COMPETENCY FRAMEWORK
FOR TEACHER EDUCATORS IN PALESTINE

(RQTEPP TELTA) Raising the Quality of Teacher Education Programmes in Palestine through Technology Enhanced Learning

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Introduction

Internationally, teacher educators can be seen as a unique group of university academics. In addition to possessing subject knowledge in their discipline, they also possess the ability to support pre-service teachers in understanding how to teach the subject to school age learners. In other words, they are not just teachers, but "teachers of teachers" (Loughran, 2006).

University teacher educators thus have a double responsibility: both to the pre-service teachers with whom they work, and to the students in schools who will be taught by the pre-service teachers firstly on practicum, and then as qualified teachers. This responsibility requires a distinct form of pedagogical content knowledge, additional to that outlined by Shulman (1986). In recognition of this double role, statements of competency (or standards) for teacher educators have been developed and adopted in some countries: for example: The Netherlands and the USA. While these standards do not have statutory status, they serve to emphasise the significance of the professional knowledge, skills and values teacher educators are expected to hold.

Why develop a Competency Framework for teacher educators in Palestine?

In the light of new developments in initial teacher education in Palestine, it is appropriate to consider the competences required in order to be an effective teacher educator in the Palestinian context. The competence framework presented on the following pages has been developed in consultation with experienced teacher educators from three universities based in the West Bank and Gaza.

How can the Competency Framework be used by teacher educators?

The Competency Framework has the potential to be used in several ways:

- As the basis for self-evaluation by Palestinian teacher educators. Individual university lecturers can reflect on the evidence they currently possess for each competency indicator and identify areas for personal professional development.

- Where university policy requires individual lecturers to develop a professional development portfolio, this should be based on the Competency Framework.

- The induction and professional development of new university lecturers involved in teacher education should be based on the competences within the Framework.

Teacher Education Competency Framework

Competence 1: Scholarship Note: sources of evidence may be relevant for more than one indicator of competence.		
Competence statement	**Indicators**	**Sources of Evidence**
Engage in research and other scholarly activity that contribute to knowledge of teacher education.	• Update knowledge of their field by reading • Engage in research projects • Disseminate findings of research • Connect new knowledge to existing knowledge, understanding and practices • Connect outcomes of research and scholarly activity to inform teaching and other areas of work	• Publications • Conference attendance • Conference presentations • Membership of professional associations • Invitations to join professional committees • Consultancy

Competence 2: Professional Development Note: sources of evidence may be relevant for more than one indicator of competence.		
Competence statement	**Indicators**	**Sources of Evidence**
Engage in formal and non-formal professional development activities to improve practice	• Participate in formal training professional development • Improve own knowledge and skills through scholarship • Participate in professional associations • Utilize students' feedback to improve practice • Reflect on own teaching to improve practice • Contribute to formal and non-formal professional associations / networks • Articulate a personal philosophy of learning, teaching and education • Reflect on personal values beliefs and practices	• Evidence of attendance • Publication • Membership in professional associations. • Reflective evidence • Statement of personal philosophy • Portfolio

Competence 3 Teaching and supporting learning		
Note: sources of evidence may be relevant for more than one indicator of competence.		
Competence statement	**Indicators**	**Sources of Evidence**
Establish and maintain a learning environment which enables student teachers' professional learning Develop rapport with student teachers in order to facilitate learning	• Model effective instruction • Demonstrate and promote critical thinking with teachers and/or student teachers. • Model reflective practice to foster student reflection • Demonstrate appropriate subject matter content • Demonstrate a variety of instructional and assessment methods including use of technology • Familiarise themselves with current educational policy and practice in schools • Respond flexibly to student teachers' learning needs • Establish a positive learning atmosphere, where students feel secure to express their own opinions	• Evaluations from colleagues and/or students • Video or audio tapes of teaching • Plans for taught classes, including use of appropriate technology • Awards recognising quality of teaching • Course syllabi • Teacher educator portfolio • Student portfolios

Competence 4. Programme Development		
Note: sources of evidence may be relevant for more than one indicator of competence.		
Competence statement	**Indicators**	**Sources of Evidence**
Participate in the design and development of teacher education courses and programmes.	• Contribute to the design, development & modification of teacher education programmes. • Revise courses to incorporate current research and/or best practices • Actively contribute to the on-going assessment of teacher education courses or programmes • Contribute to research that focuses on effective teacher education programmes	• Statements of support from course or programme leaders • Evidence from own research • Published articles/presentations

Competence 5. Collaboration Note: sources of evidence may be relevant for more than one indicator of competence.		
Competence statement Seek out and strengthen opportunities for collaboration with major stakeholders in teacher education	**Indicators** • Voluntary participation in additional activities aimed in improving teacher education. • Regular attendance at faculty and committee meetings • Utilise technology to support collaborative discussion across universities • Willingness to engage with national developments in teacher education • Willingness to collaborate with teachers in school in order to improve the experiences of student teachers	**Sources of Evidence** • Displays of collaborative projects within the university • Records of meetings • Outcomes of collaborative cross-university projects • Records of participation in national developments • Statements of support from schools • Evaluations by student teachers

Competence 6. Improving the teacher education profession Note: sources of evidence may be relevant for more than one indicator of competence.		
Competence statement Participate in networks and organisations which are specifically aimed at improving teacher education	**Indicators** • Review and contribute to research and publication in teacher education • Mentor new teacher educators • Develop new teaching materials to enhance teacher education	**Sources of Evidence** • Publication • Evaluations from colleagues • Student evaluations

References

Loughran, J. (2006) *Developing a pedagogy of teacher education*. London, Routledge.

Shulman, L (1996) Those Who Understand: knowledge growth in teaching. *Educational Researcher*, 15 (2) pp 4-14.