

TEACHING PROFESSIONAL STANDARDS FOR COMPETENCY - BASED TEACHER TRAINING

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Abstract: The internationalization of teacher training and the demand for the reform of secondary education in Vietnam after 2018 require teacher training to shift from content-based approach to competency-based approach. Pedagogical institutions should give more importance to competence-based knowledge rather than focusing too much on theory part. In order to meet these requirements, there has been a need to study about professional competency and training pre-service teachers in the orientation of professional competency standards. This article presents the authors' conception of competence, professional competence, teachers' professional standards, and competency assessment of pedagogical students. Specifically, the authors propose a competency framework for teachers through a benchmark of 30 standards and 76 criteria as the basis for pre-service teachers' competency assessment.

1. Introduction

Professional competency for pre-service teachers is an important task of the education sector and teacher training institutions because this is the premise for the formation of a quality teaching staff to meet the country's on-going and long-term demands and education system. During training process, develop a professional competency is at the fundamental stage to create a basic professional competency for the student before starting his / her career. Therefore, in most studies on teachers and teacher training, this is a matter of concern and a content that needs to be updated.

In Vietnam, professional competency assessment of pre-service teachers has been concerned in recent years. In 2009, MOET issued the professional standards for high school teachers [0]. This standard is not only the basis for assessment and self-assessment by schools and teachers, but also the basis for the teacher training school to define the outcome standards

and to develop a training program. The standard set consists of six standards with 25 criteria. except for criterion 1 (political qualities, ethics, lifestyle), the remaining criteria are published in the form competency: competency to understand the subject and the educational environment; competency in teaching; competency in education, competency in policy and social activity; competency in professional development. Following the professional standards for high school teachers, MOET issued the education standards for higher education for high school teacher training in 2012 [0]. Based on the agreement with professional standards for high school teachers (2009) about professional competency, this set of standards provides a system of knowledge, skills that pre-service teachers need to study and acquire to achieve the corresponding competency.

Recently, a framework of professional competency model for teacher training has been proposed by Vu

Thi Son [0]. Accordingly, there are 10 core professional competencies that pre-service teachers must achieve upon graduation: competency of lifelong learning; competency of communication; competency of environmental adaptation; competency of social work; competency of scientific research; competency of orienting students' development; competency of education; competency of specialized subjects; competency of teaching; competency of professional development.

Recent studies of teacher training in Vietnam show that the development of professional competency for pre-service teachers has been of great interest and has had some success. However, the change of role of teachers in the new context requires that the above standards should be added, updated and at the same time to clarify the standards and criteria as the basis for the development of the training programs, as well as teaching and testing and evaluation.

From experience in developing professional standards for teachers in Vietnam and in advanced countries, especially Australia [0], [0], we propose a competency framework for pre-service teachers. This is the basis for the development of training curriculum and the assessment of pre-service teachers' professional competence in Vietnam.

2. Research methodology

The research process was carried out from the following approaches:

Capacity approach: professional development studies for pre-service teachers are considered in the context of competency. Outcome standards need to be met and solutions are proposed in this direction. In essence, this is a form of

outcome approach, with the outcome aspects of professional competency.

Standard approach: developing professional competency for pre-service teachers based on outcome oriented standards and towards the requirements of professional standards for teachers. The basic level (graduation level) in the professional standards of teachers is also the standard that should be addressed in the professional training for pre-service teachers.

System approach: research on the development of professional competency for pre-service teachers is placed in the system of studies on teacher training and retraining. At the same time, the definition of the outcome standard for pre-service teachers is considered in relation to the level of outcome for highly skilled teachers and senior lecturers. On the other hand, the proposed solutions are also considered in the two systems as the groups of solutions and sub-solutions (in a set of solutions) impacting on a particular aspect of teacher training.

Historical-social approach: research on the development of professional competency for pre-service teachers is a study of an existing domain of society in a specific period of social history during the 4th industry and the fundamental renewal and comprehensive education and training reform, including the reform of general education under the competency approach.

Methods of theory review and experiment have been used to implement the research problems.

