



## Teacher Quality Assurance: Teacher Education and Professional Development in South Korea



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## South Korea

- Population
- 51.47 million
- Area: 100,363 km<sup>2</sup>

**North Korea:**


- 120,538 km<sup>2</sup>
- 25.49 million

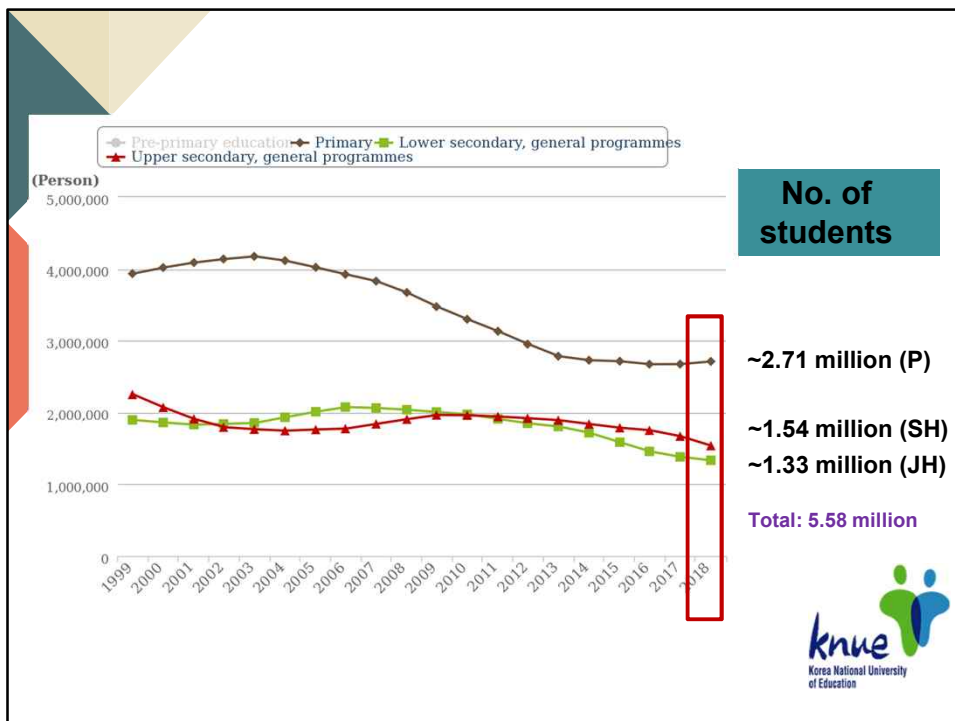
**Japan:**

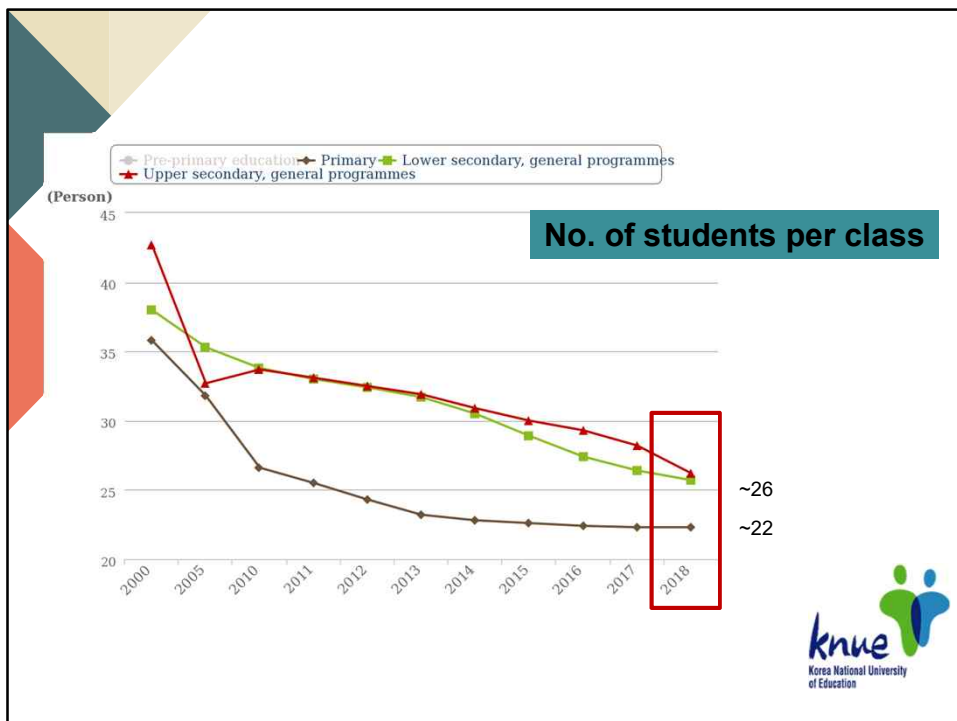
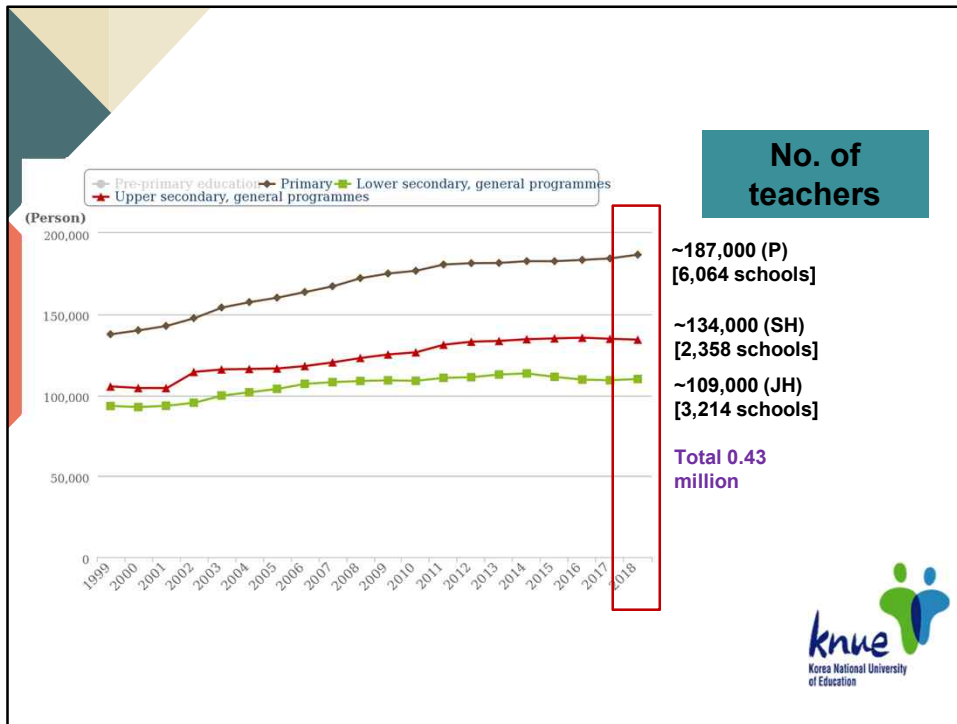
- 377,972 km<sup>2</sup> (126.8 million)


**England:**

- 242,495 km<sup>2</sup> (66.04 million)












- ❖ **3 years of junior high**
  - For 3 years Science required (340 hrs. total: 3, 3, 4 hrs./week)
  - Technology required (170 hrs. total)
  - Creative experience hours (~9%)
- ❖ **6 years of elementary**
  - Grades 3~6 science (3hr./week)
  - Creative experience hours (~10%)




### School System & the Curriculum

- ❖ **3 years of senior high school (free, 2021~)**
  - 12 credits of science required for all
  - ◆ Required science course:
    - Integrated science (8 credits)
    - Science inquiry experiment (2 credits)
  - ◆ Technology as elective
  - ◆ Creative experience hours (~12%)
  - ✓ 1 credit=1hr./week for 17 weeks

## Teacher Preparation

- ❖ Teacher license awarded by the government upon completion of a program approved by the government
- ❖ Primary school teachers
  - from national universities of education (12 univ./program)
- ❖ Secondary school teachers
  - National and private teachers colleges
  - Teacher education programs within comprehensive universities
  - Graduate schools of education



## License Requirements

- ❖ 22 credits in general pedagogy (e.g., educational philosophy, educational psychology, assessment) including a minimum of a two-credit course on special education and four credits (120 hrs. or 4 weeks) of practicum
- ❖ 50 credits in a major field (e.g., elementary education, mathematics, science, history) including subject-specific pedagogy courses
- ❖ GPA of above C across 120-145 undergraduate degree credits



## At KNUE: Elementary Programs

### Elementary general

- ❖ General education (22) (including 4 credit Practicum)
- ❖ Subject matter specific pedagogy (9)
- ❖ Subject matter (48)
- ❖ General courses 21 + **electives 40**
- **Total 140**


### Elementary with specialization

- ❖ General education (22) (including 4 credit Practicum)
- ❖ Elementary Education (9)
- ❖ Subject matter specific pedagogy and technique (63)
- ❖ Specialization area (21)
- ❖ General courses (21) + **electives (4)**
- ❖ **Total 140**



