

UNESCO International Task Force on Teachers for EFA
The 3rd Policy Dialog Forum “Developing and Implementing Comprehensive National Policies for EFA:
Teacher quality and Equity
Sept. 13~14, 2011 (Bali, Indonesia)

Toward the Providing Quality Teachers: A Lesson from Korea



Republic of Korea



[National Flag]



[National Flower:
Rose of Sharon]

	<u>Area</u>	<u>Population (2007)</u>
South Korea:	99,392 km ² (45%),	49,773,000
North Korea:	123,138 km ² (55%),	24,050,000

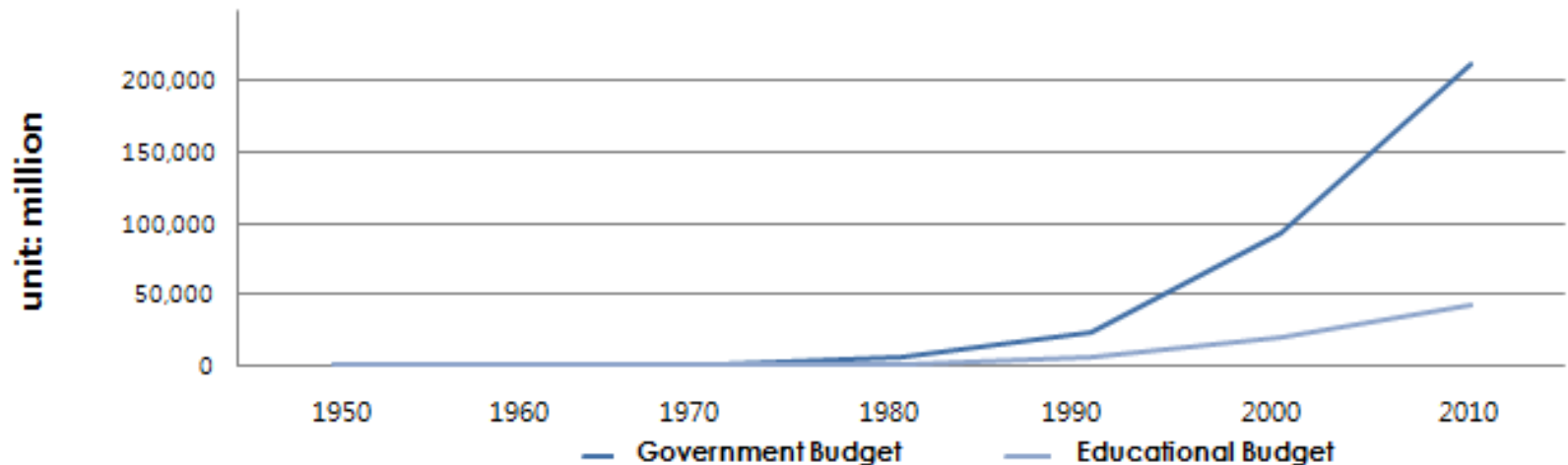
Total	222,784 km ²	71,823,000






Korea: Past & Present

(Unit : Won)

Year	Government Budget (A)	Educational Budget (B)	Percentage B/A(%)
1950	242,960	13,822	5.7%
1960	41,995,450	6,381,347	15.2%
1970	446,273,301	78,478,000	17.6%
1980	5,801,061,441	1,099,159,000	18.9%
1990	22,689,432,968	5,062,432,000	22.3%
2000	93,937,057,000	19,172,028,000	20.4%
2010	211,992,599,000	41,627,519,000	25.7%



Profiles of Korean Education (2010)

