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PROFESSIONAL COMPETENCY PROFILE OF PEDAGOGICAL STUDENTS MAJOR IN PRIMARY EDUCATION - AN EMPLOYERS' VIEW

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ABSTRACT

In order to improve the quality of training pedagogical students to meet the General Education Program 2018 and the requirements of employers, the bachelor's training programs in primary education at Thai Nguyen University of Education need to develop the profile of professional competency of graduates. On the basis of clarifying some concepts of competence, professional competency, primary teachers and referring to the professional standards of primary teachers of some countries in Southeast Asia, the authors have estimated the drafting competency profiles of graduates with a bachelor's degree in pedagogy majoring in primary education. This proposed profile has been consulted by 23 employers and is the basis for the professional competency profiles of pedagogical students in primary education at the Thai Nguyen University of Education. From the employer's point of view, pedagogical students of primary education upon graduation need to ensure the standards of knowledge, skills and capacity for autonomy, responsibility and are concretized by 15 output standards of students.

KEYWORDS: competencies, professional profile, primary school teachers, graduates, employers

1. INTRODUCTION

To become a primary school teacher, a pedagogical student needs to have a passion for inspiring students and an effort to fulfil their commitment, ensuring that every student has the opportunity to develop to their fullest potential.

Primary school teachers need to plan and develop lesson plans and subject curricula in accordance with the program's objectives and content. It is the teacher who establishes a favorable teaching environment for learners by creating and fostering relationships with colleagues and students, developing learning resources, and creating a positive learning environment for students.

The role of the teacher is to develop and foster skills including both scientific knowledge skills and social skills to create conditions for learners to develop to their fullest potential.

The teacher is also the one who assesses and records the student's progress, connects the students' existing knowledge and shows the way, inspires the students to explore, construct, thereby, expand, deepen your knowledge and understanding.

2. LITERATURE REVIEW

Competency

Competence is not a skill even though they are similar. Competence can be learned while competencies are inherent qualities of an individual and are developed through the process of learning and training. Therefore, professional competence must be a combination of knowledge, skills and abilities.

According to the General Education Curriculum year 2018, competence is "an individual attribute formed and developed by inherent qualities and the process of learning and training, allowing people to mobilize synthetic knowledge, skills, and other personal attributes such as interests, beliefs, willpower... to successfully perform a certain type of activity, achieving desired results under specific conditions" [1]

Profile of professional competence

Professional competencies are specific qualities and competencies that employers expect their employees have. Thus, professional competencies include the commonly integrated competencies needed by a group of people to ensure sustainable work effectiveness and performance (Solving problems, creating change, etc.). in a certain area of major with specific roles, contexts and tasks [2].

Primary School Teacher

Primary school teachers play an important role in the development of children's minds and qualities because this is the first level of general education. In preschool period, children learn some basic skills and knowledge, such as shapes and colors. In primary schools, the main activity of students is learning. There, the children are "immersed" in the educational environment with experience and explore activities. Primary school teachers will usually teach most subjects throughout the year: Mathematics, Literature (Vietnamese), Science, History, Geography... However, some primary teachers may teach specialized subjects, such as Art (Music, Fine Arts) or Physical Education [3].

A UK teacher (including England, Scotland, Wales, and Northern Ireland) should have the following abilities:

- Teach most subjects of the primary curriculum;
- Responsible for the progress of students in the class;

- Organize classes, develop learning resources and create contexts to establish and develop a positive learning environment;
- Planning, preparing teaching materials and organizing lessons to meet the needs and interests of all students in the class;
- Actively engage students' learning activities with enthusiasm, intuitive, engaging lectures and positive discipline;
- Assess and record student progress;
- Ensure that all students are safe, protected and comply with national child protection laws and school rules;
- Provide feedback to parents on student progress in the evening or at other meetings;
- Collaborate with colleagues in specific activities such as: curriculum development, teaching experience sharing, etc. Work with other teachers, teaching assistants and relevant experts to plan and coordinate the work. job;
- Update the changes and development of the curriculum;
- Organize and actively participate in school activities including curricular and extra-curricular activities;
- Work with parents and educational leaders and administrators (in England, Northern Ireland, Wales) or Parents' Association (in Scotland) to maximize their involvement in school and develop resources for the school;
- Continue to meet with other professionals such as education welfare officers, psychologists, educators if required [4].

