Teacher Inclusion Through ICT-Competency, Professional Development And Networking. UNESCO IITE experience

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We are living in a very special historical stage: Creation of Inclusive Knowledge Society

Nowadays the main economical and social forces of the world are concentrated around fields directly connected to KNOWLEDGE what means to EDUCATION first of all
CENTRAL ROLE OF TEACHER IN KNOWLEDGE SOCIETY

Main generator, carrier, owner and user of knowledge - HUMAN BEING
Main Provider of Knowledge - TEACHER
UNESCO AIMS

To provide global leadership on teachers, their status, their professional training, their management and administration and key policy issues
INCLUSIVE KNOWLEDGE SOCIETY

SHOULD BE COMFORTABLE FOR ALL ITS CITIZENS AND WORKERS

AND FOR TEACHERS TOO
KEY COMPETENCIES OF INCLUSIVE KNOWLEDGE SOCIETY

Teacher ICT Competency
(e-Skills)

Teacher Professional Competency
(Hard Skills)

Teacher Social Competency
(Soft Skills)

Teacher ICT Competency – the main challenge, critical for inclusion
One of the critical issues is connected with inclusion in teacher policies and practices in remote, rural and hard-to-reach areas.
UNESCO IITE Flagship Pilot Project “Teachers of Arctic”

Objectives:

- Modernization of the Education System through training and professional development for creation of a new generation of teachers according to requirements of Inclusive Knowledge Society

- Development of the unified innovative information-educational environment for professional development in education

- Creation of the platform for long term and sustainable cooperation between teachers and students from Arctic countries
“Teachers of Arctic”. Partners

• UNESCO IITE

• Ministry of Education of Republic Sakha (Yakutia)

• Yakut Institute of Education Development and Teacher Training
“Teachers Of Arctic”. Schools and Teachers

- Remoteness
- Information Isolation
- Long distances between schools and TTI
- Multigrade/Multiclass environment
- Multidisciplinarity
“Teachers of Arctic”. Key Tasks

• Teacher key competencies development based on ICTs
• ICT based methodological and recourse support for teachers
• Creation of the efficient platform for dialog of teaching/learning processes participants
• Development of teachers/schools cooperation and communities of practices
• Dissemination of results and best practices through remote regions and rural areas
“Teachers of Arctic”. Activities

- Adaptation of UNESCO ICT-CFT and creation of multilevel/multidimensional models of Arctic Teachers Key Competencies
- Regional Teacher ICT competency standards setting based on UNESCO ICT-CFT
- Implementation of adapted ICTs and educational technologies (d-, e-, m-, b-, p-Learning, integrated pedagogical technologies…)
- Development and implementation of concept and models for ICT application at multigrade/multiclass Arctic schools
- Courseware development
- Teacher training and consultancy
- Technological environment development
- Dissemination of results
“Teachers of Arctic”. Project Portal

- Teaching/Learning Support
- Support for Teachers Communities of Practices
- On-line Teacher Training and Consultancy
- Distant/Mobile Technologies for Teachers and Students
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UNESCO IITE WELCOMES YOU FOR  
COOPERATION IN THE FIELD OF  
TEACHERS INCLUSION BASED ON  
ICT COMPETENCY, PROFESSIONAL  
DEVELOPMENT AND NETWORKING

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