

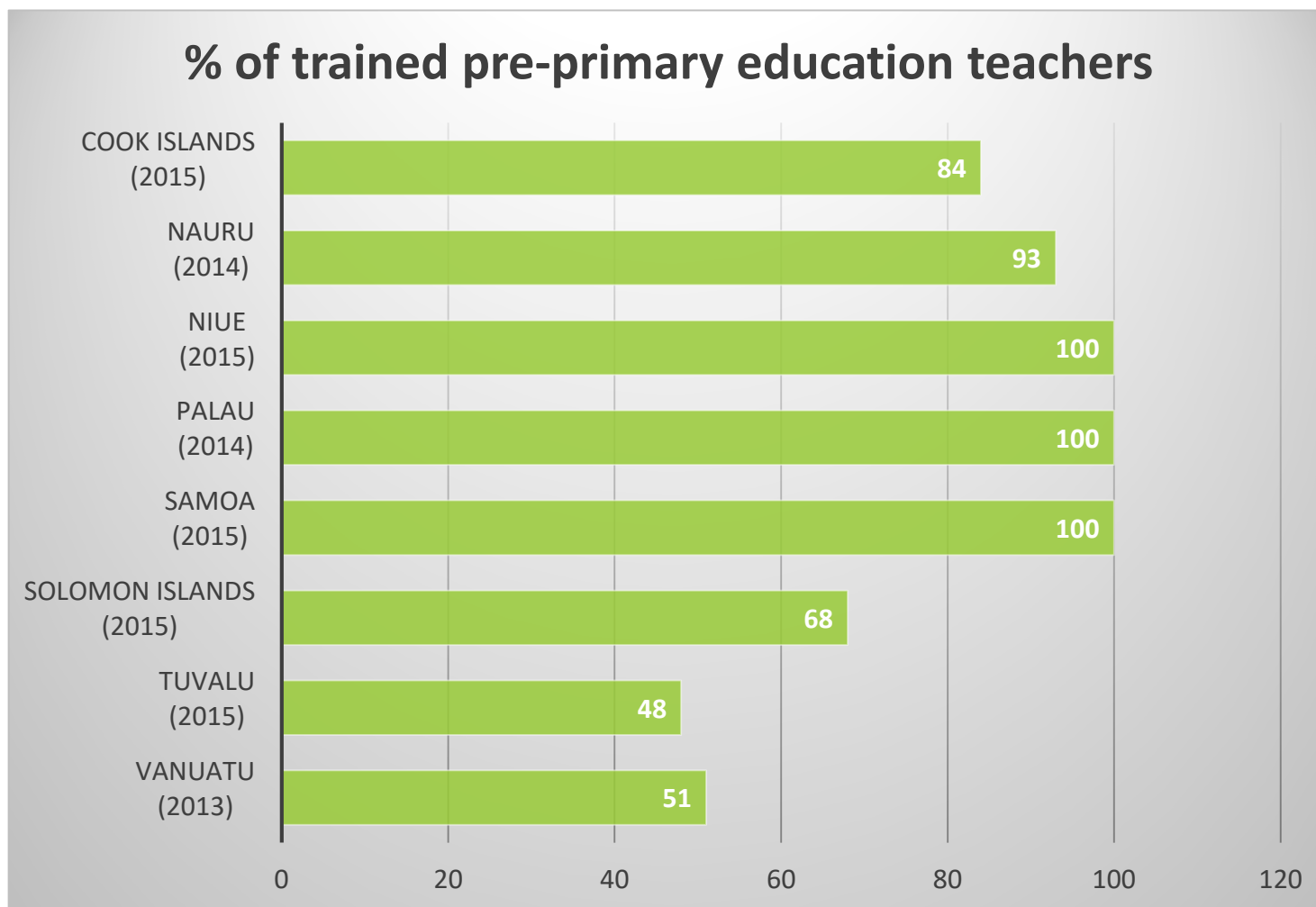
# Introduction to the ECCE Teacher Competency Framework for the Pacific SIDS