Thus, it can be understood that a primary school teacher will need the following skills:

- Communicate and interact effectively with others;
- Planning organization and time management;
- Engaging and motivating students;
- Have imagination, creativity and a sense of humour;

- The ability to listen and reflect on their own teaching process;
- The ability to work in groups and cooperate with other school staff or education professionals to propose new ideas and effectively apply those ideas to their own teaching process;
- Good judgment and analysis
- Apply different teaching strategies to provide learning opportunities for all students, meeting diversity in the classroom
- Committed to ensuring the rights and welfare of all students
- Patience and dedication
- Leadership and supervisory skills
- Overcoming all difficulties in the process of working
- Self-disciplined and self-motivated to work for himself and for others
- Committed to lifelong learning, actively fostering and self-training to develop professional capacity [4].

Profile of students majoring in primary education of some countries in Southeast Asia

In order to determine the necessary competencies of pedagogical students in the major of primary education, we have studied and compared them with the Southeast Asian Teacher Competency Profile and the Graduate Student Competency Profile of Nanyang University of Singapore; Simultaneously refer to the Teacher Training Model of the XXI century and obtain the following results:

Table 1.1. Comparing the outcome standards of the bachelors of the pedagogical training program in primary education at the University of Education - Thai Nguyen University and the outcome standards of some training programs of some prestigious pedagogical universities in the world

| Outcome standards of the bachelors of the pedagogical training program in primary education | Southeast Asia Teacher Competency Profile [Error! Reference source not found.] | Teacher training model 21st century [Error! Reference source not found.] | Profile of graduate students majoring in primary education of Nanyang University Singapore [Error! Reference source not found.] |
|--|---|--|---|
| PLO1: Apply basic knowledge of Vietnamese political theory and law in personal and work practice. | Assess how to adopt educational policies and processes based on local needs and context | <ul style="list-style-type: none"> - Have a basic knowledge the cognitive, moral, social, physical and aesthetic domains - Aware of the rationale for national education policies and practices and their infusion. | |
| PLO2: Apply knowledge of psychology, pedagogy, and school management to organize teaching and educational activities | | Have a basic knowledge the cognitive, moral, social, physical and aesthetic domains | Understanding of the learner and the environment, and to equip them with applied skills and pedagogical approaches to become effective teachers |
| PLO3: Apply basic knowledge in the fields of mathematics, languages and literature, social sciences, natural sciences, technology and informatics... to teaching and educating in competency-based learning. | Know and understand relevant theories, concepts, and principles of what I teach. | High standards of knowledge, skills and values in areas such as Languages, Math, Science, Humanities and Physical Well-being | |
| PLO4: Understanding the relationship between schools and stakeholders to effectively implement teaching activities and educate moral and lifestyle for primary school students. | Build good relationship with parents and caregivers | <ul style="list-style-type: none"> - Aware of the need to build collaboration and partnership with parents to maximize the learning of pupils; - Actively seeks out opportunities for professional collaboration within and beyond the school. | |

