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GENERATING CRITERIA FOR ASSESSING LECTURERS IN VIETNAM'S UNIVERSITIES: A CONCEPTUAL PAPER

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Despite the abundance of teacher assessment and evaluation models found in the literature, few have been designed for tertiary teachers – lecturers – at higher education institutions. Similarly, there have not been any competency-based criteria and/or models to assess lecturers in Vietnam. Generating criteria for assessing university teachers nationally, therefore, is both a keystone of the country's quality assurance endeavour and a challenge to educators involved in concurrent education reform. Such criteria, if deemed appropriate by the government, lecturers and other educational stakeholders should reflect the teachers' duties and responsibilities stipulated in the country's Education Law, the multiple roles they play in the changing society as well as the essential, context-bound attributes of the profession. They should also reflect current knowledge and understanding of teaching and learning, especially student outcomes, as well as professionalism in higher education. Furthermore, these criteria should be the compromises between Confucianism and constructivism; between teacher creativity, innovation and teacher mundane duties as well as between genuineness and social desirability.

The Vietnam context

A policy of economic reform, 'doi moi', was implemented in Vietnam in 1986 to transform the country's economy from centrally-planned to socialist-oriented and market-based. Rapid and continuing changes in the economy created both opportunities and challenges to all aspects of society including education. Most importantly, "[t]here is universal recognition that education is the key to the well-being of society and of the individual in the years ahead. It is a knowledge society and it spans the globe" (Caldwell, 2003: 1).

A growing body of international research has pointed to teacher quality as one of the most important school factors influencing student achievement (Rice, 2003; Lingenfelter, 2003; MCEETYA, 2003; Mayer, Mitchell, Macdonald & Bell, 2005), whereby improving the quality of education. Based on reviews of studies of student achievement in the US, Darling-Hammond, LaFors & Snyder (2001) concluded that:

[...] teachers' qualifications – based on measures of knowledge and expertise, education and experience – accounts for a larger share of the variance in students' achievement than any other single factor, including poverty, race and parent education. (p. 10)

By the same token, strengthening higher education by means of quality teaching is expected to equip graduates with the skills and knowledge they need to thrive in an information-laden 21st century (The White House, 2004).

The decisive role in ensuring the quality of education of teachers was also stipulated in Vietnam's Education Law in 1998 (Article 14) and again in 2005 (Article 15). Quite recently, the government's resolution to improve the quality of teaching and learning was articulated in Decree 40-CT/TW, issued on 15/06/2004 by the Central Executive Committee (CEC) of the Communist Party of Vietnam (CPV):

The objective is to establish a well-balanced, sufficient structure of standardized, qualified teachers and educational officials who have consolidated political identities, values, lifestyles, professional ethics and skills. The desired efficient, appropriate management and development of the national education system will improve the quality of the nation's future workforce to better serve its industrialization and modernization. (p. 1)

All educational institutions in Vietnam, especially those in higher education, are facing serious challenges and carrying great responsibilities towards producing a competitive workforce for socio-economic development and the transition towards full globalization.

According to Sloper and Le (1995), Vietnam's higher education system has been a hybrid of those from China, France, America and the former Soviet Union. Confucianism, elitism and practicality have all played a role in the people's pursuit of tertiary degrees

and diplomas that enhance the privilege and monopoly role of universities, which result in the neglect of improving quality of teaching and learning to remain competitive since there has apparently been little if no competition at all among the institutions. The general characteristics of universities in Vietnam are:

- mono-disciplinary, small sized/scaled training focus (only until the 1990s was there a trend of amalgamation of institutions especially in major cities resulting in larger sized institutions and new types such as public, private, open universities and colleges);
- centralized control over curriculum, funding, resources resulted in inefficient management and administration; low institutional initiative and entrepreneurial spirit; lack of autonomy, accountability and responsibility;
- restricted competition that leads to monopoly and the sense of 'ivory tower'.