	Kindergarten	Elementary (6 years)	Middle (3 years)	High (3 years)	Tertiary
Number of Students	538,589	3,299,113	1,979,656	1,981,668	
Number of Teachers	36,461	176,756	109,059	126,774	
Students per Teacher	14.8	18.7	18.2	15.5	
Students per Class	21	26.6	33.8	35.5	
Enrollment Rate	40.6%	98.6%	97.6%	92.4%	
Graduation Rate		98.6%	98.4%	94.6%	
Dropout Rate		m	0.8%	1.3%	
Advancement Rate			 (99.9%)	 (99.7%)	 (79%)
Female Student Ratio	48.3%	47.7%	47.5%	46.8%	
Average Age of Teaching Staff	31.8 yrs old	39.7	41.3	41.5	48.2

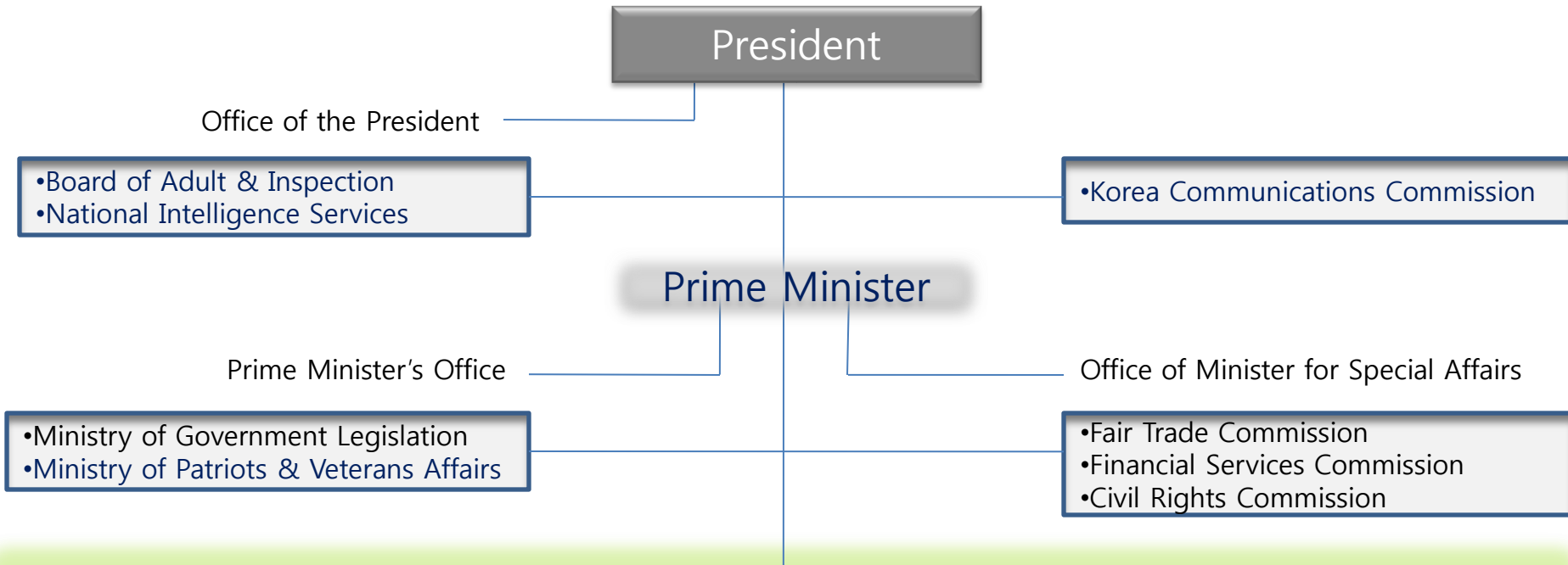
PISA (Programme for International Student Assessment) Results (2009)