| | | | |
|--|---|---|---|
| PLO5: To be able to carry out basic and apply research on primary education, using research results to contribute to innovating the teaching and education process in primary schools. | | Identifies possible cause-and-effect relationships, develops; frames, analyses and synthesizes information in order to solve problems and provide solutions. | Ain an understanding of the scientific methods behind research; learn methods of designing, collecting, analysing and interpreting data using examples from a variety of specialty areas in education; conduct a research project that helps student teachers to think more critically about research in general. |
| PLO6: To strictly comply with the primary school's charter, stipulating the duties and rights of teachers, class teachers and students in primary schools. | | | |
| PLO7: Communicate effectively and perform counseling activities in teaching, education and career guidance. | Communicate regularly to engage partners | - Well-developed Pedagogical Content Knowledge; deep and well integrated disciplinary knowledge | |
| PLO8: Exploiting applications of information technology in self-study, scientific research, teaching, assessment and student management. | - Use community-based resources for my students 'learning benefits; - Search and use multiple sources of information and recent studies | Plans, develops and delivers IT-integrated and multi-media supported learning experiences to engage pupils and to help them understand issues pertaining to cyber wellness. | Integrate technologies appropriately with learning activities and provide meaningful learning to students |
| PLO9: Can use English equivalent in level 3/6 in communication and professional activities. | | Aware of the need to develop 21st century skills and values in his/her pupils. | |
| PLO10: Carry out self-experience activities to find start-up opportunities and lead others to find start-up opportunities. | - Master my subject content; Update myself on new educational trends - Handle and express my emotions thoughtfully and carefully; take care of my physical and psychological | Actively seeks out opportunities for professional collaboration within and beyond the school. | |

| | | | |
|--|---|---|--|
| | <p>health; Be calm and composed in resolving conflicts</p> <ul style="list-style-type: none"> - Nurture my relationships with care and respect | | |
| <p>PLO11: Develop a teaching and education plan in the direction of developing students' quality and capacity</p> | <ul style="list-style-type: none"> - Design clear and effective lessons my students can understand - Design clear and effective lessons my students can understand | <p>Reates and maintains an effective classroom environment that encourages positive social interaction, self-motivation and active engagement in purposeful learning;</p> | <ul style="list-style-type: none"> - Knowledge and skills to build classroom communities that are inclusive of and responsive to pupils of diverse needs and abilities - Equip student teachers with knowledge and skills in managing learning and behaviour of students in order to establish a safe, inclusive and supportive classroom environment. |
| <p>PLO12: Flexible application of subject teaching methods in primary schools, interdisciplinary teaching and student education methods.</p> | <ul style="list-style-type: none"> - Identify my students' needs and strengths to help them learn better; Understand how my students learn - Design lessons and activities for my student to analyze and deepen their understanding | <ul style="list-style-type: none"> - Creates instructional opportunities adapted to diverse learners; - Creates and maintains an effective classroom environment that encourages positive social interaction, self-motivation and active engagement in purposeful learning; - Manages the resources of time, space; activities, and attention to engage pupils individually and in groups in productive tasks; - Proactively plans to maintain discipline and order in class; | |
| <p>PLO13: Apply methods, forms and techniques of testing to evaluate learning outcomes and</p> | <ul style="list-style-type: none"> - Design assessment process and tools; Monitor my students | <ul style="list-style-type: none"> - Understands the link between the purpose of assessment and the intended learning outcomes; an use | <p>Knowing more than the attributes of good assessment instruments and scoring, to applying such 'know-</p> |

| | | | |
|---|--|---|---|
| <p>progress of learners in learning and training in primary school.</p> | <p>‘progress and provide appropriate support; - Use results from assessment to improve instruction</p> | <p>a range of appropriate monitoring and assessment strategies and instruments to identify learning needs, to - Evaluate progress, to provide evaluative feedback to help pupils in their progress, and to take follow-up action</p> | <p>how’ into classroom practices that include students as effective assessment user</p> |
| <p>PLO14. Strictly comply with the regulations on teacher ethics and democratic regulations in primary schools</p> | <p>Design learning activities using community conditions, local wisdom, tradition, and knowledge</p> | | |
| <p>PLO15: Apply professional knowledge and skills to the process of working independently, in groups and for lifelong self-study.</p> | <p>- Expand my definition of community to include local, national, regional, and global realities as contexts of learning - Update myself on new educational trends; Keep alive my passion for teach;</p> | <p>- Aware of the value of, and need for skills in innovation and entrepreneurship; seeks opportunities to grow professionally;</p> | |

3. Perspectives from employers on the necessary competencies of Pedagogical students majoring in primary education

Goal of survey

Collect advice from employers on the draft of Pedagogical students majoring in primary education. Then, adjusting and determining the necessary competencies. Survey opinions are evaluated quantitatively by percentage.