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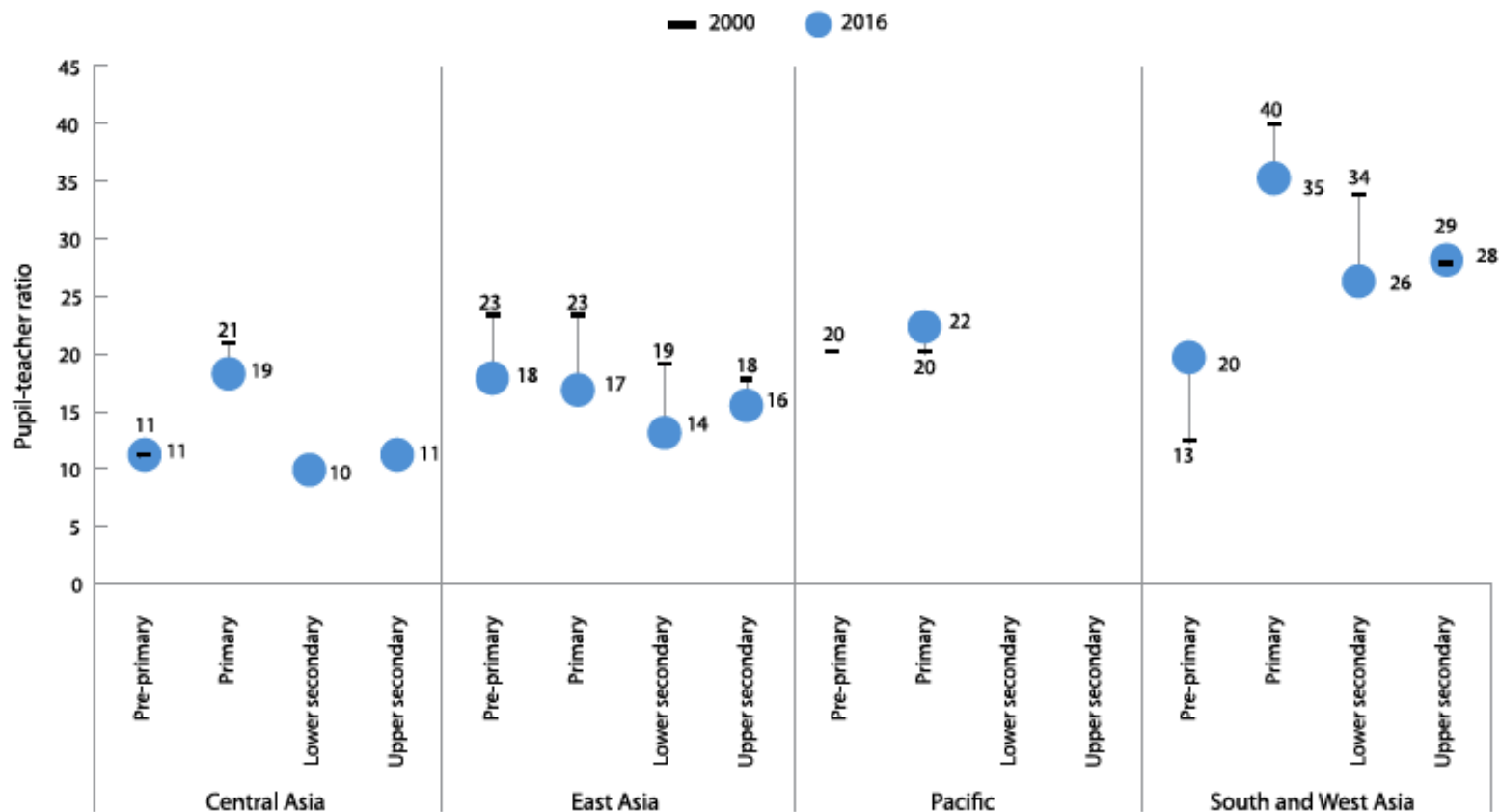
# Percentage of pre-primary education teachers who had received training