Confucian-heritage cultures among which is Vietnam revere teachers and observe hierarchical order. In the classroom, teacher-centred approaches persist and teachers are regarded as the authoritative source of undistorted information about the world (Sloper & Le, 1995; Watkins & Biggs, 1996; Hua, 1998; Nguyen, 2003). The majority of Vietnamese university teachers – lecturers – still regard 'the lecture' as their most effective, thus most popular teaching strategy which can be characterized as the telling or transmission of unproblematic knowledge to relatively passive students (Lam, 2004; Tuoi Tre Reporters, 2004; Nguyen, 2004). It is often the case that those lecturers are unreflective about their own approaches to teaching and often adopt strategies which derive almost entirely from how they themselves were taught as undergraduates [...] (Trigwell, Prosser & Waterhouse, 1999; Badley, 2000). Besides, there is "a tendency to offer technological solutions to pedagogical problems on the assumption that it is better or more effective transmission of knowledge (or, more accurately, information) which is the key issue in university teaching" (Ramsden, 2003; Badley, 2000: 245). In the constructivist point of view, however, it is the students who should actively make meaning of new knowledge and connection between new and previous knowledge. Teachers as facilitators or mediators are to provide guidance and enhance student learning by creating an environment conducive to learning and tailoring their own teaching to cater for student needs and interests (Trigwell et al., 1999; Tigelaar, Dolmans, Wolfhagen & Van der Vleuten, 2004). Such student-centred approaches in teaching has long been introduced to the Vietnamese classrooms at all levels but received public attention and support only recently (Lam, 2004; Le, 2004; Kieu, 2004; Nguyen, 2004). This is also the current, common and persistent situation in almost all Vietnamese higher education teaching contexts.

The fact that teachers have special status in the Vietnamese social and spiritual life (Hua, 1998; Nguyen, 2003) has, to a certain extent, hindered the assessment of their teaching performance (Tran, 2004; Tuoi Tre Reporters, 2004; Vu, 2004). Formative assessment which is to enhance the professional skills of teachers, to provide direction for staff development by means of constructive feedback from colleagues and students (Griffin,

1995; Danielson, 1996) has been far and few between. Summative assessment which is to make consequential decisions such as recognizing and reinforcing good practice or dismissing incompetent teachers (Griffin, 1995; Danielson, 1996) has merely been superficial and more than often, controversial. Research on good teachers in Vietnam and their qualities has not been done efficiently and extensively (Pham, 2004). Good teachers in Vietnam are generally described as those who are devoted, enthusiastic, and responsible. The two main classifications of the qualities of good teachers are **moralties** and **competencies** (Decrees 34 and 36/2000/QD-BGD&DT, 2000). **Moralities** encompass teachers' personal characteristics as well as their values, beliefs and attitudes towards students and their learning. **Competencies** include the knowledge of the subject-matter and pedagogical knowledge and skills. For university teachers, there are addition classifications in relation to:

- research
- facilitating student independent learning
- respect for and rapport with students and colleagues (Le, 2003)

In reality, teachers' moral and professional quality have not come under scrutiny for centuries and have never been actually made transparent nor accountable despite some common requirements stipulated by the Ministry of Education and Training (MOET) and the country's Education Law (Nguyen, 2003). Therefore, any set of standards and/or assessment criteria for lecturers in Vietnam should include moralities and professional ethics as a major strand of competence besides the other essential strands of the profession, viz. professional knowledge and skills.

Teaching competence and teacher competencies

The definitions of **competence** and **teacher competencies** are abundant and multidimensional in the literature. A search from ERIC Thesaurus yields some immediate results:

COMPETENCE: The individual's demonstrated capacity to perform, i.e., the possession of knowledge, skills, and personal characteristics needed to satisfy the special demands or requirements of a particular situation (12/10/1979)

TEACHER COMPETENCIES: Explicit, demonstrable knowledge and skills necessary for performing the role of teacher (30/06/1993)

Simply put, teaching competence refers to the ability to teach well and teacher competencies are the knowledge, skills and attitudes that satisfactorily meet the social and professional requirements of teaching roles and bring about good learning (Rice, 2003).