Sample and method of survey

The study conducted a survey for 23 employers who are managers (experts in the Education Department, Principals or Vice Principals of primary schools which have alumni of the Faculty of Primary Education at Thai Nguyen University of Education. Survey data was collected through an online questionnaire. In addition, respondents can easily complete the survey through smart devices [2]. The survey link is managed on a google form and the information is collected in a 2-week period.

Table 1. Demographic background of participants

| No | Demographic Background | Teachers | |
|----------------------------|---------------------------------------|----------|------|
| | | Total | % |
| Education | | | |
| 1. | Undergraduate | 11 | 48.8 |
| | Post-Graduate | 12 | 52.2 |
| Teaching Experience | | | |
| 2. | Principle | 14 | 60.9 |
| | Vice Principle | 7 | 30.4 |
| | Specialist in Department of Education | 2 | 8.7 |

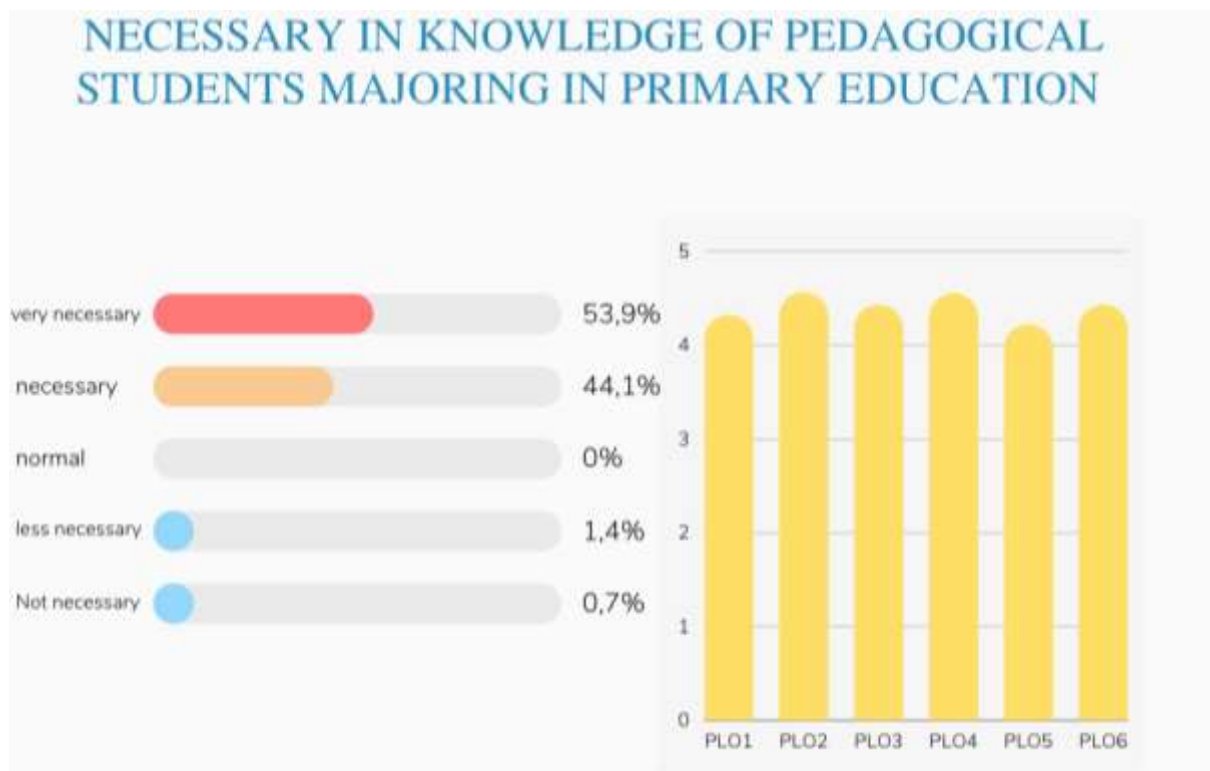
The data was collected with online questionnaires. Moreover, the online questionnaire was also easy to be administered and accessed using various devices (Fraenkel et al., 2011). The majority of participants were contacted via messages and social media channels, while some of the participants being approached through direct letter to personal email. The link of the questionnaires is hosted by Google Forms. The questionnaire was open for a week.

