



# ICT

## Competency Standards for Teachers in Lao PDR

**Department of Teacher Education**  
**Ministry of Education and Sports**  
January 2022



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## Foreword

The development of the ICT Competency Standards for Teachers in Lao PDR was implemented under the Enhancement of Digital Resilience through Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration project. The project is under support and collaboration of UNESCO Bangkok through the Capacity Development for Education (CapED) in Lao PDR programme. The project is intended to 1) provide technical support for national capacity building to develop the ICT Competency Standards for Teachers that are aligned with national education policies and goals; 2) enhance the capacity of teacher training colleges and institutions which provide teacher training to develop and implement teacher training courses with the integration of the ICT Competency Standards into teacher training courses and teacher education curriculum.

The ICT Competency Standards for Teachers in Lao PDR were developed as stand-alone and adapted competency standards. The content of the standards includes:

- 3 Proficiency levels: Level 1: Basic Level; Level 2: Proficient Level; Level 3: Advanced Level.
- Domains: Understanding ICT Policy in Education; Curriculum and Assessment; Pedagogy; Application of Digital Skills; Organization and Administration; and Teacher Professional Learning.
- 11 Standards and 47 Performance Indicators (Level 1: Basic Level consists of 14 Performance Indicators; Level 2: Proficient Level consists of 16 Performance indicators; and Level 3: Advanced Level consists of 17 Performance Indicators).

The ICT Competency Standards for Teachers in Lao PDR were developed with technical cooperation from the Department of Teacher Education, the Lao National Commission for UNESCO, the Department of International Relations, the Research Institute for Educational Sciences (RIES), the Teacher Development Centre of the Institute for Education Administration Development (IFEAD), Luang Prabang Teacher Training College, Ban Keun Teacher Training College, Dongkhamxang Teacher Training College, Savannakhet Teacher Training College, teacher representatives from secondary schools in Vientiane Capital and an expert team from UNESCO Bangkok.

The Competency Standards Development Committee would like to express sincere gratitude to all parties for their cooperation and support in terms of financial and technical assistance and information which have enabled us to achieve our basic outcomes and to use the Standards across the country in a unified manner. However, these Standards could be further improved; therefore, we ask for your kind cooperation in contributing comments to the Committee for further improvement.

Department of Teacher Education, 28 December 2021

**Director-General**



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# 1 Overview of ICT Competency Standards for Teachers in Lao PDR

- Developed stand-alone and adapted competency standards (pre- and in-service teacher training)
- 3 Levels:
  - Level 1: Basic Level;
  - Level 2: Proficient Level;
  - Level: 3 Advanced Level.
- 6 Domains:
  - 1) Understanding ICT Policy in Education;
  - 2) Curriculum and Assessment;
  - 3) Pedagogy;
  - 4) Application of Digital Skills;
  - 5) Organization and Administration;
  - 6) Teacher Professional Learning.
- 11 Standards
- 47 Performance Indicators:
  - Level 1: Basic Level consists of 14 indicators;
  - Level 2: Proficient Level consists of 16 indicators;
  - Level 3: Advanced Level consists of 17 indicators.

