ICT COMPETENCY FOR PROFESSIONAL DEVELOPMENT OF TEACHERS

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Abstract: The present classroom instructors should be set up to provide technology-supported learning opportunities for their students. Being set up to utilize innovation and knowing how that innovation can bolster understudy learning have turned out to be basic aptitudes in each instructor's expert repertoire. Instructors should be set up to engage understudies with the favorable circumstances innovation can bring. Schools and classrooms, both genuine and virtual, must have instructors who are furnished with innovation assets and aptitudes and who can adequately educate the important topic content while joining innovation ideas and abilities. Intuitive PC recreations, advanced and open instructive assets, and modern information get-together and examination devices are just a couple of the assets that empower educators to give already unfathomable chances to theoretical comprehension. 21st century skills are needed to create new knowledge and engage in life-long learning the ability to collaborate, communicates, create, innovate, and think critically. Teachers should model the learning process for students and serve as model learners through their own ongoing professional development individually and collaboratively. ICT is a framework that allows teacher professional development.

Key words: ICT, Professional Development, Teachers

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Introduction

To live, learn, and work successfully in an increasingly complex, information-rich and knowledge based society, students and teachers must utilize technology effectively. Within a sound educational setting, technology can enable students to become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed, responsible, and contributing citizens

Through the ongoing and effective use of technology in the schooling process, students have the opportunity to acquire important technology capabilities. The key individual in helping students develop those capabilities is the classroom teacher. The teacher is responsible for establishing the classroom environment and preparing the learning opportunities that facilitate students' use of technology to learn, and communicate. Consequently, it is critical that all classroom teachers are prepared to provide their students with these opportunities. Both professional development programs for teachers currently in the classroom and programs for preparing future teachers should provide technology-rich experiences throughout all aspects of the training.

ICT provide guidelines for all teachers, specifically for planning teacher education programs and training offerings that will prepare them to play an essential role in producing technology capable students. Today's classroom teachers need to be prepared to provide technology-supported learning Opportunities for their students. Being prepared to use technology and knowing how that technology can support student learning have become integral skills in every teacher's professional repertoire.

Teachers need to be prepared to empower students with the advantages technology can bring.

Schools and classrooms, both real and virtual, must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills. Interactive computer simulations, digital and open educational resources, and sophisticated data-gathering and analysis tools are only a few of the resources that enable teachers to provide previously unimaginable opportunities for conceptual understanding. Traditional educational practices no longer provide prospective

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teachers with all the necessary skills for teaching students to survive economically in today's workplace. Teacher professional development should fit into the larger education reform context, as countries review their educational systems in relation to producing 21st century skills in support of social and economic development.

ICT Competency Standards for Teachers

- To Develop or evaluate learning materials or teacher training programs in the use of ICT in teaching and learning.

- To integrate ICT into their teaching and learning, to advance student learning, and to improve other professional duties.

- To extend teachers' professional development so as to advance their skills in pedagogy,

- To Collaboration, leadership and innovative development using ICT.

- To harmonize different views and vocabulary regarding the uses of ICT in teacher education. In general, the ICT Competency for Teachers aims to improve teachers' practice in all areas of their work, combining ICT skills with innovations in pedagogy, curriculum, and school organization. It is also aimed at teachers' use of ICT skills and resources to improve their teaching, to collaborate with colleagues, and perhaps ultimately to become innovation leaders in their institutions.

- To improve teacher practice but also do it in a way that contributes to a higher quality education system which can advance a country's economic and social development.

- Development of specific abilities and skills for the teaching workforce that is appropriate to the profession and to national economic and social development goals.

- Supports and extends the goals of the education programs described above and supports the full range of educational outcomes.

- It emphasizes lifelong learning, new learning goals, and participation in a learning society, based on knowledge building and knowledge sharing.

- The assumption that systemic economic growth is the key to poverty reduction and increased prosperity.

According to **UNESCO** report ' Education in and for the information Society,' ICTs are engines for growth and tools for empowerment and they have profound implications for education change and improvement.

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It is through education and human capacity development that individuals not only add value to the economy but contribute to the cultural legacy, participate in social discourse, improve the health of the family and community, conserve the natural environment, and increase their own agency and ability to continue to develop and contribute, creating a virtuous cycle of personal development and contribution. It is through access to high-quality education by all regardless of gender, ethnicity, religion, or language—that these personal contributions are multiplied and the benefits of economic growth are equitably distributed and enjoyed.

Productivity Factors of ICT

- Increase the technological uptake of students, citizens, and the workforce by incorporating technology skills in the curriculum or the technology literacy approach.

- Increase the ability of students, citizens, and the workforce to use knowledge to add value to society and the economy by applying it to solve complex, real-world problems or the knowledge deepening approach.

- Increase the ability of students, citizens, and the workforce to innovate, produce new knowledge, and benefit from this new knowledge or the knowledge creation approach.

Teachers Professional Development

New technologies require new teacher roles, new pedagogies, and new approaches to teacher training. The successful integration of ICT into the classroom will depend on the ability of teachers to structure the learning environment in non-traditional ways, to merge new technology with new pedagogy, to develop socially active classrooms, encouraging cooperative interaction, collaborative learning, and group work. This requires a different set of classroom management skills to be developed. The key skills will include the ability to develop innovative ways of using technology to enhance the learning environment, and to encourage technology literacy, knowledge deepening and knowledge creation. Teacher professional development will be a crucial component of the educational improvement. However, teacher professional development has an impact only if it is focused on specific changes in teacher classroom behaviors and particularly if the professional development is on-going and aligned with other changes in the educational system. Consequently, ICT Competency Standards for Teachers plays out the implications that education improvement approaches have for changes in the educational system: policy, curriculum and assessment, pedagogy, the use of technology, school organization and administration, and teacher professional development. The implications for change in teacher

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professional development and the other components differ as a country moves from traditional education to technology literacy, to knowledge deepening, to knowledge creation.

Technology literacy prepares students, citizens, and a workforce that is capable of taking up new technologies so as to support social development and improve economic productivity. Related educational policies' goals include making quality educational resources equitably available to all, Professional development are coordinated with the policies have the goal of developing teachers' technological literacy so as to integrate the use of basic ICT tools into the standard school curriculum, pedagogy, and classroom structures. Teachers would know how, where, and when to use technology for classroom activities and presentations, for management tasks, and to acquire additional subject matter and pedagogical knowledge in support of their own professional development. Educational changes related to the knowledge deepening approach are likely to be greater and have more impact on learning.

Teacher professional development would provide teachers with the skills to use more sophisticated methodologies and technologies with changes in the curriculum that emphasize depth of understanding and application of school knowledge to real world problems and pedagogy in which the teacher serves as a guide and manager of the learning environment and students are engaged in extended, collaborative project-based learning activities that can go beyond the classroom and may involve local or global collaborations.

Conclusion

21st century skills are needed to create new knowledge and engage in life-long learning the ability to collaborate, communicates, create, innovate, and think critically. Teacher training programs would coordinate the teachers' increasingly sophisticated professional skills with the pervasive use of technology to support students who are creating knowledge products and are engaged in planning and managing their own learning goals and activities. Teachers should model the learning process for students and serve as model learners through their own ongoing professional development individually and collaboratively. ICT is a framework that allows teacher professional development.

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