of the learning process
		2.1.3.2 Assist and support students with unique learning needs
		2.1.3.3 Encourage and support my students' aspiration, motivation, and will to learn
		2.1.3.4 Develop my students to continuously learn and improve themselves

2.0 HELP MY STUDENTS LEARN

General Competencies	Enabling Competencies	Success Descriptors
2.2 Use the most effective teaching and learning strategy	2.2.1 Select appropriate teaching and learning strategy	2.2.1.1 Use appropriate teaching and learning strategies to develop my students' creative, innovative, collaborative and critical thinking skills
		2.2.1.2 Make the best use of learning opportunities inside and outside the classroom
		2.2.1.3 Use ICT tools to support students learning
		2.2.1.4 Engage my students in collaborative learning to develop their social, academic, and emotional skills
	2.2.2 Design clear and effective lessons my students can understand	2.2.2.1 Plan my lessons with clear learning objectives and with few but essential components
		2.2.2.2 Design context-based learning
		2.2.2.3 Design individual and group learning instructions
		2.2.2.4 Communicate clear learning expectations
		2.2.2.5 Teach my lessons and give instructions clearly and understandably
		2.2.2.6 Make adjustments on learning instructions, if necessary
		2.2.2.7 Make lessons more interesting and meaningful to my students
		2.2.2.8 Design lessons and activities for my students to analyze and deepen their understanding
		2.2.2.9 Design lessons and activities that generate insights and new knowledge among my students
	2.2.3 Create a positive and caring learning space	2.2.3.1 Create safe, healthy, and secure learning space
		2.2.3.2 Give my students equal learning opportunities
		2.2.3.3 Encourage my students to speak with confidence and ease
		2.2.3.4 Create learning spaces where students learn to mutually respect each other
		2.2.3.5 Develop procedures and routines inside the classroom
		2.2.3.6 Design alternative classroom arrangements that enable creative and dynamic learning

2.0 HELP MY STUDENTS LEARN

General Competencies	Enabling Competencies	Success Descriptors
2.3 Assess and give feedback on how my students learn	2.3.1 Design assessment process and tools	2.3.1.1 Describe learning outcomes, knowledge, and skills my students will learn
		2.3.1.2 Ask reflective questions and encourage reflective listening among my students
		2.3.1.3 Design assessment strategies to improve, enhance, and support student learning
		2.3.1.4 Apply assessments on individual and group learning
	2.3.2 Monitor my students' progress and provide appropriate support	2.3.2.1 Set clear learning outcomes
		2.3.2.2 Constantly assess my students' work and provide helpful and timely feedback
		2.3.2.3 Work with my co-teachers in ways to assess my students
		2.3.2.4 Encourage self-reflection among my students
	2.3.3 Use results from assessment to improve instruction	2.3.3.1 Administer, score, analyze, and use assessment results to help students monitor their learning progress
		2.3.3.2 Share the assessment results to students and parents
		2.3.3.3 Discuss assessment results among my co-teachers to help improve my teaching instructions

3.0 ENGAGE THE COMMUNITY

General Competencies	Enabling Competencies	Success Descriptors
3.1 Partner with parents and caregivers	3.1.1 Build a support network	3.1.1.1 Invite parents and caregivers to visit the school regularly and to volunteer in school activities
		3.1.1.2 Get to know my students' family
		3.1.1.3 Team up with parents and caregivers to work on student affairs
	3.1.2 Create a welcoming space	3.1.2.1 Build good relationship with parents and caregivers
		3.1.2.2 Communicate regularly to engage partners
		3.1.2.3 Invite partners to join classroom and school activities
	3.1.3 Sustain the partnership	3.1.3.1 Coordinate parent-teacher association activities
		3.1.3.2 Visit my students in their homes when needed
3.2 Involve the community to help my students learn	3.2.1 Engage parents and caregivers to be partners in learning	3.2.1.1 Talk to parents and caregivers about their children
		3.2.1.2 Invite parents and caregivers to participate in their children learning activities
		3.2.1.3 Guide parents and caregivers to make their home a good place to study
	3.2.2 Design learning activities using community conditions, local wisdom, tradition, and knowledge	3.2.2.1 Teach my students to connect and apply what they learn in their daily lives
		3.2.2.2 Involve my students in community activities and events
		3.2.2.3 Use community-based resources for my students' learning benefits
		3.2.2.4 Expand my definition of community to include local, national, regional, and global realities as contexts of learning