UNESCO UIS 2017

# Pupil-teacher ratio

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

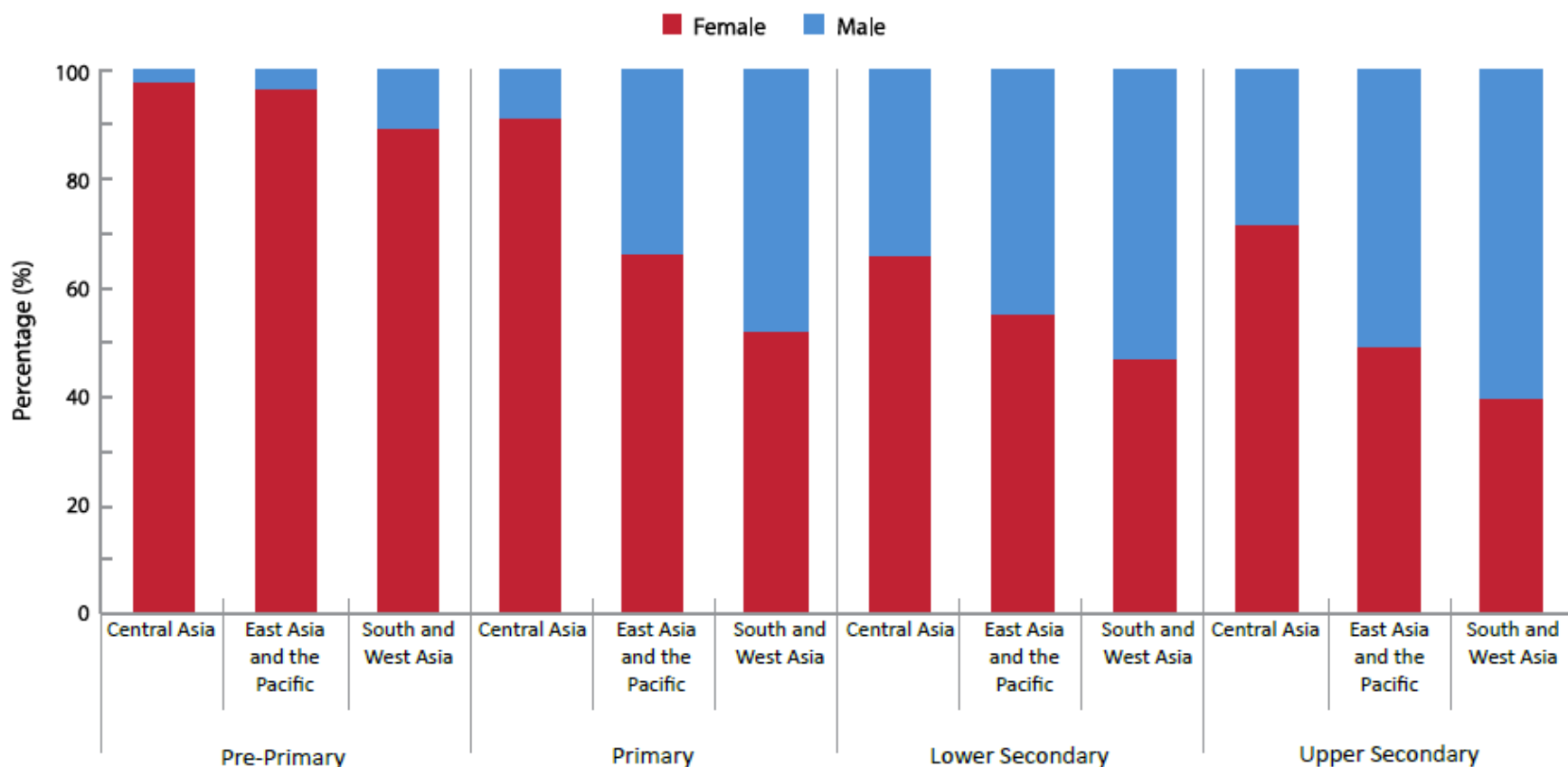


Note: Data for Central Asia and the Pacific (lower secondary and upper secondary) from 2000, data for the Pacific (pre-primary, lower secondary, and upper secondary) from 2016 are missing.

Source: UIS Data Centre, accessed August 2017.

