

1. Framework title

UNESCO ICT Competency Framework for Teachers

2. Initials

ICT CFT

3. Document(s) in which the framework is presented (if there are previous versions, etc.)

United Nations Educational, Scientific and Cultural Organization. (2018).
UNESCO ICT competency framework for teachers. Version 3.0.

The current version is V3 (2018), the other version published in 2008 and 2011.

The first version, ICT Competency Standards for Teachers (2008) which had three volumes: (1) policy framework, (2) competency standards modules, and (3) implementation guidelines.

The second version, UNESCO ICT Competency Framework for Teachers (2011), was consolidated as a single document and has received a new title.

The third version, UNESCO ICT Competency Framework for Teachers (2018), started your update in 2016; a review was conducted to ascertain how the old versions have been used globally.

It took into account also in your development the Agenda 2030 for Sustainable Development (ON), designed to preserve those competencies that remain relevant and to frame them within the current advances in technologies and the changing demands of life and work. For UNESCO, the ICTs are critical for progress towards the achievement of all 17 Sustainable Development Goals (SDGs), namely Goal 4 (Quality education), Goal 5 (Gender equality), Goal 9 (Infrastructure), Goal 10 (Reduced inequalities and across countries), Goal 16 (Peace, justice and strong institutions) and Goal 17 (Partnerships for the goals).

Each version has reflected the prevailing thinking on the relationship between technology and education, with suggestions on how to achieve competencies using popular technologies of the time.

4. Documents dates

Frist Version ICT Competency Standards For Teachers (2008)

Second Version - Competency Framework for Teachers (2011)

Third Version - Competency Framework for Teachers (2018)

5. Number of pages of the document(s)

68

6. Organizations or authors responsible for developing the framework, context (if applicable)

Developed by United Nations Educational, Scientific and Cultural Organization (UNESCO)

7. Scope: regional (indicate region) or international

International

8. Synthesis

The ICT Competency Framework for Teachers (ICT CFT) is a tool to guide pre- and in-service teacher training on using ICTs across the education system. This is the response by UNESCO to recent technological and pedagogical developments in the field of ICT and Education and incorporates in its structure inclusive principles of non-discrimination, open and equitable information accessibility and gender equality in the delivery of education supported by technology.

9. Purpose(s) of the framework

tool to guide pre- and in-service teacher training on the use of ICTs across the education system. The ICT CFT is intended to be adapted to support national and institutional goals by providing an up-to-date framework for policy development and capacity building in this dynamic area.

The ICT CFT is intended for teacher training on the use of information and communications technology (ICT) in Education.

10. Focus of the framework: citizens, workers, teachers, students, managers, parents, organizations, etc.

Teachers (pre-and in-service)

Its target audience is teacher-training personnel, educational experts, policy-makers, teacher support personnel and other professional development providers.

11. Methodology for the elaboration of the framework;

No specific methodology was described, but the current version it took into account the Agenda 2030 for Sustainable Development, and is designed to preserve those competencies that remain relevant and to frame them within the current advances in technologies and the changing demands of life and work.

The first version was developed in partnership with industry leaders and global subject experts, as CISCO, Intel, ISTE and Microsoft, given the importance of ICT for education, as well as with world-renowned subject matter experts through extensive consultation to identify the competencies that teachers should develop in order to be able to use technology effectively in the classroom.

12. Framework structure

The ICT CFT consists of 18 competencies organized according to the six aspects of teachers' professional practice, over three levels of teachers' pedagogical use of ICT.

The presentation of the framework is made for level and not competence as in other frameworks. for each level, the framework describes the areas (six) into relation curricular goals for teacher training, teacher competency (teachers can..), objectives (teachers should be able to ...) and example activities.

13. Definition of digital competence, digital literacy etc.

proposed by the framework

The ICT CFT use ICT competence with synonyms the digital competence.

14. Competences proposed by the framework (areas, dimensions, competences, knowledge, skills and attitudes, levels of proficiency, etc.)

The ICT CFT have three levels – Knowledge Acquisition, Knowledge Deepening and Knowledge Creation.

The first level (Knowledge Acquisition) is where teachers tend to use technology to supplement what they already do in class; the second (Knowledge Deepening) is where they begin to exploit the true power of the technology and change the way they teach, and students learn; and the third (Knowledge Creation) is transformative, where teachers and students create knowledge and devise innovative strategies to function at the highest level of Bloom's taxonomy.

