

Synthesis and Tasks of Teacher Policy in According to Changes of Teaching Profession: Focused on Competency Development of Teacher

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The purpose of this study is to explore the policy tasks to be supported for teacher competency development through survey of change in performance contents of teacher duties according to environmental change of teaching profession, survey and analysis of requirements for teacher competency development, and diagnosis of weak points of the current teacher policies from a viewpoint of competency model. Various means such as literature researches, council meetings of experts, business trips for interviews, conference with the participation of teachers, services for case studies, working meetings with interested government officials, questionnaire survey, policy forum, etc. were executed for this study.

Contents of this study are composed of six fields; ① analysis of change in performance of teacher duties and research trend of teacher competency development according to environmental change of teaching profession, ② analysis of experience cases of education fields of change in performance of teacher duties, ③ survey and analysis of the requirements for teacher competency development, ④ analysis of development cases of teacher competency in foreign countries, ⑤ diagnosis of the current teacher policies from a viewpoint of competency development and analysis of

their weak points, and ⑥ policy direction and tasks for teacher competency development.

In the Chapter 2, preceding researches of environmental change in teaching profession, change in performance of teacher duties, model of teacher competency development, and research trend about the competency development were analyzed synthetically. Following results were presented; ① characteristics of change in teaching profession and factors to accelerate the change, ② core competency required to teacher by the 21st century education system, ③ theoretic basis of teacher competency development and operation cases of the competency model, and ④ research trend of teacher competency development and difference from this study.

In the Chapter 3, cases of 15 teachers who experienced change in performance of teacher duties were analyzed. Working for elementary and secondary schools, they were selected considering their position levels and the school sites. Following results were observed; ① characteristics of change in performance conditions of teacher duties, ② contents of the duties difficult to be performed, the causes making it difficult to perform them, and the methods of reaction, and ③ the teacher competency and policy tasks necessary to perform the duties.

In the Chapter 4, results of the questionnaire survey of requirements for teacher competency development were presented. The survey was conducted on 2,120 teachers, 2% of total elementary and secondary teachers, from June 10 to June 24, 2015. The questionnaire is composed of general items, change in environment of teaching profession and performance condition of teacher duties, and requirements and policy tasks for teacher competency development. The survey results showed that 75.9% of the respondents experienced change in performance of their duties. 21.4% of them thought change in education policies as the most important factor to change the environment of teaching profession to result in change in performance of teacher duties, compared with 16.3% regarding change in students and 11.6% considering change in curriculum. 48.5% of the respondents counted communication competency as the most insufficient,

compared with 18.7% of survey and analysis, 12.5% of class support, 12.1% of teaching, and 6.8% of understanding. 52.9% indicated teaching competency as the competency to be developed urgently, compared with 26.0% of understanding competency. As the teacher policy supported urgently to develop teacher competencies, policy of teaching hour and working condition was preferred by 25.8%.

In the Chapter 5, development cases of teacher competency in foreign countries were analyzed. Analysis results of cases in United States, Finland, and Singapore were compared with research results of the 2nd TALIS(Teaching And Learning International Study), the international teacher comparison research of OECD held in 2013.

In the Chapter 6, the following weak points of current teacher policies were exposed through diagnosing them from a viewpoint of competency development. ① The model to develop competency for government officials is being operated. Since the similar model is not introduced for teachers, however, the national systematic supports are required urgently to develop teacher competency. ② The personalized training for government officials is supported on the basis of results performed by the center of diagnosis and evaluation of their competency. Since there are no means and procedures to diagnose the teacher competency, however, a system to manage them must be introduced. ③ The system to develop teacher competency must be established. The system must be arranged variously considering categories of core competency, teacher position levels, types of qualifications, and steps of career development. ④ The teacher qualifications must be updated periodically in the foreign countries. Therefore, the teacher competency are developed and managed systematically by means of the management system of teacher qualification. Since no qualification update is required till retirement after entering teaching profession in Korea, however, qualification management is very vulnerable to development and management of teacher capabilities.

In the Chapter 7, 10 policy tasks were proposed to develop teacher competency as follows; ① development and introduction of model of teacher competency, ②

establishment of an exclusive national management system of competency development, ③ formulation of comprehensive measures for teaching profession development focusing on competency, ④ development of competency diagnosis tools and establishment of self-diagnosis system, ⑤ improvement of teacher training curriculum on the basis of competency-based curriculum, ⑥ stable settlement of head teacher system, ⑦ support of periodic personalized training related to results of competency diagnosis, ⑧ establishment of training system focusing on competency by a teacher career ladder, ⑨ expansion of learning research sabbatical system and establishment of learning community, and ⑩ improvement of class and duty conditions focusing on competency development, ⑪ improvement of teacher competency development evaluation system focused on core competency.

key words: environmental change of teaching profession, change of teacher duties, competency development, teacher policy