# 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.

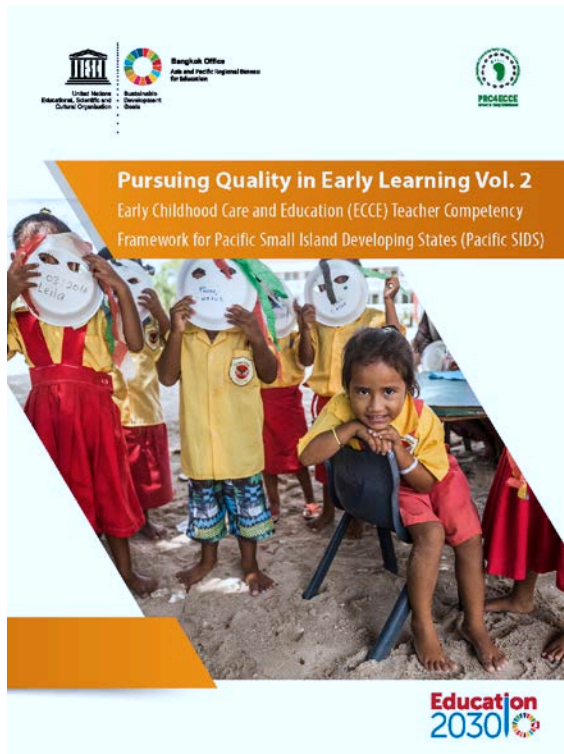
Source: UIS Data Centre, accessed in May 2018.

