

Teacher Education Group Development of the Regional Reference Framework (RM1)

Initial Development

Building on the results of the Tuning Asia – Southeast (TASE Project) where the generic and specific competencies were identified for teacher education alongside the generation of the meta-profile, the development of the regional reference framework for teacher education follows a defined set of steps that range from initial conception to multiple stages of validation. Each of the participating universities in the CALOHEA project was instructed to form institutional teams per subject-area group. These institutional teams formed the hub-and-spoke model of the framework’s development and consequent validation.

The framework development process commences by revising the developed *Subject Area Meta-Profile* where the key elements of graduate profiles in teacher education were identified. Secondly, each institutional team was informed to consider their country-specific or respective *National Qualifications Frameworks* and *Subject-Specific Reference documents*. Thirdly, the regional reference framework should ensure its relevance and applicability in the future of teacher education in the ASEAN context, hence future proofing is also considered. To address this, each institutional team was also instructed to include in their considerations their projections and aspirations for the as part of the profile of teacher education graduate in the future. Concrete examples were provided such as in the case of the Philippines that include the ASEAN Qualification Reference Framework (AQR) Level 6 as the focal level of interest, the TASE Teacher Education Meta profile, the Philippine Qualification Framework (PQF), the Philippine Professional Standards for Teachers (PPST), and the Southeast Asian Teacher Competency Framework, among others.

The framework generally follows the format of the result in Measuring and Comparing the Achievement of Learning Outcomes of Higher Education in Europe (CALOHEE) Project where Dimensions, Sub-dimensions as well as the Knowledge, Skills, and Responsibilities (KSR) were identified. For the initial framework development outputs, only the main dimensions were identified by the participating institutional teams. The sub-dimensions that are currently reflected in the final version of the teacher education reference framework were identified during the first consultation activities of the different institutional teams with their respective students, academics, alumni, and employers.

. For the teacher education group, each stage of the framework development follows three basic steps that results in specific framework or document iteration. These steps are as follows:

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

Iterations and Revisions

The framework was developed and re-developed for nine (9) cycles hence the 9th version as the relatively final version of the document. In the process of coming up with the 9th version, multiple consultative activities were conducted that included five (5) subject-area meetings, twenty-eight (28) institutional consultation meetings, and fourteen (14) national dissemination meetings. For each of these meetings, significant or major suggestions and revisions are collated, reflected upon, and discussed for consideration. Suggestions with over five (5) citations, comments and/recommendations are initially included in the reference for deliberation.

While the official language of the project is in English, the participating universities are allowed to translate the document in their own languages to facilitate understanding and encourage better participation. Thailand and Indonesian translations were used during the early stages of framework development. During the national dissemination meetings, the country's official language is also used during the subject-specific workshops. Institutional teams from the same country were tapped in these subject-specific workshops to ensure that the spoken language of the home country is used most especially during the consultation process.

In the process of revising the teacher education reference framework, comments and suggestions that recur from different countries of the participating ASEAN universities are considered as regional in significance or context. The suggestions are generally carried out and are consequently explicitly included in the resulting document. Suggestions and comments that recur within a country from different institutions are considered as country-specific adaptations. While these are also considered and discussed, the specific points are not reflected in the resulting document. The result of the comments and suggestions are categorized as institutional and are also not reflected in the document. There are also instances where the expression (and at times interpretation) of the different aspects of the framework are worded differently with the meaning essentially unchanged. As a summary the resulting framework can be used in three different levels as follows:

- Regional Level – the framework as regional reference tool only includes the essential knowledge, skills, and responsibilities for teacher education graduate of an ASEAN institution of higher learning
- Country Level – the framework may be adapted to reflect a country-specific version for nationally mandated feature for teacher education
- Institutional Level – the framework can be used as one of the bases of ASEAN teacher education institutions in identifying the fundamental or baseline KSRs and later enrich these with their respective institutional features or enhancements