3.0 ENGAGE THE COMMUNITY		
General Competencies	Enabling Competencies	Success Descriptors
3.3 Encourage respect and diversity	3.3.1 Accept what makes people different	3.3.1.1 Be actively aware and curious of other people's culture, views, and differences
		3.3.1.2 Value each person as a human being despite differences
		3.3.1.3 Develop sensitivity to cultural diversity and differences
		3.3.1.4 Exercise social and emotional intelligence in dealing with diversity
	3.3.2 Practice inclusion and respect in the classroom	3.3.2.1 Be sensitive to my students' unique background and personality
		3.3.2.2 Help my students aware of diverse backgrounds of everyone else
		3.3.2.3 Demonstrate and support inclusive behaviors among my students
		3.3.2.4 Speak and express myself without prejudice
		3.3.2.5 Always care for and respect my colleagues
		3.3.2.6 Practice habits of valuing and appreciating others
		3.3.2.7 Create a physical environment that welcomes differences

4.0 BECOME A BETTER TEACHER EVERYDAY

General Competencies	Enabling Competencies	Success Descriptors
4.1 Know myself and others	4.1.1 Continue to grow by knowing myself more	4.1.1.1 Know my strengths and areas of growth
		4.1.1.2 Examine myself to become a better person and a better teacher
		4.1.1.3 Reflect if what I think and do follow the best qualities of being a teacher
		4.1.1.4 Learn from others' feedback
		4.1.1.5 Believe in my worth and personal capacity
	4.1.2 Become more aware and responsible for my emotions and health	4.1.2.1 Understand deeply what affects me
		4.1.2.2 Be calm and composed in resolving conflicts
		4.1.2.3 Practice effective ways to manage stress
		4.1.2.4 Handle and express my emotions thoughtfully and carefully
		4.1.2.5 Take care of my physical and psychological health
		4.1.2.6 Give equal importance to other aspects of my personal life
	4.1.3 Nurture my relationships with care and respect	4.1.3.1 Speak, interact, and listen to others with respect and openness
		4.1.3.2 Cultivate positive relationships with people involved in my work
		4.1.3.3 Hold feedback sessions among my co-teachers
		4.1.3.4 Be open to different perspectives

4.0 BECOME A BETTER TEACHER EVERYDAY

General Competencies	Enabling Competencies	Success Descriptors
4.2 Practice human goodness in my life and in my work	4.2.1 Be kind and compassionate	4.2.1.1 Acknowledge and appreciate the goodness about myself and others
		4.2.1.2 Listen without judgment to concerns of my students and colleagues
		4.2.1.3 Be patient with others' shortcomings
		4.2.1.4 Extend myself to others in need
		4.2.1.5 Be genuinely grateful at all times
	4.2.2 Inspire my students and colleagues by setting my best example	4.2.2.1 Live up to the highest standards of being a teacher
		4.2.2.2 Carry my work with skill and dignity at all times
		4.2.2.3 Always do my work with my students' best interest in mind
		4.2.2.4 Treat others fairly without favoring one over the other
		4.2.2.5 Encourage my students and colleagues to be at their personal best
	4.2.3 Nurture my students' confidence on what they can do and become	4.2.3.1 Always be sensitive to my student's social, emotional, and learning needs
		4.2.3.2 Be mindful of my students' diversity and uniqueness
		4.2.3.3 Affirm my students' strengths and talents
		4.2.3.4 Provide opportunity for my students to share their talents and demonstrate their competencies
		4.2.3.5 Support my students in successfully realizing their learning goals
		4.2.3.6 Support ways that nurture my students' aspirations and well-being

4.0 BECOME A BETTER TEACHER EVERYDAY

General Competencies	Enabling Competencies	Success Descriptors
4.3 Master my teaching practice	4.3.1 Keep alive my passion for teaching	4.3.1.1 Know the deepest reasons of why I teach
		4.3.1.2 Take pride in the nobility of teaching
		4.3.1.3 Take pleasure and enjoyment in my work and in other aspects of my life
		4.3.1.4 Regularly reflect on my work and its impact
		4.3.1.5 Accept and value others' feedback
	4.3.2 Take responsibility in my own personal and professional growth	4.3.2.1 Become a self-directed learner
		4.3.2.2 Identify my areas of growth and work on them
		4.3.2.3 Set my professional learning goals
		4.3.2.4 Join learning groups and programs
		4.3.2.5 Work with my co-teachers to improve my teaching practice
		4.3.2.6 Conduct action research to improve my practice
		4.3.2.7 Plan the best use of my time and resources to learn effectively
	4.3.3 Inspire other teachers by setting my best example	4.3.3.1 Inspire my colleagues through school-based professional sharing
		4.3.3.2 Share good practices in local communities and international gatherings
		4.3.3.3 Provide peer mentoring to inspire beginning teachers
		4.3.3.4 Publish or share action research findings in local, national, and international journals and conferences