# 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.

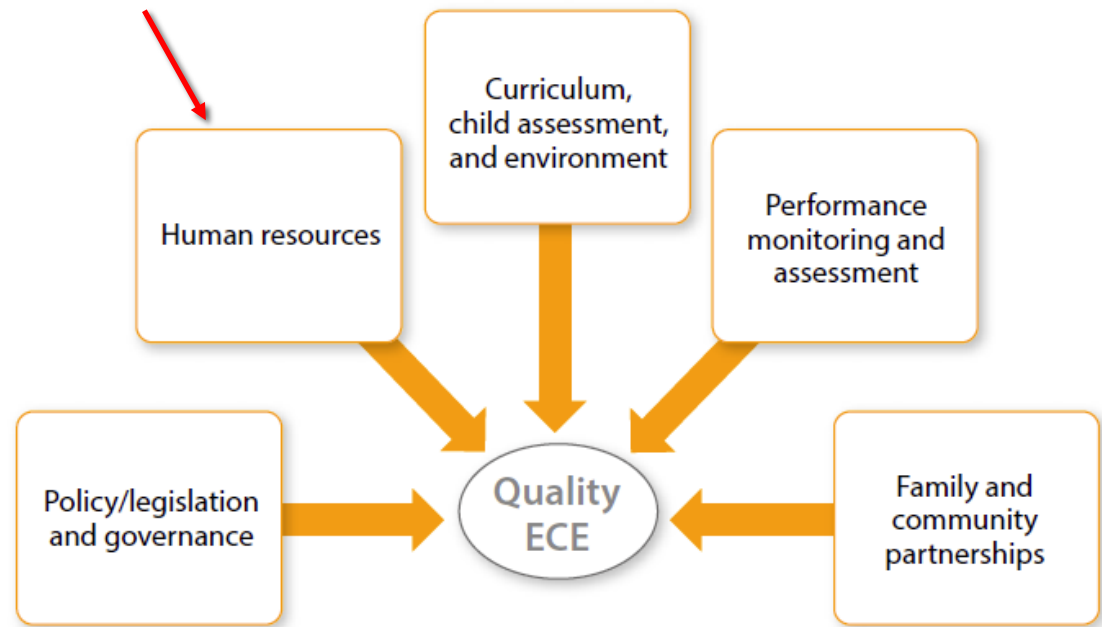


# The ECCE Teacher Competency Framework for the Pacific SIDS

- **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

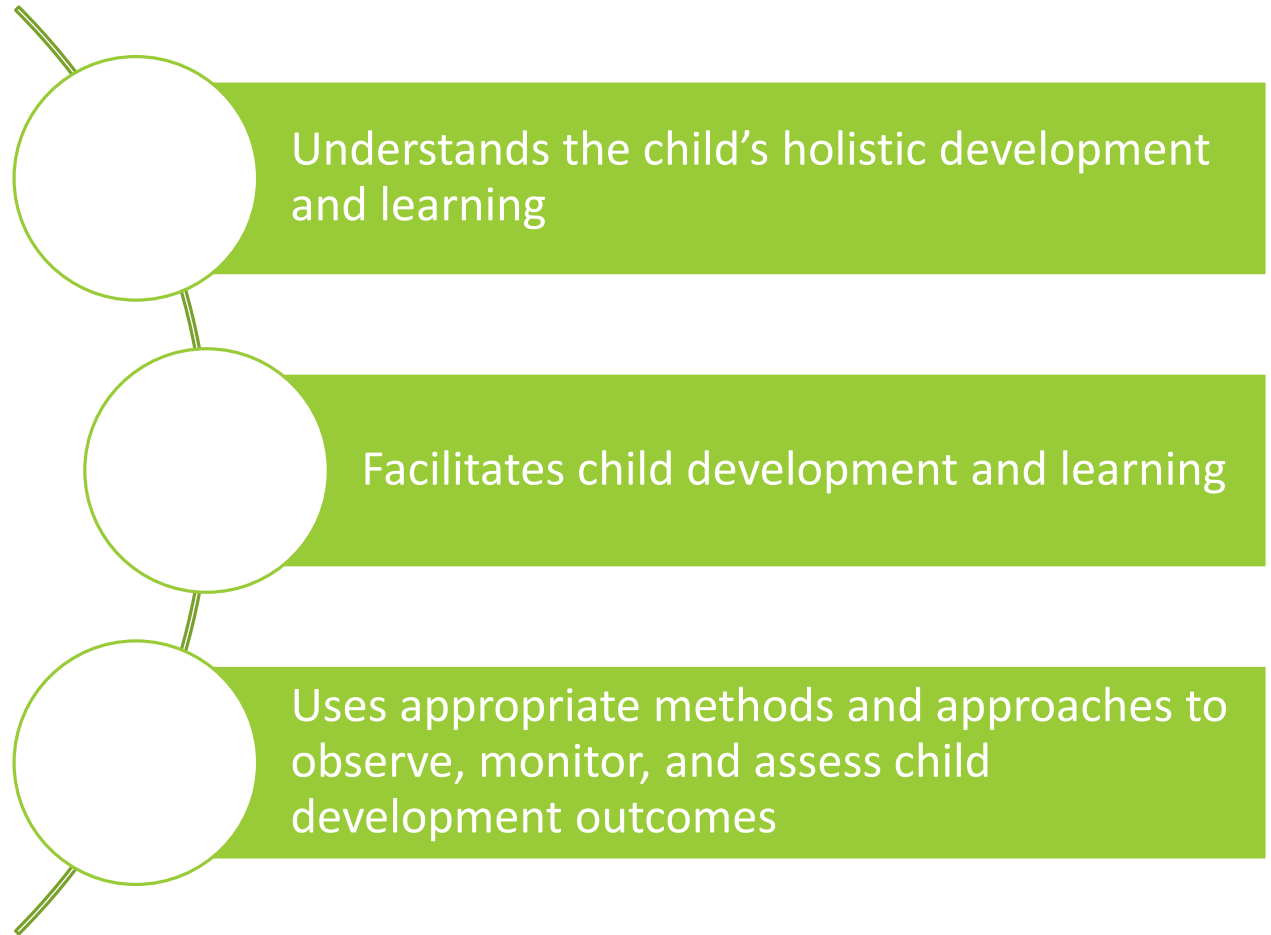
# The ECCE Teacher Competency Framework for the Pacific SIDS