3. Research results

3.1. Competence and professional competence

Competency is a concept that has been mentioned a lot in the past, both in

the world and in Vietnam. According to D.S Rychen and L.H Salganik [0], competency is not just knowledge and skill, it is more than that. Competency includes the ability to meet complex requirements based on the mobilization of psychological resources (including skills and attitudes) in a particular situation. For example, the ability to communicate effectively is a competency based on each individual's knowledge of language, practical skills, and attitudes towards the people we are communicating to. F. E. Weinert argues that competency is expressed as a system of ability, expertise or essential skills that can help people meet specific goals [0]. J. Coolahan's view that competency is the basic ability based on knowledge, experience, values, and human propensity developed through practice [12]. Mc. Lagan argues that competency is understood to be a collection of knowledge, attitudes, and skills or thinking strategies that are central to the creation of output products [0].

Competency is also mentioned in the education program of many countries around the world. For example, the Québec's training program (Canadian MOE) [0] writes: "competency can be defined as the ability to act effectively with multiple resource efforts. These abilities are used appropriately, including everything learned from the school as well as the experience; skills, attitudes and excitement; there are also external sources". In Indonesian training program, competency is the knowledge, skills and values that are reflected in each individual's thinking habits and actions. Habits of perseverance and persistence can help a person become competent, meaning doing something based on knowledge, skills and basic values [0].

In Vietnam there are also many concepts of competency, for example, Vu Dung considers competency is a set of qualities or qualities of individual psychology, acting as an internal condition, facilitating the performance of a certain type of activity [0]. Dang Thanh Hung believes that competency is a personal attribute that allows individuals to successfully perform certain activities, achieving desired results under specific conditions [0]. According to Do Ngoc Thong, competency refers to the ability to do, to know, not only to know and understand. Of course, action (to do) and performance here must be associated with awareness and attitudes and have the knowledge and skills, not as "machine" or "blind" [0].

Although the concept of competency is different because the authors approach the problem differently, but we can see the commonality in the above definitions: (1) competency is the ability to perform in practice; (2) competency demonstrates through action, employment (not just knowing and understanding); (3) competency is the mobilization of personal attributes, especially knowledge and skills, to solve specific situations.

From theoretical and practical studies, we view:

(1) Competency is a combination of individual characteristics, including psychological and physiological attributes that meet the requirements of a given activity in a given context. Competency is personal. Moreover, it emphasizes the integration and adaptability of the subject in mobilizing the appropriate characteristics in specific situations to solve the task posed.

(2) Competency is associated with the activity and determines the success of the activity. In contrast, competency is

formed, developed through the operation. In other words, only through activity one can realize the competency. Therefore, competency of the individual is assessed through the method and the results of that individual's actions in solving problems of life.

(3) Each of the competencies undergoes developmental stages with the participation of consciousness, mental state, and progress in the performance of skills (from failures to performance with quantity and efficiency). In each individual, there may be or not several competencies, some competencies are high but others are lower.

(4) Competency must be formed through learning, training. In order to have competency, people need to be equipped with knowledge, skills training, conscious education ... these are the "inputs" of competency. For example, in order to have competency in teaching, educators need to learn the knowledge of education, teaching theory, psychology... They need practices to form teaching skills and foster a professional sense of teaching work.

From the concept of competency above, the concept of professional competency has been developed as a complexity of competency activities in a certain occupational field of an individual. This notion emphasizes professional competency as the combination of the basic operation competency of a profession that guarantees the results of the operation. In order to obtain the professional competency, people must be trained in several aspects, in which there are three main aspects considered as "input" resources for the formation of professional competency such as (1) specialized knowledge; (2) practical skills

and (3) professional ethics. Professional competency of an individual is assessed in terms of the method and the results of that individual's occupational operation when addressing the problems posed in practice. Therefore, professional competency should be reflected in the practice of occupational activities and occupational products of people. These are the "output" elements of professional competency that should be taken into account when evaluating competency and the level of teachers.