## At KNUE: Secondary Programs

<p><b>Mathematics Education</b></p> <ul style="list-style-type: none"> <li>❖ General education (22) (including 4 credit Practicum)</li> <li>❖ Subject matter specific pedagogy (9)</li> <li>❖ Subject matter (48)</li> <li>❖ General courses 21 + electives 40</li> </ul> <p style="text-align: right;"><b>• Total 140</b></p>	<p><b>Course examples</b></p> <ul style="list-style-type: none"> <li>❖ Educational psychology (2)</li> <li>❖ Adolescent psychology (2)</li> <li>❖ Mathematics pedagogy (3)</li> <li>❖ Technology in math education (3)</li> <li>❖ Calculus and practice I (3)</li> <li>❖ Linear algebra (3)</li> <li>❖ Differential geometry (3)</li> </ul>
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## Teacher Hiring


**Teacher  
license  
(Level 2)**

**Public School Teacher  
Selection Exam**

**1st- Written test on  
pedagogy and subject  
matter**

**2nd- Lesson  
demonstration,  
interviews**

**Private Schools**



### General Pedagogy Essay Test Question Example

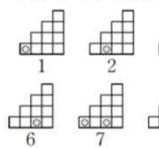
- ❖ The following are the discussion among elementary teachers about the new curriculum. Please discuss (1) the foci of teaching and learning emphasized in the curriculum, (2) collaborative learning strategy STAD and its role in helping student learning, (3) importance of assessing affective factors of students.



### Teacher Selection Exam (Elementary, math)

6. 다음은 '규칙성' 영역에서 수업의 일부이다. 물음에 답

교사: 다음은 어떤 규칙에 수를 차례로 나타낸



교사: 어떤 규칙인지 모듬끼리 찾아보세요.

지윤: 1, 2, 3을 보면 첫째 세로줄의 0은 1이고, 둘째 세로줄의 0은 2이고, 3은 1+2로 나타낸 것을 알 수 있어.

준서: 4는 2를 나타내는 0가 둘째 세로줄 다 있으니까 2+2로 생각한 거야

민수: 5는 3+2로 생각하면 같은 칸에 0 안 되고, 4+1로 생각해야 해.

준서: 6은 첫째 세로줄과 둘째 세로줄이 세로줄의 맨 아래 칸에 0를 넣은

지윤: 그러면 의 다음은 은

민수: 그리고 4처럼 생각하면 은

준서: 선생님, 질문 있어요 12를

교사: 안 됩니다. 세로줄은 0를 맨 아래 칸

준서: 알겠습니다. 그러면 저희가 규칙:

교사: 서로 협력하며 규칙을 잘 찾았

이 나타내는 수는 무엇일?

지윤: ( ㉠ )입니다.

교사: 맞았어요. 여러분 모두 참 잘했어요. 된 것을 수학 일기에 써주세요.

1) ㉠에 들어갈 알맞은 수를 쓰시오. [1점]

2) 다음은 민수의 수학 일기이다. ㉡~㉣ 중에서 틀린 것 2가지를 찾고, 그 기호와 이유를 각각 쓰시오. [2점]

오늘 수학 시간에 규칙 찾기를 했다. 처음에는 어려웠지만 친구들과 함께 찾다 보니 재미있었다. 오늘 찾은 규칙에 따라 에 0를 넣어 수를 나타내면서 몇 가지를 더 발견할 수 있었다. 맞는지 내일 친구들과 확인해 봐야겠다.

- ㉡ 0가 1개만 있는 수는 모두 10개이다.
- ㉢ 0가 2개만 있는 수 중에서 가장 큰 수는 48이다.
- ㉣ 0가 3개만 있는 수 중에는 18이 있다.
- ㉤ 0가 4개만 있는 수 중에서 가장 작은 수는 16이다.
- ㉥ 0가 첫째 세로줄에 있는 수는 모두 60개이다.

• ㉠: \_\_\_\_\_

• ㉡: \_\_\_\_\_



## Teacher Selection Exam, secondary physics

### [Example (2011 Exam)]

❖ Q. Suggest a method of assessment about refraction of light based on the performance expectation in the physics curriculum.