Self-Rating Competency Checklist for Teachers

The Self-Rating Competency Checklist is designed to obtain your current competency profile as a teacher. The results of this assessment are intended to help you (1) chart your success profile, (2) prepare your Professional Development Plan, and (3) support your on-going professional growth.

The checklist is structured according to the general and descriptors.

How to use the Self-Rating Competency Checklist?

Make sure that you understand the Southeast Asia Teachers Competency Framework. It will serve as your reference in rating your current level of competency.

For each enabling competency, assess yourself using the descriptive ratings below. Place a check mark (/) on the column that best describes your competency level.

Descriptive Ratings

- I cannot do this yet
- I have started to do this but I need to learn more
- I can do this very well
- I can do this with confidence and I can teach others

1.0 KNOW AND UNDERSTAND WHAT I TEACH

General Competency	Enabling Competency	I cannot do this yet	I have started to do this but I need to learn more	I can do this very well	I can do this with confidence and I can teach others
1.1 Deepen and broaden my knowledge on what I teach	1.1.1 Master my subject content				
	1.1.2 Use research-based knowledge				
1.2 Understand education trends, policies, and curricula	1.2.1 Update myself on new educational trends				
	1.2.2 Study educational policies and how they affect my teaching				
	1.2.3 Understand how to implement the curriculum				
1.3 Keep myself updated on local, national, regional, and global developments	1.3.1 Check new changes in education environment				

2.0 HELP MY STUDENTS LEARN

General Competency	Enabling Competency	I cannot do this yet	I have started to do this but I need to learn more	I can do this very well	I can do this with confidence and I can teach others
2.1 Know my students	2.1.1 Identify my students' needs and strengths to help them learn better				
	2.1.2 Understand how my students learn				
	2.1.3 Value what makes my students unique				
2.2 Use the most effective teaching and learning strategy	2.2.1 Select appropriate teaching and learning strategy				
	2.2.2 Design clear and effective lessons my students can understand				
	2.2.3 Create a positive and caring learning space				
2.3 Assess and give feedback on how my students learn	2.3.1 Design assessment process and tools				
	2.3.2 Monitor my students' progress and provide appropriate support				
	2.3.3 Use results from assessment to improve instruction				

3.0 ENGAGE THE COMMUNITY

General Competency	Enabling Competency	I cannot do this yet	I have started to do this but I need to learn more	I can do this very well	I can do this with confidence and I can teach others
3.1 Partner with parents and caregivers	3.1.1 Build a support network				
	3.1.2 Create a welcoming space				
	3.1.3 Sustain the partnership				
3.2 Involve the community to help my students learn	3.2.1 Engage parents and caregivers to be partners in learning				
	3.2.2 Design learning activities using community conditions, local wisdom, tradition, and knowledge				
3.3 Encourage respect and diversity	3.3.1 Accept what makes people different				
	3.3.2 Practice inclusion and respect in the classroom				

4.0 BECOME A BETTER TEACHER EVERYDAY

General Competency	Enabling Competency	I cannot do this yet	I have started to do this but I need to learn more	I can do this very well	I can do this with confidence and I can teach others
4.1 Know myself and others	4.1.1 Continue to grow by knowing myself more				
	4.1.2 Become more aware and responsible for my emotions and health				
	4.1.3 Nurture my relationships with care and respect				
4.2 Practice human goodness in my life and in my work	4.2.1 Be kind and compassionate				
	4.2.2 Inspire my students and colleagues by setting my best example				
	4.2.3 Nurture my students' confidence on what they can do and become				
4.3 Master my teaching practice	4.3.1 Keep alive my passion for teach				
	4.3.2 Take responsibility in my own personal and professional growth				
	4.3.3 Inspire other teachers by setting my best example				

What Do Your Results Mean?