# Content knowledge, pedagogic practice, and assessment

- Most fundamental and universal competencies expected among ECCE teachers



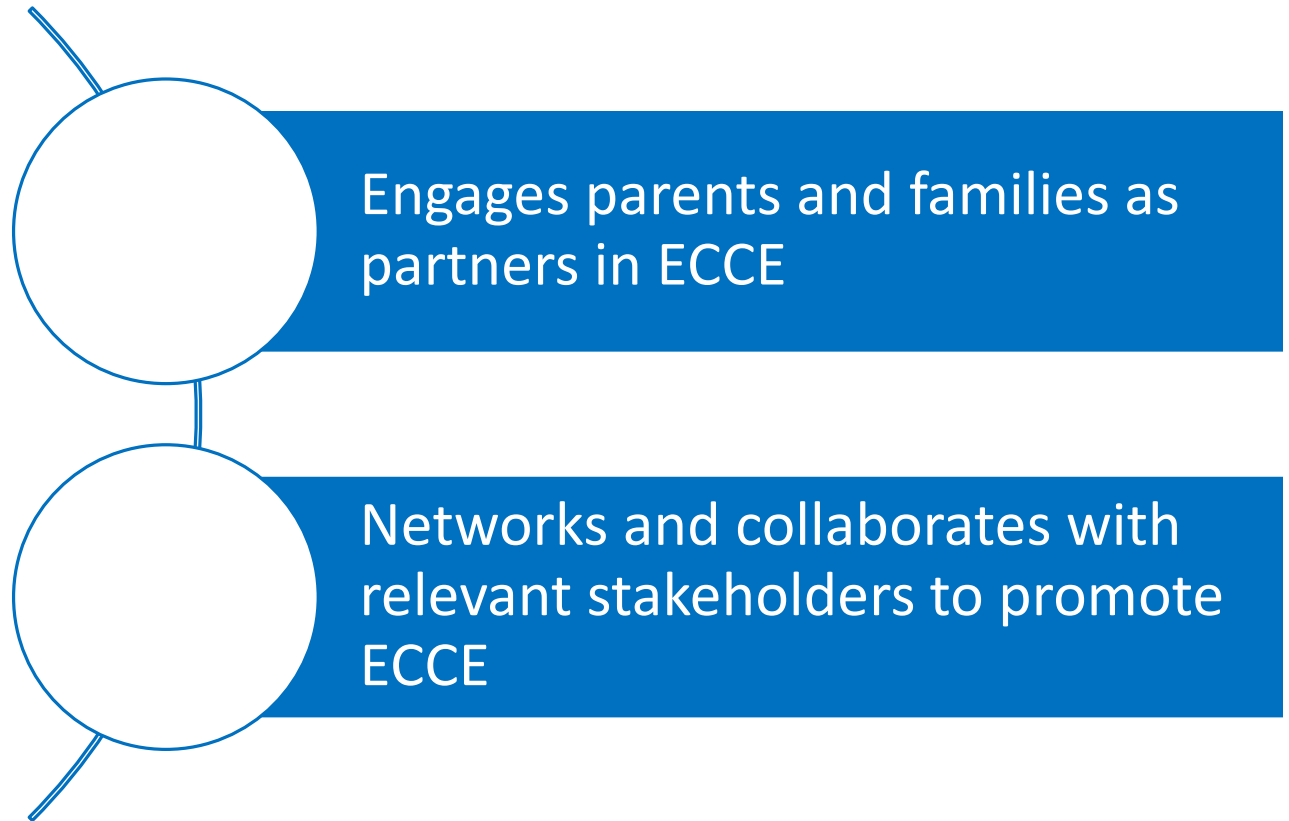
# Learning environment

- Important to establish a learning environment that addresses the developmental needs of early learners