Reading				Mathematics				Science			
Name of nation	mean	Ranking		Name of nation	mean	ranking		Name of nation	mean	Ranking	
		OECD nation	All nation			OECD nation	All nation			OECD nation	All nation
Shanghai-China	556	-	1	Shanghai-China	600	-	1	Shanghai-China	575	-	1
Republic of Korea	539	1~2	2~4	Singapore	562	-	2	Finland	554	1	2~3
Finland	536	1~2	2~4	Hong Kong-China	555	-	3~4	Hong Kong-China	549	-	2~3
Hong Kong-China	533	-	3~4	Republic of Korea	546	1~2	3~6	Singapore	542	-	4~6
Singapore	526	-	5~6	Taiwan	543	-	4~7	Japan	539	2~3	4~6
Canada	524	3~4	5~7	Finland	541	1~3	4~7	Republic of Korea	538	2~4	4~7
New Zealand	521	3~5	6~9	Liechtenstein	536	-	5~9	New Zealand	532	3~6	6~9
OECD mean	493			OECD mean	496			OECD mean	501		

TIMSS (Trends in International Mathematics and Science Study) Results (2007)

Mathematics			Science		
Name of nation	Point	ranking	Name of nation	Point	ranking
Taiwan	598	1	Singapore	567	1
Republic of Korea	597	2	Taiwan	561	2
Singapore	593	3	Japan	554	3
Hong Kong-China	572	4	Republic of Korea	553	4
Japan	570	5	United Kingdom	542	5

Governance: Organization of Central Government



1. Ministry of Strategy & Finance
3. Ministry of Foreign Affairs & Trade
5. Ministry of Justice
7. Ministry of Public Administration & Security
9. Ministry of Food Agriculture, Forestry & Fisheries
11. Ministry of Health & Welfare
13. Ministry of Employment & Labor
15. Ministry of Land Transportation & Maritime Affairs

2. Ministry of Education, Science, & Technology
4. Ministry of Unification
6. Ministry of National Defense
8. Ministry of Culture, Sports, & Tourism
10. Ministry of Knowledge Economy
12. Ministry of Environment
14. Ministry of Gender, Equity & Family

Distribution of Central Government Budget (2011)

by Ministry of Strategy & Finance

Distribution	Unit (trillion won)	%
1. R&D	14.9	4.8
2. Industry, Small Business, Energy	15.2	4.9
3. Social Overhead Capital	24.4	7.9
4. Forestry, Fisheries, Food	17.6	5.7
5. Health, Welfare, Labor	86.4	28.0
6. Education	41.2	13.3
7. Culture, Sports, Tourism	4.2	1.4
8. Environment	5.8	1.9
9. Defense	31.4	10.2
10. Foreign Affairs, Unification	3.7	1.2
11. Public Order, Safety	13.7	4.4
12. General Public Administration	52.4	17.0
Gross Expenditure	309.1	

Budget for Education (2010)

[Statistics]

- Annual Expenditure on Educational Institutions per Student per all service (2007):**
Pre-primary (\$3,909), Primary(\$5,437), Secondary (\$7,860)
- Teacher's Salaries (2008)**
Primary (Starting \$31,532; after 15 years \$54,569; at top \$87,452)

Government Budget vs. Ministry of Education, Science, & Technology(MEST) Budget (Unit: million won)

Classification	Government Budget (A)	MEST Budget (B)	B/A (%)
General Accounts	201,283,547	40,872,523	20.3
Special Accounts	10,709,142	754,996	7.1
Balanced National Development S/A	9,864,548	715,600	7.3
Agency S/A	847,594	39,396	4.6
Budget of 2010	211,992,599	41,627,519	19.6
Budget of 2009	214,563,403	38,696,405	18.8

Why Focusing on Qualified Teachers?

- Largest portion of education budget goes to teacher salary.
- It has been put very serious and long-term effort to raise the quality of teaching force in almost every country.
- Dedicated & qualified teacher is the most essential component in delivering high quality education.
- Lifting teacher quality, the policy most likely to improve student performance.
- The quality of education cannot exceed the quality of teachers.