The completed Self-Rating Competency Checklist describes your present competency level. After completing your self-assessment, you may interpret the results by answering the following questions:

Which competencies did you rate yourself with *“I can do this with confidence and I can teach others”* or *“I can do this very well”*? Such ratings would mean that you already possess the competencies and are practicing these in your job. Congratulations!

Which competencies did you rate yourself with *“I cannot do this yet”* and *“I can do this, but I need to learn more”*? These competencies are your priorities for learning and development. On the following table, list down these competencies in order of priority. In identifying the order of priority, you should be guided by the importance and urgency of acquiring the competency to effectively deliver your performance targets set for a period.

What Are Your Learning Options?

Learning options may comprise an array of delivery modes and strategies for improving your competencies. The learning options listed below will help you address your identified priority learning needs. These options are classified as learning on-the-job, learning from others, and structured learning.

Learning Options To Develop Competencies

LEARNING ON-THE-JOB	LEARNING FROM OTHERS	STRUCTURED LEARNING
- Taking on assignments in committee work or membership in project teams - Coaching - Learning through experimentation	- Receiving coaching - Observing and taking note of other teachers who are successful in their job - Membership in professional organizations - Asking questions - Discussions - Networking with other professionals	- Training sessions and academic study - Reading - Watching relevant videos - Conferences, symposia, seminars, and workshops - Academic study

Learning On-The-Job

- **Taking on assignments in committee work or membership in project teams** gives you a chance to learn more about your school, your stakeholders, and your job as a teacher. It is also a good opportunity to learn about other team members and the dynamics in the relationships of the people that you are working with.
- **Coaching** is the process of providing step-by-step instruction on how to develop a specific teaching-related skill. Coaching other teachers is a way of applying what you know about teaching and learning practices and learning how you can improve on these.
- **Learning through experimentation** means studying how things have always been done and trying out new ways of doing them. Through this, you can teach yourself and build a more comprehensive understanding of things and be in a better position when it comes to teaching others.

Learning From Others

- **Receiving coaching** from your supervisor or peers who have confidence in how things work will help you learn additional skills in teaching and learning practices.
- **Observing and taking note of other teachers who are successful in their job** will teach you about their best practices and how they are able to overcome challenges.
- **Membership in professional organizations** can enhance your professional skills and widen competencies related to your job. It allows you to relate to other individuals who share the same interests and face similar work challenges.
- **Asking questions** is a great means to learn about your job, your school, and your stakeholders. It is also a good way to get to know your co-teachers.
- **Discussions** involve exchanging ideas and information with other teachers and school staff, students and parents. It enables you to enrich your perspectives as you try to understand other viewpoints.
- **Networking with other professionals** means getting in touch with them through email, phone call, face-to-face or virtual meetings, blogs, social media, virtual professional learning networks and text messaging. This gives you an opportunity to learn from other experiences and ideas, and to share yours, too.

Structured Learning

- **Training sessions** are structured instructor-led and classroom-type, and skill-based activities that build your capacity in particular competency areas. They are usually classified as either school-based training, which is often designed, organized and managed by your own school, or external training, which is offered by education ministries and other training providers.
- **Reading** is an effective option that can work well in addressing some of your competency needs. You may read books, references, stories, cases and blogs that cater to your learning needs.
- **Watching relevant videos** can offer more insights on how you can develop and enrich your competencies as a teacher. Videos will help you visualize how you could do better and think through the process of what you must do next.
- **Conferences, symposia, seminars, and workshops** are very important for teachers like you because they allow you to get updated information on key issues affecting teaching and learning. They are very important for people like you who may not have the time to read books by experts. They also offer opportunities for you to exchange experiences, ideas and practices with other teachers.

Preparing a Professional Development Plan

An applicable tool that you may use to ensure that your priority learning needs are addressed is the Professional Development Plan. It will outline the competencies that you need to prioritize within the year and the corresponding learning options and concrete actions that you need to take.

In completing the Professional Development Plan, you may use the learning options previously discussed. The chosen learning options should ideally match your learning style, pace and available resources.

Acquiring a competency is not a one-time event. It is important that you review your plan regularly to consider any changes and development in your competency levels.

Professional Development Plan

Year _____

Competency Need	Learning Option	Time Frame	Progress/Remarks
1.			
2.			
3.			