## 2 Lao PDR ICT-CST Proficiency Level Descriptions

Proficiency Levels	Brief Description
<p><b>Level 1: Basic Level</b></p>	<ul style="list-style-type: none"> <li>◦ Teachers are able to understand the important role of the use of ICT tools in teaching and learning in all grades, especially to understand the goals of policies and priorities related to the use of ICT in education.</li> <li>◦ Teachers are able to select and use ICT tools at a basic level to find ways to create simple teaching and learning materials which support and stimulate students' learning.</li> <li>◦ Teachers should be keen on learning basic digital knowledge and skills through self-directed learning or participating in various trainings to enhance their own professional learning.</li> </ul>
<p><b>Level 2: Proficient Level</b></p>	<ul style="list-style-type: none"> <li>◦ Teachers are able to have a good knowledge of the use of ICT tools and apply the digital knowledge and skills they have acquired in order to effectively facilitate their teaching and learning process which can help support students' learning performance.</li> <li>◦ Teachers are able to appropriately apply the policies, orders, laws and regulations concerning the plans for the development and the use of ICT in education.</li> <li>◦ Teachers are able to identify, design activities, and apply ICT tools aligned with the teaching principles which support independent learning and student-centered learning in order to achieve the defined goals and priorities.</li> <li>◦ Teachers are able to appropriately apply concerned assessment strategies in the actual context.</li> </ul>
<p><b>Level 3: Advanced Level</b></p>	<ul style="list-style-type: none"> <li>◦ Teachers are able to plan and apply more advanced ICT tools and digital resources to prepare their lesson plans and activities into their own teaching practice and suitable for the learning environment in order to increase teaching efficiency.</li> <li>◦ Teachers are able to use ICT to support learners to utilize ICT tools to do their tasks assigned in order to build up knowledge through the sharing of experiences and skills such as critical thinking, analysis, creativity and teamwork.</li> <li>◦ Teachers are able to create their own learning plans and goals which continuously reflect on their teaching practices.</li> <li>◦ Teachers are able to guide and widely share their effective and efficient teaching practices and assessment methods with other teachers.</li> </ul>

### 3 Teacher ICT Competency Standards for Each Domain

<b>Domain</b>	1. Understanding ICT Policy in Education	
<b>Standards</b>	1.1 Know and understand visions, missions and policies related to the use of ICT in planning, and implement them in the teaching and learning process	
<b>Performance Indicators</b>		
<b>Level 1: Basic Level</b>	<b>Level 2: Proficient Level</b>	<b>Level 3: Advanced Level</b>
<p>1.1. A1. Identify Government's direction, policies related to the use of ICT in education, and the ICT educational and sports development plans to the teachers at the school.</p> <p>1.1. A2. Promote and explain the Government's direction, policies related to the use of ICT in education, and disseminate the ICT educational and sports development plans to the teachers within the school, community and district.</p>	<p>1.1. B1. Adapt/implement the Government's direction, policies related to the use of ICT in education, and also adapt the ICT educational and sports development plans to be suitable for using in the classroom and school level context to effectively facilitate their teaching and learning process which can support students' learning performance.</p> <p>1.1. B2. Utilize ICT learning visions, goals, and plans for teachers at the school-level which incorporates ICT as one of the school's quality standards.</p>	<p>1.1. C1. Contribute to developing and sharing ICT action plans with other teachers and suggest new policies on using ICT for educational innovation.</p> <p>1.1. C2. Develop ICT learning visions and plans in order to enhance teacher's own continuous professional development and to effectively facilitate their teaching and learning process.</p>

<b>Domain</b>	2. Curriculum and Assessment	
<b>Standards</b>	2.1 Select and integrate appropriate ICT in planning and implementing the curriculum standards	
<b>Performance Indicators</b>		
<b>Level 1: Basic Level</b>	<b>Level 2: Proficient Level</b>	<b>Level 3: Advanced Level</b>
2.1. A1. Understand curriculum standards and select appropriate ICT tools to support the achievement of the standards.	2.1. B1. Use appropriate ICT tools to support students to achieve the curriculum standards.  2.1. B2. Design ICT-integrated lesson plans to achieve the curriculum standards and support students' knowledge building and active learning.	2.1. C1. Support and guide colleagues to use ICT tools to support students to achieve the curriculum standards.  2.1. C2. Support and guide colleagues to design ICT-integrated lesson plans to support students to obtain deeper understanding of the curriculum standards.
<b>Standards</b>	2.2 Utilize ICT in designing various assessment strategies to assess students' learning	
2.2. A1. Identify assessment strategies and appropriate ICT tools to assess students' learning.	2.2. B1. Use ICT tools to design assessment strategies and conduct continuous assessment.	2.2. C1. Support and guide colleagues to use ICT tools in designing and implementing assessment strategies.