Shulman (1987) elaborated what has been discussed so far as professional knowledge in terms of 'knowledge bases' needed for effective teaching:

- content knowledge
- pedagogical content knowledge – an amalgamation of content and pedagogy that is a teacher' special form of professional understanding
- knowledge of educational ends, purposes and values, and their philosophical and historical grounds
- curriculum knowledge including materials and programs used as the "tools of the trade"
- knowledge of the learners and their characteristics
- knowledge of educational contexts, including the characteristics of classrooms, schools, communities and cultures
- general pedagogical knowledge including principles and strategies for classroom management and organization

Badley (2000) argued that good university teachers or lecturers must have a clear and deep understanding of their field together with a profound knowledge of some particular specialized aspect of it. Knowledge here would include skills in the major research and scholarly methodologies used in their discipline. Academic competence is usually evidenced in higher education institutions based on qualifications held (e.g. PhD) together with current research output and staff development activities such as seminars and conferences. In light of such a proposition, good lecturers must be experts on content knowledge, have thorough knowledge of their subject and of new developments in their field and be capable of using relevant information from specific literature for their own teaching. Being a teacher should entail lifelong learning; therefore good lecturers are expected to have strong commitment to continuing professional development so that their existing competence is up-to-date (Badley, 2000). Besides the capacity to demonstrate profound and up-to-date content knowledge, good lecturers are also expected to demonstrate their operational competence, that they know and understand:

- how their subject is learned and taught
- how students learn, both generically and in their subject
- teaching approaches that are relevant to their discipline
- the appropriate use of learning technologies
- techniques for monitoring and evaluating their own teaching;
- their institution's mission and how it affects teaching and learning strategies;
- implications of quality assurance for teaching practice;
- regulations, policies and practices affecting their own work (Badley, 2000: 249)

Frazer (in Barnett, 1992: 57) ranked the characteristics he considered essential of good teachers in higher education as follows:

Rank	Characteristic
1	Up-to-date professional knowledge, skills and competence in the subject. This is the <i>sine qua non</i> for every teacher.
2	Affective characteristics such as: love of the subject, a desire to share that love with others, a willingness to go on learning, a desire to help others learn and develop, and a willingness to self-evaluate performance as a teacher and to seek feedback from students and criticism from others, and finally a willingness to work in a team.
3	An understanding how people learn, and of any special learning difficulties associated with specific knowledge and skills to be taught and with the particular students, a realization that the most important task in promoting learning is to motivate the students.
4	Personal characteristics such as: a sense of humour, patience, confidence, capacity for hard work.
5	Competence with teaching techniques including audiovisual and other methods; competence with assessment methods.

A decade later, Bain (2004) revealed the practice of ‘the best college teachers’ by answering a set of intriguing questions: *What do the best teachers know and understand? How do they prepare to teach? What do they expect of their students? What do they do when they teach? How do they treat students? How do they check their progress and evaluate their efforts?* No matter how different they were, the ‘best’ teachers shared common characteristics that produced “a sustained and substantial influence on the way people think, act and feel” (p. 17). Best teachers not only know their subjects extremely well; they are so well aware of the epistemological processes involved in the learning of the subject that they can help their students learn through instructional scaffolding. Such knowledge and awareness render them more empathetic and well prepared of the mental ‘hurdles’ students might encounter when learning their subject, given that they all adopt student-centred and outcome-based approaches in teaching. These teachers can facilitate learning by enabling students to connect past knowledge to new knowledge and to their own world exposure as well as making sure they are able to transfer their academic achievement to real-life problem-solving. They create supportive yet challenging learning conditions because they believe their students want to learn and are capable of learning; they have respect and trust in students and are willing to share their own learning experience with students to motivate the latter’s reflection and interest in lifelong learning. In other words, good university teachers in the new era should be able to *actualize student learning* (Knight, 2002; Ramsden, 2003) and facilitate the attainment of appropriate skills and knowledge. There should also be a shift in teachers’ approaches

from teacher-centred to student-centered, which enables student learning that is “fundamentally about changes in understanding of reality” (Ramsden, 2003: 31).