Final Version of the Teacher Education Reference Framework

DIMENSIONS	Knowledge	Skills	Responsibility
Dimension 1: Knowledge mastery, management, and creation	Meaningful and comprehensive knowledge of one's discipline and of the processes of its management, creation, advancement	Ability to draw and leverage from appropriate knowledge pools and to strategically apply these in practice vis-à-vis curricular mandates and pedagogical considerations	Capacity and commitment to use, manage, and create knowledge bases as required in the practices and duties of the teaching profession; capacity to ensure that such knowledge bases are relevant and responsive to the needs and aspirations of the society in general, and the learners in particular
SD1: Diversity of Learners and Inclusivity	Advanced knowledge of students' diversity, including the awareness of inclusivity and tolerance Knowledge of the physical, psychological, and cultural diversity of learners as well as the different learning styles	<ul style="list-style-type: none"> • Ability to adopt and apply differentiated instructions for the students' diverse needs • Ability to creatively and critically integrate TPACK • Ability to apply, upgrade, and update relevant TPACK for educational purposes • Ability to conduct, utilize, and share research-based methods and approaches in teaching and learning 	<ul style="list-style-type: none"> • Capacity and commitment to include cultural and social context in the learning process • Capacity and commitment to design and develop appropriate TPACK for the students' well beings • Capacity and commitment to conduct ethical educational research to improve the learning process • Capacity to conduct action research to answer common classroom problems
SD2: Technology Integration	Conceptual knowledge of Technological, Pedagogical, Content, knowledge (TPACK) mandatory for professional practices		
SD3: Principles and Application of Research	Systematic and updated knowledge of research-based teaching and learning practices		
Dimension 2: Design, development, implementation, and evaluation of curricular components and processes related to learning, teaching, and assessment	Conceptual and practical knowledge of the curriculum and its consequent implementation, evaluation, technology integration, and enhancements in the areas of learning, teaching, assessment.	Ability to systematically select and curate strategies, approaches, and technology in the areas of learning, teaching, and assessment that is appropriate to both needs and goals of learners	Capacity and commitment to effectively implement and ensure that the different components of the curriculum are functional and contributory to the desired development of the learners

SD1: Design and Development	<ul style="list-style-type: none"> Contextual knowledge of the syllabus/curriculum and material design and development Contextual knowledge of the implementation and incorporation of local “wisdom” 	<ul style="list-style-type: none"> Ability to apply knowledge of research-based design principles that incorporate planning, implementing, and evaluating 	<ul style="list-style-type: none"> Capacity to implement effectively and efficiently the planned curriculum Capacity to design diagnostic, formative, and summative assessments, aligned to the institutional and curricular goals.
SD2: Implementation	<ul style="list-style-type: none"> Contextual knowledge of evaluation and revision of learning designs based on sound development models 		<ul style="list-style-type: none"> Capacity to give proper intervention or apply pedagogical approaches among challenged learners
SD3: Evaluation and Revision			<ul style="list-style-type: none"> Capacity to ensure alignment of learning outcomes with teaching-learning-activities and assessment
Dimension 3: Learner enabling, growth, and holistic development	Advanced knowledge of the different theories, practices, and technologies that are both enabling and supportive of learners’ growth and holistic development	Ability to apply different theories, practices, and technologies that enable and support learners’ growth and holistic development	Capacity and commitment to make all chosen approaches, practices, and technologies deliberate and purposive in promoting learners’ growth and holistic development
SD1: Academic Growth	<ul style="list-style-type: none"> Comprehensive knowledge of the students’ academic and personal development 	<ul style="list-style-type: none"> Ability to apply different strategies for the students’ academic and personal development Ability to provide scaffolding necessary to ensure academic growth 	<ul style="list-style-type: none"> Capacity and commitment to demonstrate role modelling to create genuine vicarious experiences for students.
SD2: Personal Growth			
Dimension 4: Communication	Systematic and comprehensive knowledge of the different forms and tools of communication at varying levels and types of interactions	Ability to select and use the appropriate form and tool of communication for a given context and/or function	Capacity and commitment to communicate with clarity, candor, and prudence in the different types, levels, and modes of communication
SD1: Social Responsibility	<ul style="list-style-type: none"> The conceptual knowledge of using communication skills and technologies to enhance reciprocal 	<ul style="list-style-type: none"> Ability to assess the comprehensiveness of the 	<ul style="list-style-type: none"> Demonstrate courtesy, accuracy, and responsibility in communicating with parents, colleagues, and other