Survey content

Employers' assessment of the need for 15 proposed competencies (from PLO1 to PLO15) according to the Likert scale (from 1 to 5): Not necessary, less necessary, normal, necessary and very necessary

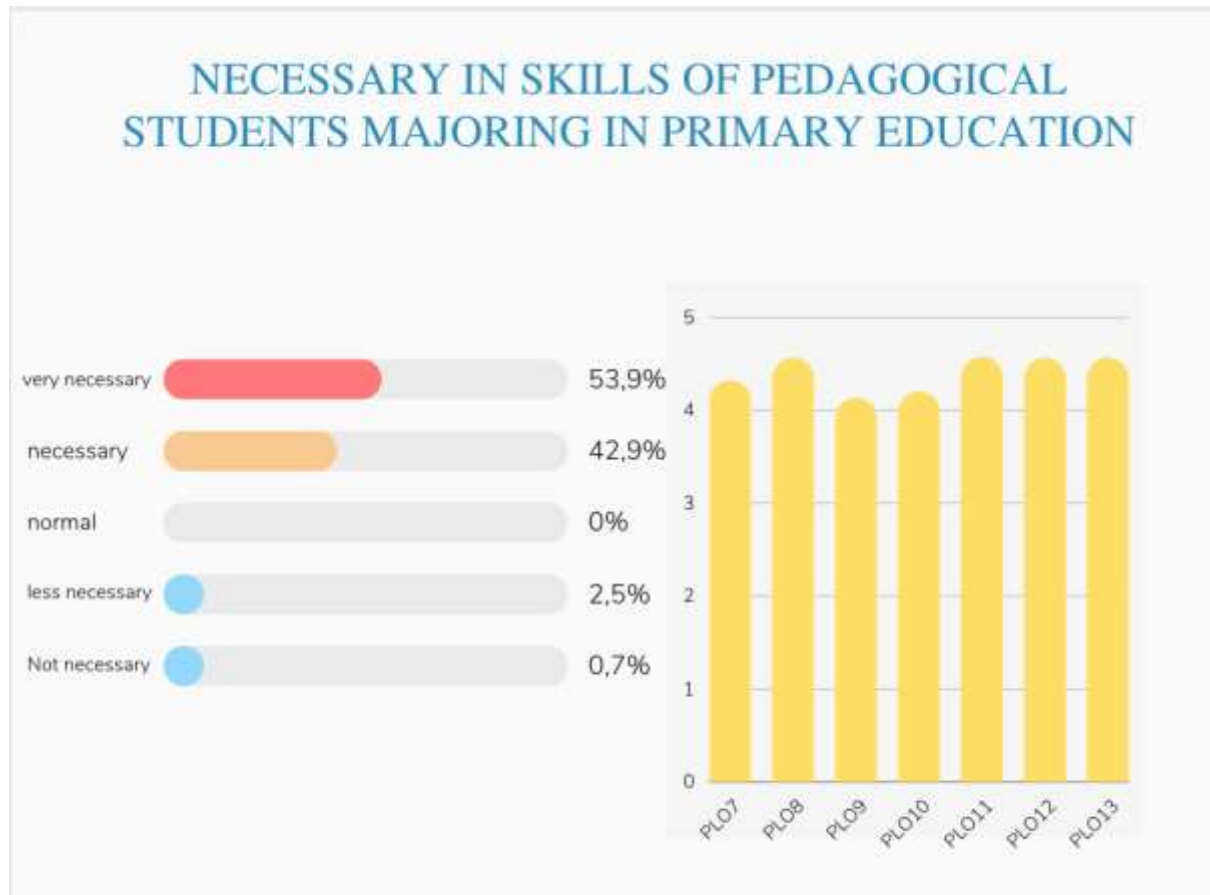
FINDINGS

Knowledge



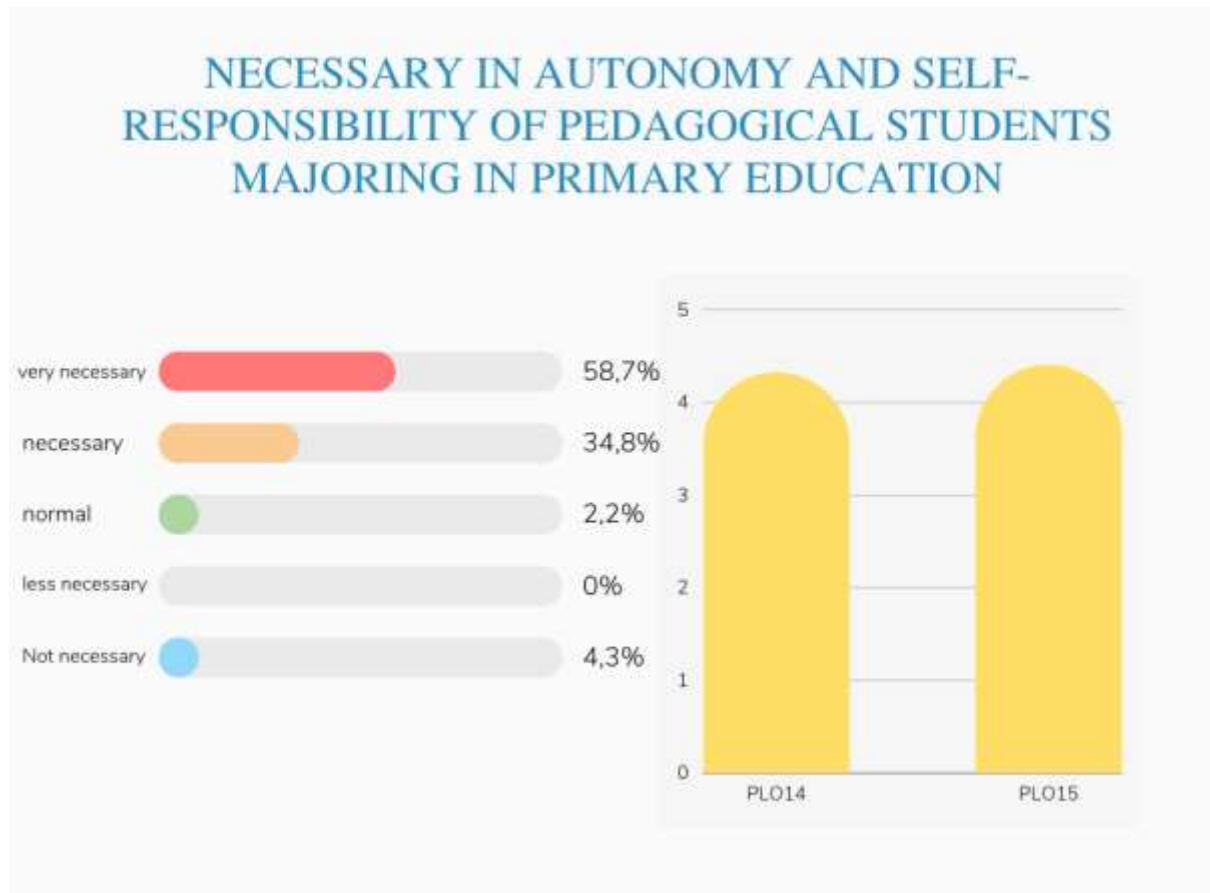
Thus, most employers believe that Pedagogical students majoring in primary education need knowledge of political theory and Vietnamese law; on psychology, education, school management; in the fields of mathematics, language and literature, social sciences, natural sciences, technology and informatics... in teaching and education towards developing the quality and competence of primary school students.