<b>Domain</b>	3. Pedagogy	
<b>Standards</b>	3.1 Develop learning activities that integrate ICT in the teaching and learning process to support subject requirements and pedagogical approaches	
<b>Performance Indicators</b>		
<b>Level 1: Basic Level</b>	<b>Level 2: Proficient Level</b>	<b>Level 3: Advanced Level</b>
3.1. A1. Select relevant and appropriate ICT tools, applications, and digital resources to support students' acquisition of subject knowledge and skills.	3.1. B1. Use relevant and appropriate ICT tools, applications, and digital resources to develop learning activities for achieving the learning goals.	3.1. C1. Support and guide colleagues to use relevant and appropriate ICT tools, applications, digital resources, and strategies in conducting ICT-integrated teaching and learning.
<b>Standards</b>	3.2 Engage students in a wide range of activities, with the support of ICT, to promote student-centered learning with the focus on improving critical thinking, creativity, collaboration, communication, and social-emotional learning skills	
3.2. A1. Select relevant and appropriate ICT tools, applications, digital resources and learning activities to support student-centered learning.	3.2. B1. Design ICT-integrated lessons to ensure student-centered learning with the focus on improving critical thinking, creativity, collaboration and communication skills.  3.2. B2. Design ICT-integrated learning strategies and materials to support students self-regulated learning.	3.2. C1. Exchange and advise other teachers on designing student-centered learning strategies and activities, supported by ICT.  3.2. C2. Support and guide colleagues to design student-centered learning strategies and activities, supported by ICT.

<b>Domain</b>	4. Application of Digital Skills		
<b>Standards</b>	4.1 Know the functions of various ICT devices, software and tools, internet and online resources and be able to utilize/integrate these in the educational process		
<b>Performance Indicators</b>			
<b>Level 1: Basic Level</b>	<b>Level 2: Proficient Level</b>	<b>Level 3: Advanced Level</b>	
<p>4.1. A1. Explain basic functions of ICT devices, applications and digital resources.</p> <p>4.1. A2. Select relevant ICT tools, applications, and digital resources for the teaching and learning process, and administrative work.</p>	<p>4.1. B1. Use relevant ICT tools, applications and digital resources in the teaching and learning process, and administrative work.</p> <p>4.1. B2. Use relevant ICT tools, applications and digital resources for learning engagement and communication.</p>	<p>4.1. C1. Support and guide colleagues and learners in using relevant ICT tools, applications and digital resources in the teaching and learning process, and administrative work.</p> <p>4.1. C2. Support and guide colleagues and learners on using relevant ICT tools, applications and digital resources for learning engagement and communication.</p> <p>4.1. C3. Develop and share digital resources to support learning.</p>	
<b>Standards</b>	4.2 Be able to search, access, evaluate, use and create media and information by complying with media and information literacy and digital citizenship skills to support teaching-learning goals		
4.2. A1. Describe key principles of media and information literacy and digital citizenship, including risks and opportunities in using ICT and the Internet.	4.2. B1. Follow the key principles of media and information literacy and digital citizenship when utilizing various ICT tools, applications, and digital resources.	4.2. C1. Lead and advise teachers and learners to follow the principles of media and information literacy and digital citizenship when utilizing various ICT tools, applications, and digital resources.	

<b>Domain</b>	5. Organization and Administration		
<b>Standards</b>	5.1 Organize learning environments and manage the classroom to be conducive for individuals and various student groups with different abilities and needs to ensure the efficiency of ICT used in the teaching and learning		
<b>Performance Indicators</b>			
<b>Level 1: Basic Level</b>	<b>Level 2: Proficient Level</b>	<b>Level 3: Advanced Level</b>	
<p>5.1.A1. Explain the benefits of an ICT-integrated learning environment for students with different abilities, backgrounds and needs.</p> <p>5.1. A2. Select appropriate and relevant ICT tools and applications, digital resources, and teaching strategies to support all students with different background knowledge, abilities, and needs.</p>	<p>5.1. B1. Plan, organize and create ICT-integrated learning environment for students with different background knowledge, abilities, and needs.</p> <p>5.1. B2. Use relevant and appropriate ICT tools, applications, digital resources, for teaching methods to support all students with different background knowledge, abilities, and needs.</p>	<p>5.1. C1. Support and guide colleagues to plan, organize and create ICT-integrated learning environment for students with different background knowledge, abilities, and needs.</p> <p>5.1. C2. Support and guide colleagues to select and use relevant and appropriate ICT tools, applications, digital resources, for teaching methods to support all students with different background knowledge, abilities, and needs.</p>	
<b>Standards</b>	5.2 Use various ICTs to manage students' learning data/information		
5.2. A1. Explain the functions of Learning Management System (LMS) to monitor and report students' learning progress.	5.2. B1. Use Learning Management System (LMS) to monitor and report students' learning progress.	5.2. C1. Support and guide colleagues to use Learning Management System (LMS) for managing learning activities, and monitoring and reporting students' learning progress.	