SD2: Networking	social connection which is sensitive to the local, national, and global cultural backgrounds of the students	communication tools and technology used <ul style="list-style-type: none"> • The ability to communicate using their mother tongue to make the students understand the subject matter • Ability to exercise positive and critical communication 	stakeholders (both internal and external) <ul style="list-style-type: none"> • Exhibit confidence in expressing thoughts and ideas to colleagues, stakeholders, and learners through oral and written language • Demonstrate consciousness and recognition of cultural differences and to be politically correct.
SD3: Cultural Sensitivity (Local and National)			
Dimension 5: Community engagement and social leadership	Advanced knowledge of contexts, cultures, and the appropriate approaches in promoting positive values in fostering peace and inclusive community building	Ability to discern, select, and apply approaches and course of actions that are based on, and are responsive to both perceived and actual needs of the community; ability to effectively manage resources and diversity	Capacity and commitment to promote and sustain constructive and peaceful dialogues among and within communities in the spirit of inclusivity and respect of diversity; and to carry out concrete actions based on the communities' needs and aspirations
SD1: Coaching and Mentoring	<ul style="list-style-type: none"> • Advanced knowledge of coaching and mentoring the students for community engagement and social leadership 	<ul style="list-style-type: none"> • Ability to demonstrate intercultural communicative competence (ICC) • Ability to coordinate, solve, and transform social conflicts • Ability to organise volunteering programs 	<ul style="list-style-type: none"> • Capacity and commitment to be well-rooted to local culture and heritage • Capacity and commitment to develop nationalism among learners (love for country and people), develop sense of selflessness, and promote cultural identity
SD2: Knowledge Sharing	<ul style="list-style-type: none"> • Firm foundation of content and pedagogical knowledge as well of platforms and processes of knowledge sharing 		
SD3: Volunteerism	<ul style="list-style-type: none"> • Advanced knowledge on volunteerism for community development and nation building 		

Dimension 6: Ethics and Professionalism	Comprehensive knowledge of the ethical and professional standards governing the practice of the teaching profession and the complexity of developing ethically responsible citizens	Ability to evaluate and select the appropriate course of action consistent with the ethical and professional standards of the teaching profession in the conduct of one's functions and responsibilities	Capacity and commitment to adhere to the ethics and professional standards in the practice of the teaching profession
SD1: Values Formation	<ul style="list-style-type: none"> Comprehensive knowledge of proper conduct of a teacher's personal and professional life Consideration of country-based documents Awareness of existing laws and regulations that apply to the teaching profession Teaching as public service 	<ul style="list-style-type: none"> Ability to form and adhere to professional values Ability to serve with moral, ethical, and professional endeavors 	<ul style="list-style-type: none"> Capacity to consider and engage with the cultural and social context of the region Capacity to cultivate and practice care and love for both the learner and learning
SD2: Public Service			
Dimension 7: Lifelong learning, human formation, and well-being	Advanced knowledge of both available and plausible sources, venues, tools, and methodologies for both personal and professional updating	Ability to reflect on and identify one's personal and professional needs and to pursue continuous personal and professional development as an integral part of teacher advancement and formation	Capacity and commitment to contribute as a functioning member of the teaching community and scholars of education through engagement in both local and international undertakings on evidenced-based praxis
SD1: Continuous Professional Development	<ul style="list-style-type: none"> Functional knowledge of both available and possible resources and practices in ensuring and 	<ul style="list-style-type: none"> Ability to employ self-care strategies to maintain wellness; ability to provide socio-emotional and mental health support for others 	<ul style="list-style-type: none"> Capacity and commitment to be conscious and conscientious in practicing wellness activities and to

SD2: Global Citizenship	<p>promoting personal and community wellness and well-being</p> <ul style="list-style-type: none"> • Socio-emotional learning • Ability to engage in worthwhile activities and demonstrate help-seeking strategies and skills • Knowledge of personal financial literacy 	<ul style="list-style-type: none"> • Ability to form their own teaching philosophy • Ability to exhibit an entrepreneurial mindset • Ability to engage in reflection and demonstrate self-regulation 	<p>maintain the well-being of oneself and that of others</p> <ul style="list-style-type: none"> • Capacity to maintain a positive public relation and community involvement • Capacity to participate positively contribute in community of practice or community of learning in the workplace
SD3: Human Formation			
SD4: Personal and Professional Well-being			