Skills for the 21st Century: Broader Roles of Teachers

(Hugonnier, 2009)

Skills for environmental awareness

It's to discover and study the environment and find solutions by themselves (e.g., taking initiative, capacity to discern the relevant dimensions of a situation, independence, commitment, readiness to accept responsibility)

Skills for lifelong learning skills

It's to require non-cognitive skills (e.g., flexibility & adaptability, mobility, creative & critical thinking, motivation to learn & re-learn, capacity to learn independently, digital literacy, ability to develop networking)

Skills for the knowledge society

- Inter-personal skills (e.g., team work, ability to collaborate in pursuit of a common objective, leadership capabilities, effective communications)
- Intra-personal skills (e.g., motivation, ability to learn, problem solving, entrepreneurship, analytical skills)
- ICT skills

Skills for endogenous development

- Endogenous development: a development based on the preservation & valorization of local assets (e.g., traditions, cultures, arts & craft, local know-how, historic heritage)
- Education plays a major role in the objective to raise people's awareness (e.g., the importance of such assets, how to preserve them)

Skills for social capital

- Enhancing social relationships within communities (bonding), among communities (bridging) and between communities & institutions (linking).
- Skills for social capital (e.g., trust & confidence, tolerance, solidarity, cooperative spirit, civic participation, social responsibility)

Major Concerns in Teacher Policy

Category	International	Korean
[Recruitment] Teacher Candidates: High achievers? Males?	Problem. (Fewer high achievers, fewer male candidates; many other job possibilities for graduates; relatively low salary to GDP per capita)	No problem. (Well-qualified and excessive supply but few male teacher candidates, due to relatively competitive salary & high job security.)
[Attraction] Teacher Shortage?	Yes. (Maintaining an adequate supply of good quality teachers)	No. (Abundant candidates as teaching career is still attractive)
[Retention] Turnover Rate?	High. (Image & status of teaching decrease; teacher workload & stress increase)	Very low. As low as 1.2% in 2006
[CPD] Continuing Professional Development?	Not enough, especially in On-going CPD activities	Not enough, even seriously unsatisfied. (Tenured from the beginning; limited prospects for teacher career development)

Initial Teacher Education (ITE) (2010)

School Level Year	To be Elementary Teachers (4 Types)	To be Secondary Teachers (3 Routes)		
7				
6				Route III Graduate School of Education (2~2.5 years)
5				
4	<u>Public:</u> -Univ. of Education (10) -Teacher's College, National Univ. in Jeju(1) -Teacher Univ.(1) <u>Private:</u> -Dept. of Elementary Education, Ewha W. Univ.(1)	<u>Route I</u> College of Education (41) + Dept. of Education (59) (Both 4 yrs)	<u>Route II</u> Admit & complete teacher training course (3 yrs)	+ College / Univ. Graduates (4 years)
3				
2				
1				+ College/Univ. (1 yr)
Total Graduates	4,795	25,000	24,000	6,000
			55,000	

Procedures of Licensuring for Elementary Teaching Positions

Competition Rate = 5 : 1 (2010)

**(The First Round:
100 points)**

- **Educational Foundation**
(30 points, Multiple Choice, for 70 min.)
- **10 School Curriculum**
(70 points, Multiple Choice, for 100 min.)

**(The Second Round:
100 points)**

- **10 School Curriculum**
(80 points, essay, for 200 min.)
- **Teaching Profession**
(20 points, essay, for 60 min.)

**(The Final Round:
100 points)**

- **Teaching Aptitude with In-depth Interview** (40 points)
- **Lesson Planning** (15 points)
- **Demonstration of the Lesson** (30 points)
- **English: Demonstration of Lesson & Interview** (15 points)

Toward Qualified Teachers: Lessons from Korea

1. Social Support / Consensus on “the Importance of Education ”

: Need of role models

2. Respect for Teacher roles

: Traditional of respect for teacher role is being threatened and relatively diminishing, but still is a preferred occupation. Competent candidates prefer teaching profession and very superior persons are applying for it (Teacher candidates are from the top 1~5% of the total college applicants).

3. Investment on Education

: “Education is the nation’s competitive strength” as Korea lack in natural resources.

: Relatively good on compensation & working condition for teachers.