It is frequently stated that teaching competencies are context-dependent (Tigelaar et al. 2004). Teaching competencies can accordingly be defined as “an integrated set of personal characteristics, knowledge, skills and attitudes that are needed for effective performance in various teaching contexts” (Tigelaar et al., 2004: 255). This suggests that the knowledge and skills needed for effective performance in one teaching context may not necessarily be the same in another teaching context where both the students and the educational settings are different. In addition, “[t]he education environment is changing at a rapid rate, and the roles and responsibilities of teachers are becoming more complex and demanding [...]. Traditional thinking that focuses only at the classroom level is not sufficient to understand teacher effectiveness in such a complicated context [...] (Cheng & Tsui, 1999: 150).

University teachers’ broadened roles and responsibilities therefore should comprise those of experts on content knowledge, facilitators of learning processes, curriculum and/or syllabus designers, student counselors and educational evaluators (Tigelaar et al., 2004). As designers, university teachers should be able to place their students at the center of the process of teaching and learning and to design educational materials that can activate and stimulate students in such a way that the latter gradually learn to study independently. In the role of counselors, teachers are expected to provide students with prompt and constructive feedback and advice, and as educational evaluators, they should be capable of designing tests that are appropriate for the desired learning results and perform efficient student and peer evaluation. Such pedagogical competencies are essential for student-centred approaches to teaching (Knight, 2002; Ramsden, 2003; Shulman, 2004).

Good university teachers are expected to have organizational competencies. In other words, they should be capable of communicating and collaborating with their colleagues and organizing their work. The organizer role is mainly associated with contacts with peer teachers, in line with recent theories about teachers’ professional development in which cooperation with peers is very important (Putnam & Borko, 1997; Braskamp, 1999). Interestingly, the teaching role as organizer was not familiar to all teachers in higher education even in well-advanced educational systems (Tigelaar et al., 2004: 265). Among Vietnamese teachers who have often been criticized for their communication and cooperation skills, this role may be uncommon or even unknown (Le, 2004; Vu, 2004; Nguyen, 2004).

Good lecturers are also expected to have special personal characteristics to satisfy the special requirements of the teaching profession such as enthusiasm, empathy, flexibility, approachability and the ability to regulate frustration and impatience (Brown, 2004; Tigelaar et al., 2004). Lowman (1996) stressed that it was not the teaching behaviour in

itself but the teacher's personality that was the paramount indicator of effectiveness. Aspects of a teacher's personality important for effective teaching were the teacher's professional identity – how he/she views him/herself as a teacher (Palmer, 1997 cited in Braskamp, 1999), his/her beliefs about teaching and the teacher's involvement in teaching. Naturally, good teachers all have intense love of and commitment to their teaching profession.

Frameworks and models of teaching standards

Educational reforms in the 20th century have modeled the developments in industry, business and psychology to measure and assess a person's performance in terms of numbers of products or processes achieved within a given time frame (Tuxworth, 1989 as cited in Griffin, Nguyen & Gillis, 2004). By the same token, "specific aspects of teachers' performance could be identified and observed" (Griffin, Nguyen & Gillis, 2004: 3). From the initially atomistic behavioural approach that reflected an impoverished view of competence to the later integrated approach that focused on the complex combination of knowledge and skills required for successful performance in a specified context (Griffin, 1995), competency-based education, training and assessment have developed to provide more comprehensive knowledge and understanding of the nature of teaching competence and teacher competencies.