Skills:



According to the advice of employers, pedagogical students of primary education, in addition to having basic knowledge, also need skills such as communication and counseling skills in teaching activities, education and career guidance; exploit information technology applications and achieve foreign language proficiency as prescribed.

Autonomy and self-responsibility:



Regarding the autonomy and self-responsibility of pedagogical students in primary education, employers believe that students need to conduct their behavior in accordance with the regulations on teacher ethics, democratic regulations in the school; apply professional knowledge and skills to the process of working independently, in groups, and lifelong learning.

4. Proposing the necessary competencies of Pedagogical students majoring in primary education

On the basis of comparison with the Southeast Asian Teacher Competency Framework and Competency Profiles of primary education graduates of Nanyang University Singapore; Combined with the survey results to collect opinions from employers, we would like to propose the competency profile of pedagogical students majoring in Primary Education at Thai Nguyen University of Education as follows:

a) Knowledge

*** General Knowledge:**

PLO1: Apply basic knowledge of Vietnamese political theory and law in personal and work practice.

PLO2: Apply knowledge of psychology, pedagogy, and school management to organize teaching and educational activities

* Specialized Knowledge:

PLO3: Apply basic knowledge in the fields of mathematics, languages and literature, social sciences, natural sciences, technology and informatics... to teaching and educating in competency-based learning.

PLO4: Understanding the relationship between schools and stakeholders to effectively implement teaching activities and educate moral and lifestyle for primary school students.

PLO5: To be able to carry out basic and apply research on primary education, using research results to contribute to innovating the teaching and education process in primary schools.

PLO6: To strictly comply with the primary school's charter, stipulating the duties and rights of teachers, class teachers and students in primary schools.

b) Skills

* General Skills

PLO7: Communicate effectively and perform counseling activities in teaching, education and career guidance.

PLO8: Exploiting applications of information technology in self-study, scientific research, teaching, assessment and student management.

PLO9: Can use English equivalent in level 3/6 in communication and professional activities.

PLO10: Carry out self-experience activities to find start-up opportunities and lead others to find start-up opportunities.

* Specialized Skills

PLO11: Develop a teaching and education plan in the direction of developing primary school students' quality and capacity

PLO12: Flexible application of subject teaching methods in primary schools, interdisciplinary teaching and student education methods.

PLO13: Apply methods, forms and techniques of testing to evaluate learning outcomes and progress of learners in learning and training in primary school.

c) Autonomy and self-responsibility:

PLO14. Strictly comply with the regulations on teacher ethics and democratic regulations in primary schools

PLO15: Apply professional knowledge and skills to the process of working independently, in groups and for lifelong self-study.

5. CONCLUSION

The professional competency profile of pedagogical students in Primary Education can be determined by 15 output standards in terms of knowledge, skills and autonomy & responsibility. This competency profile, in addition to meeting the needs of employers, also needs to be developed in accordance with the Vietnam National Qualification Framework, the professional standards of high school teachers (issued together with Circular 20/2018/ TT/BGD DT dated August 22, 2018 of the Ministry of

Education and Training), is compared with the output standards of Bachelor of Education in Primary Education of other higher education institutions. At the same time, these output standards should also be consulted by stakeholders such as alumni, scientists, lecturers, and final year students.

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