: ICT, Internet Environment

4. Well-prepared Teacher Candidates, Open Competition for Entry, & Annual Teacher Evaluation

: At least 4-year- initial training program, getting higher rates to have M.A. degree for teachers.

: Select teachers from those hold teacher’s certificates through 3 stages of test (including multiple choice, essay, lesson planning & teaching performance, and in-depth interview).

: Teachers are evaluated their teaching performance every year, by colleague teachers, vice principal, principal, and their students & parents.

Challenges:

Who are qualified teachers?

- It is hard to explain quality of teachers with objectively measurable characteristics (e.g., qualification, teaching experience, subject knowledge).
- Teachers can be explained in various forms as dynamic process which delivers knowledge in accordance with characteristics of students.
- Qualified teachers possess practical knowledge, skills & attitudes readily applicable to K-12 schools scenes, which would require the mixture between theory & practice, and a closer relationship between teacher education & the fields through reinforcing practicum and internship.

Questions

- : What Are Competent / Effective / Successful Teachers' Characteristics?
- : How Can their Teaching Jobs Be Manifested?

→ Specify Teacher Competencies & Teacher Job Functions

Teachers' Job Functions

Job Functions

Abilities to...

1. Subject Matter Teaching

- teach for different levels of students
- adopt proper teaching skills
- interact effectively with students
- apply teaching models and theories to practice
- coach students' hands-on experiences

2. Guidance for Students' School Life

- have counseling skills & experiences
- have communication skills
- understand learners' development stages

3. Classroom Management

- understand & embrace students' diversity
- manage classroom-based programs
- conduct case studies at classroom

4 Curriculum Management

- reflect flows of situational changes
- reformulate curriculum
- reflect needs from the fields

5. Parents-related Roles

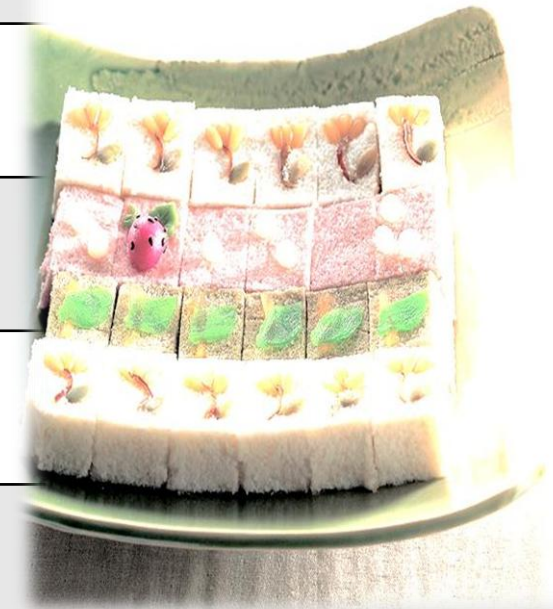
- have the attitude toward parents
- build helpful relationship with parents

6. Administrative Roles

- have document skills for proper forms
- organize meaningful programs & events

7. Professional Development

- participate in in-service training about contemporary theories & practices
- emphasize social changes, teaching skills, & practically helpful knowledge



Essential Competencies required for Teaching Profession

Key Capacities

- Teaching & learning
- Interpersonal capabilities
- Communication skills
- Teacher leadership
- Core teacher traits (proper educational perspectives, teacher ethics, service mentality, senses of humanities)

Other Capacities: for Successful Teaching Practice

- Proper understanding of curriculum & curriculum organization skills
- Metacognitive skills
- Applying proper evaluation tools & teaching skills for various educational contents & students' characteristics
- Understanding learners & counseling skills
- Understanding practical issues at K-12 schools
- Appreciation of educational laws
- Conducting proper educational administrative procedures
- Guidance for developing students' specialties
- Harmonizing theory & practice
- Expert knowledge of the subject matter
- Interdisciplinary & consistent understanding of subjects
- Creativity
- Liaison-building skills between sources inside & outside of schools
- Multicultural education, global education, & ecological education



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Thank you.