

## СЕКЦІЯ 1. ЗАГАЛЬНА ПЕДАГОГІКА ТА ІСТОРІЯ ПЕДАГОГІКИ

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### **WAYS OF IMPROVING THE SYSTEM OF PRE-SERVICE TEACHER PREPARATION TO IMPLEMENT THE PRINCIPLES OF COMPETENCY-BASED TEACHING**

At the current stage, educators are commencing to construct advanced competency-based learning models in which learners determinedly engage in their studies while acquiring the competencies and skills necessary to pursue their goals. This innovative educational paradigm is competency-based and learner-centred. It raises students to the high standards, gives targeted supports, and promotes constant development toward acknowledged results. Giving priority to competency, relevant scaffolding and resources, all students can advance.

A properly trained teacher is expected to be a major driver of an efficient competency education system, consequently, adequate preparation of the workforce is to be considered and planned.

It is essential to transform teacher preparation system to:

- enable teachers to get personalized experience in competency-based learning;
- consider international best practices in state-of-the-art approaches to learning, competency-based models, systems of evaluation and assessment and innovative instructional approaches to enhance learning activities;
- provide educators with essential skills to develop and implement learner-centred environments that respond to the needs and necessities of every individual.

A competency-based system of teacher preparation should enable to acquire and develop instructional competencies through pre-service training, earn credentials as a result of mastery of teaching competencies and gain access to relevant professional development to provide for sustained advance throughout their careers.

One of the prospective instruments for competency-based professional preparation is introduction of micro-credentials. Micro-credentials are defined as “processes and tools for assessing, recognizing and credentialing key competencies”

[1, p. 36]. Teachers can shape and combine micro-credentials, which evidence their educational and academic advancement and meet their needs.

Micro-credentials are marked by four key features [2]:

- competency-based, i. e. they imply that teachers to demonstrate their competence in teaching practice;
- personalized, that is educators pick micro-credentials basing on their own needs, learners’ interests, educational aims or instructional directions;
- on-demand, namely, teachers have a choice to acquire new competencies or receive recognition for existing ones through an online system;
- shareable: micro-credentials can be shared across social media, on blogs and résumés.

We believe that micro-credentials could be used to modify teachers’ professional learning and build capacity to transform learning environments to meet the needs of every student.

Another promising instrument for competency-based professional preparation is establishment of innovation zones. It is advisable to focus experience in personalized, competency-based teaching by creating innovation zones. This policy strategy shapes room for the development of the state-of-the-art training models by revealing state regulatory constraints, and searching for exemptions from unnecessary administrative regulations and provisions. Thus, innovation zones help support practitioners in the process of developing and implementing the competence-based teaching.

Summarizing the main points raised, it is expedient to point out that the process of transformation of the education workforce should start with setting teacher standards and competencies that coincide with academic standards and competencies, and which incorporate the professional skills that would be required as teachers shift to competency-based instruction. Consequently, pre-service preparation programs should be aligned with the aforementioned standards and competencies to ensure that future teachers start their career with a range of skills necessary to assist the learners and respond to the demands of next generation learning models. There is also a need to reconsider credentialing approaches to ensure they are in compliance with the new instructional competencies. Explicit teacher competencies, elaborated in co-operation with education stakeholders, are an efficient instrument to foster coherence in pre-service training, credentialing requirements, professional development and growth.

#### **Список використаних джерел**

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2. Digital Promise. (2018). *Educator Micro-Credentials*. Retrieved from <http://digitalpromise.org/initiative/educator-micro-credentials>.