3.2. Professional competency standards

The competency standard is defined as the standards developed based on competency approach, in which the competency approach is actually outcome-based approach. Outcome-based approach "is the approach that clearly states the results (abilities or skills that the learner wishes to achieve at the end of each learning period in a specific subject area) [0]. This approach aims to answer the question: what do we want learners to know and be able to do? This approach differs from the content approach, which is a major approach based on the academic content requirements of a subject, so it is often academic, theoretical, especially when the designers less pay attention to the potential, needs, excitement, stages of development and conditions of the learners.

The competency standard sets requirements for teachers on practical efficiency in professional activities, not just knowledge. Therefore, the standards are often expressed by verbs to describe the actions of teachers. Standards should be built in accordance with logic the standard- criteria - indicators - evidence to ensure the specificity and generality, to

help teachers and managers both to easily visualize the common face of teachers and deeply investigate into the small aspects for analysis and evaluation.

3.3. Assessment based on the professional competency approach

According to the competency approach, the assessment of learning outcomes does not only concern the ability to reproduce individual knowledge and skills but also focus on the use of knowledge and skills in different situations. In essence, there is no conflict between the competency assessment and the knowledge and skill assessment, in which competency assessment has been considered as a higher developmental step than the knowledge and skill assessment.

In the assessment of students' learning outcomes in the competency approach, the development of assessment scenarios for learners to deal with challenging issues / tasks requires the mobilization of knowledge and skills is an indispensable condition. In general, in order to know if students have competency to some degree, they should be provided opportunities to take part in problem solving in practical situations. At that time, they just have to use knowledge and skills which have been educated at school, and to use experiences gained from outside school experiences to handle the situation. Thus, through the

completion of a task in the real context, one can simultaneously assess both the knowledge, ability to perform and the values and emotions of the learner. On the other hand, competency evaluation is not entirely based on educational programs such as knowledge and skill assessment, because competency is the combination of knowledge and skills and the attitudes, emotions, values, moral norms formed from many fields of study and from the natural development of a human society.

3.4. Professional assessment standards for pre-service teachers

This standards framework is built in terms of position, roles of teachers in the high schools, professional and social community. In each role, the criteria, and standard are formulated as the expression of the corresponding competency component. This is a new viewpoint compared to the current standards set. In this view, professional assessment standards for education students is designed as follows:

(1) Teacher as a learning expert.

This role is reflected in the competency in organization and development of education of students. In view of "students are the center of the educational process", "all for dear students", this role is considered the first. Specific criteria and criteria as follows:

Standards	Criteria
1.1. Competency of understanding students and their learning	1.1.1. To apply the knowledge of students' physical, intellectual, psychological, personality understanding... to organize and develop learning
	1.1.2. To apply the understanding of the scientific nature of the learning activity, how the learning takes place, the learning process of students in organizing and developing their learning

Standards	Criteria
	1.1.3. To apply the knowledge of the influence / impact of cultural identity, religion, language... on the study, organization and development of learning for students
	1.1.4. To learn, collect and use information about the psychological characteristics of ages and needs, interests and characteristics... of students to organize and develop learning
	1.1.5. To update the results of research in the country and abroad about the learning activities of students and apply to practice teaching
1.2. Competency of designing and organizing learning activities of students	1.2.1. To design learning activities for students
	1.2.2. To organize learning activities for students
1.3. Competency of building and maintaining a positive learning environment	1.3.1. To create a democratic, friendly learning environment
	1.3.2. To build positive learning style for students
1.4. Competency of assessing students' learning	1.4.1. To apply assessment methods and techniques to assessing students' learning
	1.4.2. To provide feedback on student performance
	1.4.3. To guide, support students' self-assessment of learning process
1.5. Competency of developing students' learning	1.5.1 To develop learning methods and self-study skills for students
	1.5.2. To create learning opportunities for students
1.6. Competency of building and managing student's academic records	1.6.1. To build up education records of students
	1.6.2. To exploitation of ICT in curriculum management of students

(2) Teacher as a subject specialist. This role is reflected in the competency of specializations / disciplines of the teacher, including the knowledge of the professionally trained, methodology of specialized scientific research, method of program development. Specific criteria and criteria are as follows:

Standards	Criteria
2.1. Competency of applying the knowledge and skills of the subject	2.1.1. Interpretation, selection, organization of subject knowledge in teaching
	2.1.2. To organize to practice the specific study skills of the subject
2.2. Competency of using the specific methodology	2.2.1. To use the specific methodology and teaching knowledge of the subject

Standards	Criteria
and teaching methodology of the subject	2.2.1. To use the specific methodology and teaching knowledge of the subject
2.3. Competency of developing program of the subjects	2.3.1. To apply the knowledge of program development to the assessment and assessment of the curriculum
	2.3.2. To revise, supplement, renew subject curriculum
2.4. Competency of specialized scientific research	2.4.1. To identify, develop research direction and research topics in the training discipline associated with the practicalities of general education
	2.4.2. To collaborative scientific research associated with the realities of high school education
	2.4.3. To use of resources for specialized scientific research
2.5. Competency of using interdisciplinary knowledge	2.5.1. To identify and apply interdisciplinary knowledge in subject teaching
	2.5.2. To develop integrated teaching themes based on interdisciplinary knowledge
	2.5.3. To use of methodology, the integrated form of teaching organization based on interdisciplinary knowledge

(3) Teacher as an education expert. This role is reflected in competency in student education. In addition to the design, organization of teaching activities, the design and organization of educational activities in the school are carried out from this role of teacher. Specifically:

Standards	Criteria
3.1. Competency of designing and organizing the teaching activities	3.1.1. To make an education plan
	3.1.2. To organize, manage the implementation of educational action plans
3.2. Competency of pedagogy communication	3.2.1. To select language and non-language elements appropriately
	3.2.2. To create comfortable and reliable environment of communication
3.3. Competency of educating students through teaching subjects	3.3.1. To educate thoughts, emotions, and attitudes through subject teaching
	3.3.2. To integrate life skills education for students through the course
	3.3.3. To detect and solve pedagogical situations / education in the subject area
	3.3.4. To exploiting the educational potentials of the subject for the development of student's personality

Standards	Criteria
3.4. Competency of assessing students in teaching subjects	3.4.1. To develop evaluation plan
	3.4.2. To determine the purpose of evaluating educational activities
	3.4.3. To develop the criteria for assessing the quality and competency of students in educational activities
	3.4.4. To design of quality assessment tools and competency of students in educational activities
	3.4.5. To organization of evaluating the results of educational activities
3.5. Ccompetency of coordinating educational resources in and out of school to educate students	3.5.1. To collaborate with parents, students and other relevant education personnel
	3.5.2. To organize the implementation and evaluation of coordinated forces in students' education
	3.5.3. To coordinate with subject teachers, families, social forces to help students change negative attitudes and behaviors
	3.5.4. To collaboration with families, social forces and environmental improvement
3.6. Competency of consulting	3.6.1. To establish a close, trusting relationship with consultants
	3.6.2. To gather information, identify problems, and agree on objectives to be met in consultation with the target group
	3.6.3. To conduct, evaluating the results of consultations
3.7. Competency of educating students with special needs, attitudes and behaviors	3.7.1. To find out the needs and competency of students with disabilities, students have special attitudes and behaviors
	3.7.2. To establish educational objectives and plans for students with disabilities, students with special needs
	3.7.3. To implement plans, assess and adjust education activities for students with disabilities, students with special needs, attitudes and behaviors
3.8. Competency of building and managing students' education records	3.8.1. To develop education records of students
	3.8.2. To exploit of informatics software in the management of education records of students

(4) Teacher as leader, manager of the class. This role is reflected in competency in leadership, planning, direction, management of students. Specific criteria and criteria are as follows:

Standards	Criteria
4.1. Competency of leading class	4.1.1. Strategic planning, development goals for class based on the cooperation of students
	4.1.2. To inspire students in educational activities
4.2. Competency of managing class	4.2.1. Class organization is based on the cooperation of the students
	4.2.2. Classroom management
	4.2.3. To evaluate the development of the students