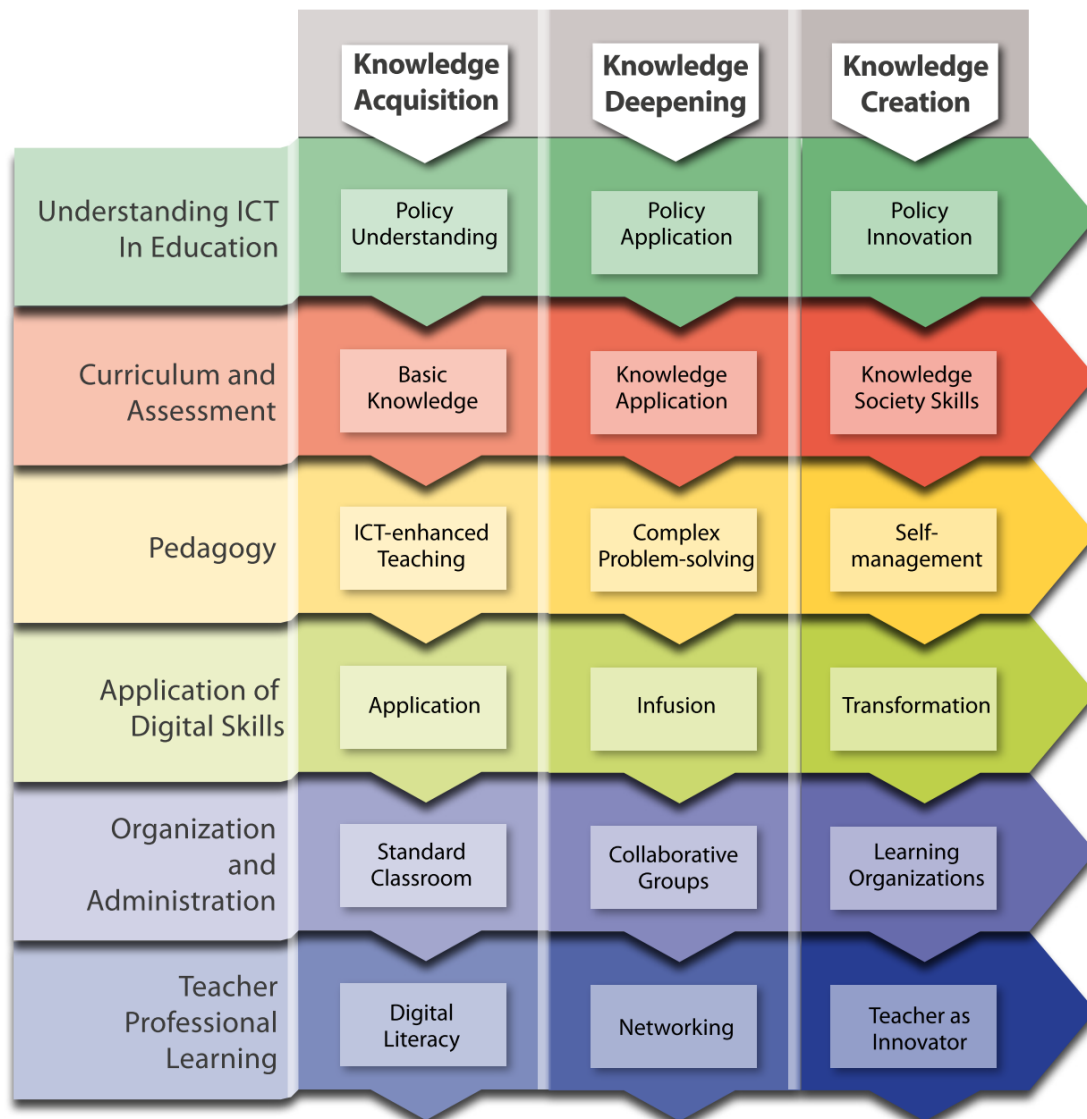
The level of Knowledge Acquisition was referred to in earlier versions of the ICT CFT as 'Technology Literacy' (TL). The term 'Knowledge Acquisition' has been adopted in this version to align it with the other two levels: Knowledge Deepening and Knowledge Creation.



Each has different goals. "In the Knowledge Acquisition level, the goal is to enable teachers to support students of different abilities, ages, gender, and socio-cultural and linguistic backgrounds, to use ICT to be effective learners and productive members of society. Teachers." "In the Knowledge Deepening level, the goal is to increase the ability of teachers to support students of different abilities, ages, genders, and socio-cultural Collaborative Collaborative Groups and linguistic backgrounds, to apply knowledge to solve complex, high-priority problems encountered in real-world situations of work, society and everyday life." "In the Knowledge Creation level, the goal is to enable teachers to engage in, and benefit from, knowledge creation, innovation and lifelong learning. Teachers should be able not only to design classroom activities that

advance these goals but also to develop programmes to support them throughout the school Teacher environment and beyond."

