Chapter 14
Next-Generation Teacher Competencies:
Competency Balance Scorecard, Competency Development Cycle and Strategies

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ABSTRACT

The chapter examines next-generation teacher competencies based on a research study that involved a national level consultative workshop for teachers. Data was obtained from 120 workshop participants through crowd-sourcing data collection technique. As a part of qualitative data, focus group discussion (FGD) with 15 senior high-school teachers selected through snowball-sampling technique was also conducted. The study revealed a diagnostic competency balance scorecard to measure competency levels of teachers, proposed a competency development cycle, and suggested strategies to develop next-generation teacher competencies.

INTRODUCTION

The educational aims of a society undergo periodic changes in accordance to the changing social reality and aspirations. The learning expectations from 21st century students are diverse; ranging from skills that would help them enhance their own personality to skills that would help them contribute globally (Palmer, 2015). Students in the past and in the present times not only think about different things but also think differently. The emerging generation, who are largely influenced by mobile technology and virtual reality, have different ways of learning. These ways are not just different from how their parents or teachers learnt, but are also different from their immediate generation behind them (Omar et al., 2019).

The onus of transforming learners to identify their own strengths, develop themselves, and to attain expected lies on the teacher. Research affirms that teachers continue to be the most powerful influence

on student success (Babu & Mendro, 2003; Sanders & Rivers, 1996). The effectiveness of teaching lies in the profile of classroom instruction.

It is essential for teachers to develop their knowledge and skills and explore various teaching methods. Studies on teacher competencies stress on the teaching role of the teacher in the classroom over the competencies of teachers. Teacher competencies, however, have been broadening in the fields of reform studies, teacher education development and scientific results of educational science. There is a need for redefining teachers' professional development in light of sustainability in education. The goals and aims of education change rapidly with the demands of the new era, which demands more capability of teachers. This affect the education system directly. Teachers operate the education system and hence require efficient and powerful competencies (Muin, et al., 2020). Teacher competencies needs revision from time to time, as competencies emerge from the development of life and education in the social context (Selvi, 2010).

REVIEW OF LITERATURE

Brun and Hinostroza (2014) had conducted a study on learning to become teachers in the 21st century: Information and communication technology (ICT) integration in Chile's 46 teacher education colleges, findings showed a favorable context for ICT pedagogies but integration is limited to computers and projectors and mostly applied to perform traditional pedagogical activities. Michelle (2014) conducted a study on teaching to the technological demands of the 21st-century classroom at Butler University. Study reveals that, learners of the 21st century need to collaborate, problem solve, critically think, and synthesize various sources of information. Simultaneously, teachers and learners are expected to utilize rapidly evolving digital technologies as tools to make teaching and learning more effective.

Study conducted by Siu Cheung (2014) on E-learning in school education in the coming 10 years for developing 21st century skills: Critical Research Issues and Policy Implications, mentions that, one of the curriculum goals of e-learning in school education is to develop learners for 21st century skills through their daily learning activities.

Corrine Marie (2015) developed a tech-integrated curriculum for kindergarten students with 21st century skills, which included creativity, collaboration, and information fluency. Mabaso (2017) conducted a study on twenty-first century skills development in rural school learners. Study revealed that, connected learning approach supports developing 21st century skills among rural learners. Yousef et. al. (2020) in their study on e-learning and ICT in education at Palestinian schools; towards 21st century skills revealed that, teachers need practice and training to implement 21st century skills in their classroom and further found that schools need infrastructure, supportive school culture, ICT skills, and curriculum change. Avrakotos (2020) conducted a study on the integration of ICT to enhance 21st century skills in schools. Study reveals that, even though teachers are aware of 21st century skills but their teaching is merely to replace traditional method than teaching 21st century skills. Glinel (2020) conducted a integrative literature review on teaching 21st century skills, study found that, communication, collaboration, problem-solving, and critical thinking as major skills of 21st century. It finds that, student-centered activities, technology integration, social media, and web 2.0 tools represents learning environment of 21st century. Study clearly identifies the need to define these terms operationally to bring common understanding on its usage.

A paper presented by Nessipbayeva (2012) on the competencies of the modern teacher revealed four competencies: classroom management, teaching practices, assessment, and technology. Caena and

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