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Documents and Presentations from High Officials Meeting on the Development of Regional Competency Framework for Teachers in Southeast Asia: April 24 – 25, 2017

- **Brunei Darussalam**
 - Sharing of Policies & Practices: Negara Brunei Darussalam
 - Ministry of Education Negara Brunei Darussalam Teacher Performance Appraisal
 - Brunei Teachers' Standards Framework
by Dr. Nadia Lee Siew Hoon Abdullah & Ms. Siti Azizah Haji Sharbawi
- **Cambodia**
Teacher Policy Action Plan by Dr. Samsideth Dy
- **Indonesia**
Teachers and Education Personnels Management in Indonesia by Dr. Elvira
- **Lao PDR**
Teacher Standards by Mr. Keth Phanlack
- **Myanmar**
Myanmar Teacher Competency Standards Framework (TCSF) by Dr. May San Yee
- **Philippines**
Philippine Professional Standards for Teachers by Dr. Runvi V. Manguerra
- **Singapore**
Competency Standards for Teachers (Singapore) by Mr. Teoh Tiong San
- **Thailand**
National Competency Standard for Thai Teacher
by Assoc. Prof. Dr. Montree Yamkasikorn
by Assoc. Prof. Dr. Maitree Inprasitha
- **Timor-Leste**
Decree-Law no. 23-2010 of December 9
Approves the Statute of Careers for Child Educators and Teachers of Basic and Secondary Education (Statute of Teaching Careers) by Mr. Antoninho Pires & Mr. Edmundo da Silva Soares Viegas
- **Vietnam**
The Professional Standards for Teachers and Principals in Vietnam by Associate Professor Nguyen Thuy Hong
- Teacher Competency Standards in Southeast Asian Countries: Eleven Country Audit, SIREP: SEAMEO INNOTECH Regional Education Project Series, SEAMEO INNOTECH 2010
- Success Competencies of Southeast Asian School Heads: A Learning Guide: SEAMEO INNOTECH 2015 as a main reference in designing the Teachers' Competency Checklist

ANNEXES

ANNEX 1: Photo Activities

High Officials Meeting on the Development of Regional Competency Framework for Teachers in Southeast Asia

24 - 25 April 2017 Bangkok, Thailand



Expert Meeting on the Development of Regional Competency Framework for Teachers in Southeast Asia

15 - 16 August 2017 Bangkok, Thailand



ANNEX 2: Contributors

Brunei Darussalam	1	Mrs Nadia Lee Siew Hoon Abdullah Deputy Permanent Secretary (Core Education) Office of the Deputy Permanent Secretary (Core Education) Ministry of Education
	2	Ms Siti Azizah Haji Sharbawi Senior Education Officer Department of Schools Inspectorate Ministry of Education
Cambodia	3	Dr Samsideth Dy Deputy Director-General for Education in charge of Teacher Policy and Development Ministry of Education, Youth and Sport
	4	Mr Ly Keang Deputy Director of Teacher Training Department Ministry of Education, Youth and Sport
Indonesia	5	Dr Elvira Deputy Director of Planning Needs, Qualification Enhancement, and Competency, Directorate of Basic Education Ministry of Education and Culture
	6	Ms Yunitasari International Cooperation Officer, International Cooperation Division Bureau of Planning and International Cooperation Ministry of Education and Culture
	7	Mrs Santi Ambarukmi Head of Division on Planning Requirement, Improvement Qualification and Competence for Secondary Education Teacher Directorate General of Teacher and Education Personnel Ministry of Education and Culture
Lao PDR	8	Mr Keth Phanlack Deputy Director General Department of Teacher Education Ministry of Education and Sports
	9	Mr Khambay Khamsy Head of Pre-service Teacher Training Division Teacher Education Department Ministry of Education and Sports
Malaysia	10	Tan Sri Dr Khair Mohamad Yusof Director General of Education Office of Director General of Education Ministry of Education
	11	Datuk Dr Amin Bin Senin Deputy Director General of Education Teacher Professionalism Development Ministry of Education