(5) Teacher as the subject of professional development. This role manifests itself in competency of professional development, peer support and community development. The role represents the relationship between teacher and occupation as follows:

Standard	Criteria
5.1. Competency of self-studying and professional fostering	5.1.1. To study to improve professional qualifications
	5.1.2. To build a self-study plan, self-training to complete the set learning plan, overcome difficulties and obstacles.
5.2. Competency of self-assessment in professional development	5.2.1. An objective assessment of the level of professional competency development is based on an analysis of the data collected on daily professional practice.
	5.2.2. To collect, synthesize and analyze information on the results of their own activities. Recognize the limitations and causes on the basis of gathered information and develop a plan to improve professional competency.
5.3. Competency of studying the improvement of educational practices	5.3.1. To improve educational realism based on objective scientific arguments
	5.3.2. To identify issues that arise in the practice of professional activity and propose measures to resolve them
5.4. Competency of collaborating with colleagues and building a community of professionals	5.4.1. To contribute ideas and share experiences with colleagues in professional activities and build a teaching community
	5.4.2. To participate in the activities of the school, share responsibility with colleagues in the school's common activities

(6) Teacher as an active subject in developing school. This role emphasizes the responsibility of contributing actively of teachers for the development of the school, such as:

Standard	Criteria
6.1. Competency of participating in school development activities	6.1.1. To participate in school development activities
	6.1.2. Assert the role in school development

Standard	Criteria
6.2. Competency of building school culture	6.2.1. To build a positive, friendly relationship among members in the school
	6.2.2. To develop standards and values of school culture
6.3. Competency of building and developing cooperation among schools	6.3.1. To develop content, cooperation among schools
	6.3.2. To deploy cooperation among schools

(7) Teacher as an active subject in social development. This role emphasizes the social responsibility, social function of teachers and reflects the following standards and criteria:

Standard	Criteria
7.1. Competency of social activities	7.1.1. To take part in social activities
	7.1.2. To mobilize others to participate in social activities
7.2. Competency of criticizing social issues	7.2.1. To have one's opinion on the involved social issues
	7.2.2. To respect different views

4. Conclusion

Renovation of teacher training by approaching professional competency is a trend in the world and in Vietnam. This trend requires identifying the professional competency system that each trainee needs to achieve in the apprenticeship and occupation. Each stage requires different requirements and levels of the competency system. The description of competency by teachers at different levels, including the apprenticeship stage, not only shows the competency pathway of teachers over time, but also the basis for determining training requirements

suitable for different stages.

The recommended competence standards framework includes professional competencies that pre-service teachers need to achieve upon graduation. Criteria in the standards are specific aspects that help managers, teachers, pre-service teachers identify the knowledge, skills and attitudes needed to form professional competency for students. At the same time, this can serve as a basis for assessing the proficiency of pre-service teachers and their ability to meet professional practice requirements after graduation.

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TÓM TẮT

CHUẨN NGHỀ NGHIỆP TRONG ĐÀO TẠO GIÁO VIÊN THEO TIẾP CẬN NĂNG LỰC

Xu thế quốc tế trong đào tạo giáo viên và yêu cầu đổi mới giáo dục phổ thông Việt Nam sau năm 2018 đòi hỏi việc đào tạo giáo viên thay đổi từ cách tiếp cận nội dung sang cách tiếp cận năng lực. Thay vì chú trọng trang bị kiến thức, các cơ sở đào tạo giáo viên cần phát triển năng lực cho người học. Để đáp ứng các yêu cầu này, cần phải tiến hành nghiên cứu về năng lực nghề và đào tạo giáo viên theo chuẩn năng lực nghề nghiệp. Bài báo này trình bày kết quả nghiên cứu về năng lực, năng lực nghề nghiệp, chuẩn nghề nghiệp của giáo viên và đánh giá năng lực nghề của sinh viên sư phạm. Đặc biệt, các tác giả đề xuất một khung năng lực giáo viên với 30 tiêu chuẩn và 76 tiêu chí làm cơ sở đánh giá năng lực nghề của sinh viên sư phạm.