❖ Addresses

- Pedagogical knowledge
- Content Knowledge
- knowledge



## Teacher Continuing Development - In-service teacher development



## Teacher Professional Development

- ❖ **PD for License**
  - Level 1 certification, Master teacher, school administrator positions (e.g., principal, counselor)
- ❖ **PD for knowledge and skills for better performance on the job**
  - Various providers including district offices, local educational agencies, private providers
- ❖ **Special PD: Sabbatical, degree program, international professional experience**



## License-based PD Standards

- ❖ **Level 1 certification PD (90~135 hrs.)**
  - Qualification: After 3 years of teaching
  - A curriculum approved by the government:
  - General education (10~20%)+ Competency area (20~30%) + Professional area (CK & PCK, 50~70%)
- ❖ **Master Teacher PD (90~135 hrs.)**
  - Qualification: After 15 years of teaching
  - Teaching consulting, Student advising consulting



## Elementary Teacher License Upgrade PD (Gyeonggi province)

- ❖ **2016 PD preparation: Needs assessment (Survey of participants before PD), feedback from 2015 participants**
- ❖ **Program goals**
  1. **Development of educational professionalism through reflection on teaching**
  2. **Improving teacher capacity in curriculum, teaching and assessment for leading student-centered education**
  3. **Helping teacher to formulate vision for education and society, and improving relational competence**
- ❖ **Program hours: A total of 103 hours (18 hours prior to and 85 hours of face to face meetings)**



PD Areas	Topics
Continuing professionalis m development	<ul style="list-style-type: none"> <li>- Research on improving teaching</li> <li>- Self initiated practice</li> <li>- Professional learning community – teacher research group activity</li> </ul>
Classroom management competence	<ul style="list-style-type: none"> <li>- Strategies and methods for classroom management</li> <li>- Fostering democratic classroom environment</li> <li>- Building trust and intimacy with students</li> <li>- Education law, school administration, school accounting</li> </ul>
Leadership in teaching	<ul style="list-style-type: none"> <li>- Curriculum understanding, reconstruction, and development</li> <li>- Teaching for learning disability (e.g., ADHD)</li> <li>- Designing and analyzing lesson plans</li> <li>- Methods for using cutting-edge equipment (information technology)</li> <li>- Development assessment methods</li> </ul>
Character education for students	<ul style="list-style-type: none"> <li>- Empathetic communication with students</li> <li>- Understanding learners (students from diverse backgrounds, gifted students)</li> <li>- Counseling school life using child psychology</li> <li>- Counseling parents</li> </ul>



## Specific content in teaching leadership

- **Aligning curriculum, lesson content and assessment**
- **Understanding and reconstruction of the curriculum**
- **Understanding and practicing learning focused teaching**
- **Performance assessment**
- **Career guidance**
- **Teaching student with disability**
- **Creative teaching – reading movies, reading picture book, new effective teaching strategies**
- **Meeting with expert teachers**



## Specific content in character education for students

- **School bully prevention**
- **Child harassment prevention**
- **Safe experimental learning**
- **Character education**
- **Multicultural education**
- **Inclusion education**
- **Creative activities – board games, creative music, emotion and art**
- **Emotion regulation coach**



## Teacher Evaluation for Professional Development

- ❖ **Teacher Capacity Improvement Evaluation**
- ❖ **Evaluation participants:**
  - **teachers in public and private elementary, secondary and specialized schools**
- **Evaluators:**
  - **peer teachers, students and parents**



## Teacher Evaluation (Cont.)

- ❖ **Committee members (from 5-11):** Teachers, parent representatives, outside experts at the school and district levels
  - Planning, implementation and reporting of teacher evaluation including making decisions on evaluation participants and designing parent participation methods and promotion, teacher data collection and display methods.
- ❖ **Parent representatives in school committee:**
  - Participation in parent satisfaction survey item development and feedback, parent survey participation promotion and guide, support for student survey participation



## Teacher Capacity Improvement Evaluation

- ❖ The purpose of teacher evaluation:
  - A formative assessment to support professional development of teachers
- ❖ Evaluation participants: teachers in public and private teachers in elementary, secondary and specialized schools
- ❖ Evaluators:
  - Peer teachers evaluate teacher capacity
  - Students and parents are surveyed about their level of satisfaction with the school.



## Implementation Guide (Cont.)

- ❖ Evaluation Targets (Classroom Teachers)
  - Instructional dimension: Lesson planning, lesson implementation, assessment, and application (12 criteria)
  - Non-instructional dimension: student advice, support, and discipline (6 criteria)
- ❖ Evaluation Methods
  - 5 point Likert scale checklist and summative statements after classroom observations
- ❖ Evaluation Report
  - To the individual teacher
  - Results at the school level is announced to the public
- ❖ Use of Evaluation Results
  - Individual teacher planning for professional development
  - School and district level planning for supporting teacher professional development



