Introduction to the ECCE Teacher Competency Framework for the Pacific SIDS

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Percentage of pre-primary education teachers who had received training

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>% Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>COOK ISLANDS</td>
<td>2015</td>
<td>84</td>
</tr>
<tr>
<td>NAURU</td>
<td>2014</td>
<td>93</td>
</tr>
<tr>
<td>NIUE</td>
<td>2015</td>
<td>100</td>
</tr>
<tr>
<td>PALAU</td>
<td>2014</td>
<td>100</td>
</tr>
<tr>
<td>SAMOA</td>
<td>2015</td>
<td>100</td>
</tr>
<tr>
<td>SOLOMON ISLANDS</td>
<td>2015</td>
<td>68</td>
</tr>
<tr>
<td>TUVALU</td>
<td>2015</td>
<td>48</td>
</tr>
<tr>
<td>VANUATU</td>
<td>2013</td>
<td>51</td>
</tr>
</tbody>
</table>

UNESCO UIS 2017
Pupil-teacher ratio by education level and subregion, 2000 and 2016 or latest data available

Central Asia

- Pre-primary: 11
- Primary: 21
- Lower secondary: 19
- Upper secondary: 10

East Asia

- Pre-primary: 18
- Primary: 23
- Lower secondary: 17
- Upper secondary: 14

Pacific

- Pre-primary: 20
- Primary: 22
- Lower secondary: 18
- Upper secondary: 20

South and West Asia

- Pre-primary: 26
- Primary: 29
- Lower secondary: 35
- Upper secondary: 40

Note: Data for Central Asia and the Pacific (lower secondary and upper secondary) from 2000, data for the Pacific (pre-primary, lower secondary, and upper secondary) from 2016 are missing.

Proportion of teachers by sex, education level

Proportion of teachers, by sex, education level and subregion, 2016

Note: Pre-primary data for South and West Asia for 2007.
Source: UIS Data Centre, accessed in May 2018.
The ECCE Teacher Competency Framework for the Pacific SIDS

**Purpose:**

The ECCE teacher competency framework aims to:

- Provide comprehensive descriptions of knowledge, skills, and dispositions that ECCE teachers in the Pacific SIDS need to support holistic development of a child,
- Provide systematic and consistent structure and content to support the professional development of the Pacific SIDS’s early childhood workforce,
- Supplement existing Pacific SIDS frameworks, or functioning as a catalyst from which other countries can develop their own frameworks that consider unique country conditions and ECCE landscapes,
- Strengthen collaboration among different ECCE stakeholders at the local, national, and regional levels.
The ECCE Teacher Competency Framework for the Pacific SIDS

• **Intended audience:**
  
  – The framework covers competencies of teachers of children aged 3 to 5 in pre-primary education settings.

Consistent with the “Pacific Guidelines for the Development of National Quality Frameworks for ECCE: Programming for Ages Three to Five”
The ECCE Teacher Competency Framework for the Pacific SIDS

- The framework has 4 domains, 8 core competencies and 76 enabling/supporting competencies

- content knowledge, pedagogic practice, and assessment
- Learning environment
- Engagement and collaboration
- Professional development
The ECCE Teacher Competency Framework for the Pacific SIDS

The ECCE Landscape: National/State Environment/Context (e.g. socio-economic, political, cultural, spiritual landscape)

7. Networks and collaborates with relevant stakeholders to promote ECCE.

6. Engages parents, and families as partners on ECCE.

5. Promotes health, nutrition, safety and protection.

4. Establishes a nurturing, inclusive and safe environment.

3. Uses appropriate methods and approaches to observe, monitor and assess child development outcomes.

2. Facilitates child development and learning.

1. Understands the child’s holistic development and learning.

Competent ECCE Teacher

Engagement and collaboration

Professional development

Learning environment
Content knowledge, pedagogic practice, and assessment

- Most fundamental and universal competencies expected among ECCE teachers:
  - Understands the child’s holistic development and learning
  - Facilitates child development and learning
  - Uses appropriate methods and approaches to observe, monitor, and assess child development outcomes
• Important to establish a learning environment that addresses the developmental needs of early learners

- Establishes a nurturing, inclusive, and safe environment
- Promotes health, nutrition, safety, and protection

Learning environment
Engagement and collaboration

- Highlighting the importance of maintaining and building strategic partnerships between different stakeholders for providing ECCE services

  Engages parents and families as partners in ECCE

  Networks and collaborates with relevant stakeholders to promote ECCE
Professional development

Teachers need to demonstrate concern for their own professional development.

Ensures continuous personal growth and professional development.
Usage of the competency framework

- The proposed framework does not intend to replace existing teacher competency frameworks.
- The proposed ECCE teacher competency framework is not meant to be prescriptive.
• Does your country have an existing ECCE Teacher Competency Framework?
• If yes, what are the similarities and differences between the existing framework and the ECCE TCF for the Pacific SIDS?
• In above teacher development and management process, which stage do you intent to use the ECCE TCF for the Pacific SIDS?
Thank you & Bula Vinaka!

For more information:
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