The ICT CFT have 18 competencies organized into the six aspects of a teacher's work: 1) Understanding ICT in Education Policy; 2) Curriculum and Assessment; 3) Pedagogy 4) Application of Application of Digital Skills; 5) Organization and Administration; 6) Teacher Professional Learning – the ICT CFT creates 18 competencies.



I have observations about this, because although it deals with 18 competencies, there is a mix of concepts. Following the logic of european documents would be only 6 competencies with 3 levels of proficiency. For example, competence is already established at the level of proficiency.

15. Examples of use

All Areas/competences have example activities objectives, for example, in the area Understanding ICT in Education Policy (level Knowledge Acquisition) is 1) Discuss institutional and/or national policies and common classroom practices. Identify those practices that support policy. Teachers identify and analyse their own classroom practices in terms of how their teaching practices contribute to policy implementation; and 2) Investigate the benefits, and also drawbacks, of using ICT in education. Identify appropriate ICT use to support and enhance their productivity, teaching methods, class administration and continuing professional development.

16. Indications for the elaboration of instruments based on the framework

In

17. Miscellaneous

The ICT CFT Version 3 takes into account the Agenda 2030 for Sustainable Development

The 2030 Agenda for Sustainable Development, adopted by the UN General Assembly, underscores a prevalent global shift toward the building of inclusive Knowledge Societies based on human rights, the achievement of gender equality and empowerment. ICTs are critical for progress towards the achievement of all 17 Sustainable Development Goals (SDGs). Namely, ICT related targets are addressed in: Quality education (Goal 4), Gender equality (Goal 5), Infrastructure (Goal 9), Reduced inequalities within and across countries (Goal 10), Peace, justice and strong institutions (Goal 16) and Partnerships for the goals (Goal 17).

There have been three ICT CFT versions: 2008, 2011 and 2018. Each version has reflected the prevailing thinking on the relationship between technology and education, with suggestions on how to achieve competencies using popular technologies of the time.

2. Cross-cutting Principles

2a. Knowledge Societies

2b. Universal Design for Learning (UDL)

2c. Including education

Language and Culture

Persons with disabilities

Gender equality

Ability

3rd The Potential and Challenges of ICT Innovations

The ICT CFT Version 3 also introduces references to the current innovations in relevant aspects

3rd Open Educational Resources (OER)

Three-b. Social networks

3c. Mobile Technologies

3d. The Internet of Things

3e. Artificial Intelligence (AI)

3f. Virtual Reality (VR) and Augmented Reality (AR)

3g. Big Data

Three o'0 0. Coding

Three- three. Ethics and privacy protection

4th The Lifelong Process of Professional Development Teacher

At the pre-service training stage, the preparation of future teachers in subject specific or inter-disciplinary knowledge and pedagogical approaches aims at building their understanding of the relevance of ICT for teaching and learning, often summarized as 'Technological Pedagogical Content Knowledge (TPCK)'

In this level (Knowledge Creation), the curriculum goes beyond a focus on school subjects to explicitly include Knowledge Society skills needed to create new knowledge, namely skills for: problem-solving, communication, collaboration, experimentation, critical thinking and creative expression

I - Aspect: Understanding ICT in Education Policy This aspect encourages teachers to be aware of how ICT might be aligned to national education priorities as expressed within the policy environment. Teachers are encouraged to understand their significant role in preparing the next generation to be effective and productive members of society.

II - Aspect: Curriculum and Assessment This aspect explores how ICT might support the specific objectives as identified in the curriculum, and play a role in supporting assessment. (maybe TC).

III - Aspect: Pedagogy This aspect encourages teachers to acquire ICT skills to support effective teaching and learning methods. In the Knowledge Acquisition level, ICT is integrated into traditional teaching methods. (TP in TPACK).

IV - Aspect: Application of Digital Skills This aspect is sizeable in the Knowledge Acquisition level because basic ICT skills are a prerequisite for integrating technology into a teacher's duties. (maybe just the T).

V - Aspect: Organization and Administration This aspect suggests ways to manage the school's digital assets as well as safeguard the people who use them.

VI - Aspect: Teacher Professional Learning The final aspect is designed to suggest ways that ICT can empower teachers to embark on lifelong professional development.

Chapter V Implementation Examples and Resources

Several countries

Glossary