<b>Domain</b>	6. Teacher Professional Learning	
<b>Standards</b>	6.1 Utilize ICT for the continuous professional learning	
<b>Performance Indicators</b>		
<b>Level 1: Basic Level</b>	<b>Level 2: Proficient Level</b>	<b>Level 3: Advanced Level</b>
6.1.A1. Select relevant and appropriate ICT tools, applications, and digital resources to obtain the knowledge of content, pedagogy and technology for professional development.	6.1. B1. Use relevant and appropriate ICT tools, applications, and digital resources for continuous professional development.	6.1. C1. Regularly evaluate and reflect on professional practice to promote development and utilization of innovation.
<b>Standards</b>	6.2 Participate in various communities, share and discuss resources and best practices of ICT-integrated teaching and learning with other teachers in the wider community	
6.2. A1. Identify and seek out teacher networks and professional development groups for professional learning on ICT-integrated teaching and learning.	6.2. B1. Utilize teacher networks and professional development groups to identify ICT tools, applications, digital resources, best practices and professional knowledge to support professional development goals.	6.2. C1. Actively contribute to and share best practices and professional knowledge on ICT-integrated teaching and learning in the teacher networks and professional development groups.



**Lao People's Democratic Republic**  
**Peace Independence Democracy Unity Prosperity**

Ministry of Education and Sports  
Department of Teacher Education

No. 2042 /DTE  
Vientiane Capital, 28 December 2021

**Proposal Letter**

To: Minister of Education and Sports  
Subject: Proposal for adopting the ICT Competency Standards for Teachers in Lao PDR

- Pursuant to the Agreement of Minister of Education and Sports on the appointment of the responsible committee and participants of the Enhancement of Digital Resilience through Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration project, No. 7170/MoES, dated 29 December 2020.
- Pursuant to the results of the National Consultation Workshop on the ICT Competency Standards for Teachers in Lao PDR, on 1 December 2021, at the ICT conference room, Ministry of Education and Sports and through an online platform; and the Workshop on Monitoring, Improvement and Finalization of the ICT Competency Standards for Teachers in Lao PDR, on 13-14 December 2021, at the meeting room of the Department of Teacher Education, Ministry of Education and Sports and through online.

The Department of Teacher Education is honoured to inform the Minister that the development of the ICT Competency Standards for Teachers in Lao PDR has been implemented under the Enhancement of Digital Resilience through Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration project. The project is under support and collaboration of UNESCO Bangkok through the Capacity Development for Education (CapED) in Lao PDR programme. The project is intended to 1) provide technical support for national capacity building to develop the ICT Competency Standards for Teachers that are aligned with national education policies and goals; 2) enhance the capacity of

teacher training colleges and institutions which provide teacher training to develop and implement teacher training courses with the integration of the ICT Competency Standards into teacher training courses and teacher education curriculum.

The implementation of the project has been conducted in two phases from October 2020 to September 2021 and from October 2021 to April 2022. Currently, the ICT Competency Standards for Teachers in Lao PDR have been developed and presented at the National Consultation Workshop. The content has been updated based on the collective comments from the workshop in order to complete and finalize the ICT-CST. Upon your approval, consultations will be organized to discuss the integration of the ICT-CST into teacher education curriculum, especially for early childhood, primary and secondary teacher education programmes, to achieve all activities identified within the project. The details of the ICT Competency Standards for Teachers in Lao PDR are attached.

Therefore, I would like to propose to the Minister for your approval of an adoption of the ICT Competency Standards for Teachers in Lao PDR, and for your guidance towards further implementation as you deem appropriate.

**Commented by**  
**Vice Minister of Education and Sports**

**Director General**  
**Department of Teacher Education**

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**ຫາດ ພັນລັກ**

6/12/21

ນ.ສີສຸກ ວົງວິຈິດ





With the support of