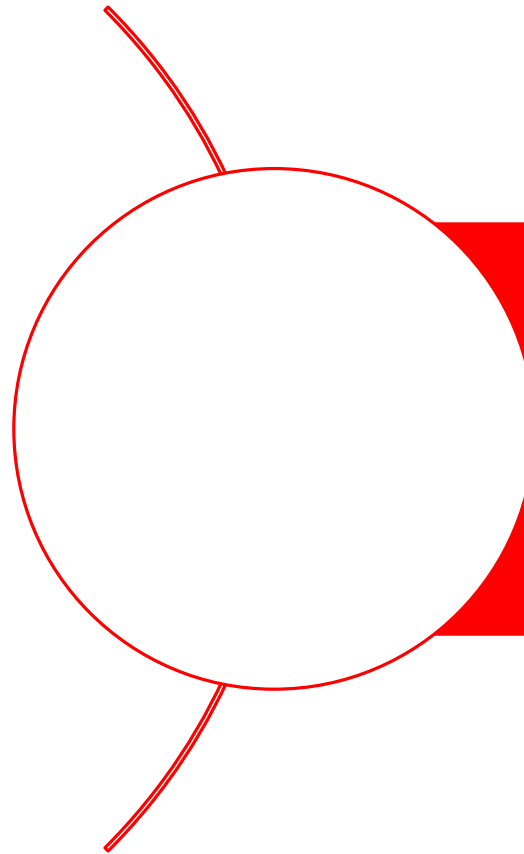
# Engagement and collaboration

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



# Professional development

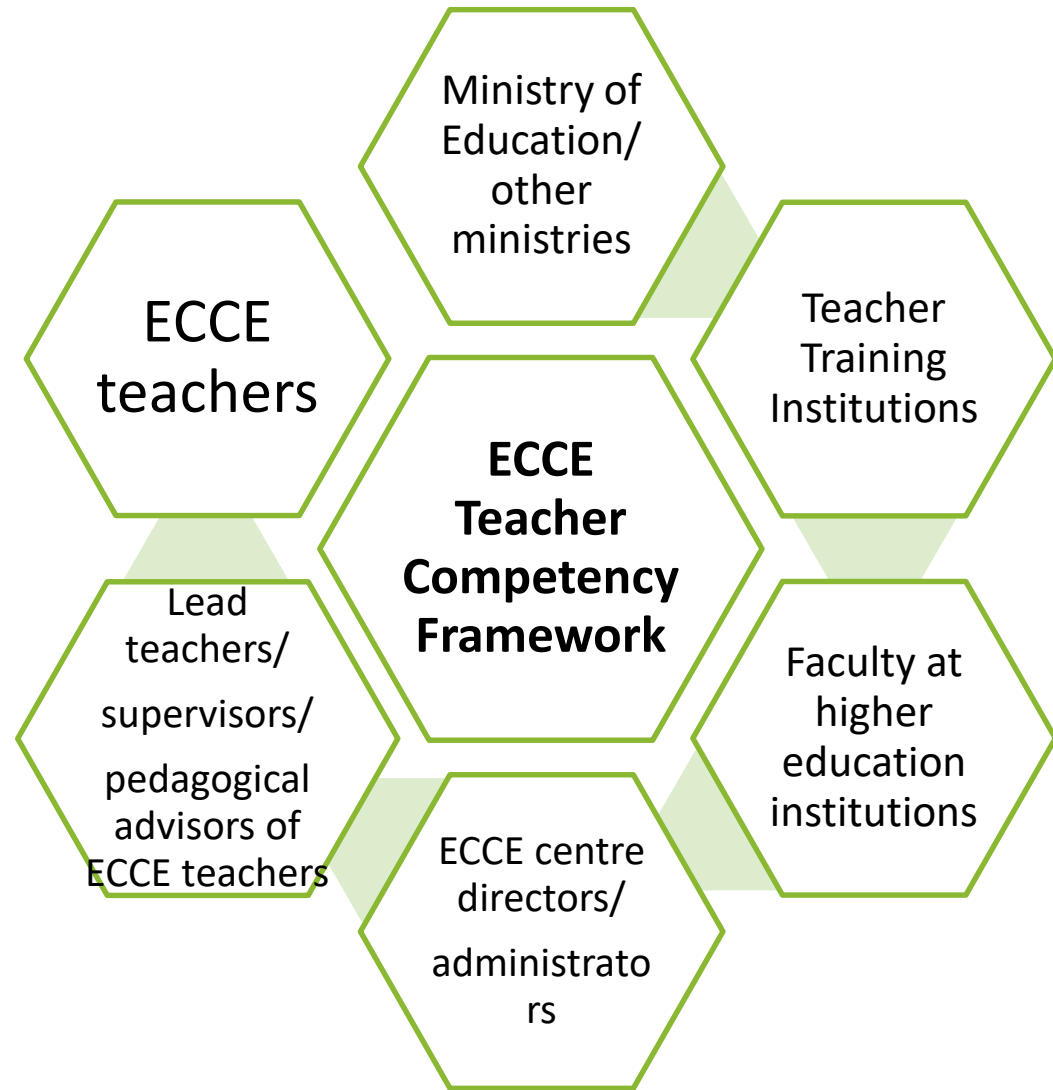
Teachers need to demonstrate concern for their own professional development



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.



# Teacher Development and Management Process



- 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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