Myanmar	12	Madam Rosnarizah Abdul Halim Director Teacher Education Division Ministry of Education
	13	Dr May San Yee Deputy Director General Teacher Education and Training, Department of Higher Education Ministry of Education
	14	Dr Aung Aung Min Deputy Director General, Department of Basic Education Ministry of Education
Philippines	15	Mr Runvi Villafuerte Manguerra Executive Director Department of Education Teacher Education Council
	16	Dr Purita Pueyo Bilbao Chairperson, Technical Panel for Teacher Education Commission on Higher Education
Singapore	17	Mr Teoh Tiong San Director, Standard and Research, Academy of Singapore Teachers
	18	Mr Charles Chew Ming Kheng Principal Master Teacher (Physics) Standard Research Branch Academy of Singapore Teachers Ministry of Education
	19	Mdm Foo Kum Fong Master Teacher/ Mathematics Academy of Singapore Teachers Ministry of Education
Thailand	20	Ms Churairat Sangboonnum Advisor to the Teachers' Council of Thailand Secretariat
	21	Assoc Prof Maitree Inprasitha Dean, Faculty of Education Khon Kaen University
	22	Assoc Prof Montree Yamkasikorn Vice Rector, Nakhon Phanom University
	23	Dr Watanaporn Ra-ngubtook Deputy Secretary-General Office of the Education Council
	24	Dr Prachakhom Chantharachit Deputy Secretary-General Office of the Vocational Education Commission
	25	Ms Duriya Amatavivat Assistant Permanent Secretary Office of the Permanent Secretary Ministry of Education

- 26 Ms Nipapan Gankong
Specialist and Consultant
Bureau of Higher Education Standards and Quality
Office of the Higher Education Commission
- 27 Mrs Achara Sravasee
Expert in Personnel Administration System Development
Office of the Teacher Civil Service and Educational Personnel
- 28 Mrs Puttachard Suphalucksana
Evaluation Specialist
Office of the Vocational Education Commission
- 29 Ms Lakhana Dockiao
Bureau of International Cooperation Strategy
Office of the Higher Education Commission
- 30 Assoc Prof Dr Prawit Erawan
Rector, Nakhon Phanom University
- 31 Assoc Prof Prapansiri Susaorat
Dean, Faculty of Education
Srinakharinwirot University
- 32 Prof Pruet Siribanpitak
Faculty of Education
Chulalongkorn University
- 33 Prof Dr Supachai Yavaprabhas
Faculty of Political Science
Chulalongkorn University
- 34 Asst Prof Taweessil Koolnaphadol
Dean, Faculty of Education
Rajabhat Rajanagarindra University
- 35 Assoc Prof Ong-art Naiyapatana
Faculty of Education Srinakharinwirot University
- 36 Asst Prof Amonwan Werathammo
Faculty of Education
Thaksin University
- 37 Prof Dr Chanita Rukspollmuang
Assistant President
Siam University
- 38 Mrs Usa Somboon
President, International Schools Association of Thailand
- 39 Dr Edmundo da Silva Soares Viegas
Executive Director, National Agency for Academic
Assessment and Accreditation
Ministry of Education

Timor-Leste

	40	Mr Antoninho Pires Director General of Policy, Planning and Partnerships Ministry of Education
Vietnam	41	Dr Nguyen Thuy Hong Vice-Director, Department of Teachers and Education Administrators Ministry of Education and Training
	42	Dr Ton Quang Cuong Vice Dean, Faculty of Teacher Education, University of Education, VNU Hanoi (VNU-UED)
	43	Nguyen Thi Hao International Co-operation Department Ministry of Education and Training
Teachers College Columbia University USA	44	Prof William Gaudelli Director, Social Studies Education Program
UNESCO Bangkok	45	Ms Maria Melizza D Tan Programme Officer, ICT in Education Unit
SEAMEO Secretariat	46	Dr Gatot Hari Priowirjanto Director
	47	Mr Prasert Tepanart Deputy Director (Administration and Communication)
SEAMEO INNOTECH Philippines	48	Dr Sharon Joy Berlin-Chao Manager, Learning Management Office
	49	Ms Ma Ana Liza V Serrana Specialist, Learning & Training Development Unit
SEAMEO QITEP in Mathematics	50	Prof Dr Triyanta Director, Research and Development and IBSE Capacity Building Division
SEAMEO QITEP in Science	51	Mrs Tati Setiawati Head of Research and Development and IBSE Capacity Building Division
The Teachers' Council of Thailand	52	Dr Somsak Donprasit Secretary-General
	53	Dr Chakrapat Wata Former Secretary-General
	54	Dr Burapatis Ploysuwan Deputy Secretary-General
	55	Dr Tinsiri Siribodhi Deputy Secretary-General



The Teachers' Council
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Southeast Asia Teachers Competency Framework (SEA-TCF)

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