However, "[b]y the end of the 1990s in Australia, the UK and the USA, there was a shift from the discourses of *competencies* to *standards*" (MCEETYA, 2003: 2). The latter was a broader concept of quality level that includes *values* and *attitude*, which is especially useful in the Vietnamese situation where personal ethics and attitudes are the first and foremost competency every good teacher must possess. Professional standards for Vietnam's university teachers, therefore, should comprise of criteria describing the aspired knowledge, skills and values for quality teaching in Vietnam's higher education. They should capture the key elements of teachers' work, reflect their growing expertise and professional achievements (MCEETYA, 2003). The standards, when recognized, also help to credential and rank universities in terms of staff efficacy, a practice which has become so popular and appealing to various educational stakeholders, i.e. students, parents, employers, industry, etc.

The following competency-based frameworks and models from far and wide offer a substantial view essential to the design of a set of teaching standards and assessment criteria for lecturers in Vietnam:

In the United States, the 1984 Texas Education Agency Appraisal Model categorized the following aspects of teaching standards school teachers must have or accept: *instructional strategies, classroom management and organization, presentation of subject matter, learning environment, and professional growth and responsibilities*. Each of these aspects consisted of further specified criteria and detailed indicators.

Over a decade later, in 1998, Indiana State University proposed a “comprehensive, systematic, campus-wide” model to assess and improve faculty teaching, given that teaching was “a major part of the mission” of the university committed to student success. The model identified six major areas where faculty expertise could enhance student academic achievement and used them as the “components of effective college teaching”.

Requirement I. Teacher’s Content Expertise

Criterion A. Effective teachers understand their academic field well.

Requirement II. Course Design

Criterion A. Effective teachers have a clear purpose that organizes course elements.

Criterion B. Effective teachers communicate high but realistic expectations.

Criterion C. Effective teachers match the instruction to students’ learning needs and interests.

Requirement III. Instructional Delivery

Criterion A. Effective teachers use good communication skills.

Criterion B. Effective teachers design learning environments that encourage time on task.

Criterion C. Effective teachers engage students in actively utilizing knowledge.

Criterion D. Effective teachers use an appropriate array of methods.

Criterion E. Effective teachers encourage students to work together to learn.

Criterion F. Effective teachers give regular, helpful evaluations of learning.

Requirement IV. Instructional Relationships

Criterion A. Effective teachers and students are enthusiastic.

Criterion B. Effective teachers and students need to know and respect each other.

Criterion C. Effective teachers acknowledge and adjust to different students.

Criterion D. Effective teachers are fair and impartial in dealings with students.

Criterion E. Effective teachers are open to receiving feedback and adjusting courses appropriately.

Requirement V. Course Management

Criterion A. Effective teachers organize instructional environments well.

Requirement VI. Professional Development

Criterion A. Effective teachers hold high standards and engage in ongoing professional development.

Most recently, OECD’s 2005 report on *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* presented England’s (among other countries’) “outcome standards set out what a person must know, understand and be able to do in order to be awarded Qualified Teacher Status (QTS). They are organized in three interrelated sections:

- **Professional values and practice** (outlining the attitudes and commitment to be expected of anyone qualifying to be a teacher; these are derived from the Professional Code of the General Teaching Council).
- **Knowledge and understanding** (standards that require newly qualified teachers to be confident and authoritative in the subjects they teach and to have a clear understanding of how all pupils should progress and what teachers should expect them to achieve).

- **Teaching** (standards relating to skills of planning, monitoring and assessment, and teaching and classroom management).

These standards apply to all teachers, whatever training route they take, and set out the minimum requirements" (OECD, 2005: 115).

In South-East Asia, following the global trend of benchmarking and quality assurance in higher education, the ASEAN University Network (AUN) has issued 'The Kuala Lumpur AUN QA Criteria' providing practical and common guidelines for member universities to set up their own QA system. The AUN criteria regarding Teaching/Learning and Research (e.g. academic staff, learning process, research outputs) have helped formulate the quality indicators in the study's preliminary profile.

In Vietnam, the World Bank funded 'Primary Teachers Standards' project (Griffin, Nguyen & Gillis, 2004) has identified the aspired competencies of Vietnamese primary teachers in terms of three major strands of competence: personality and ideology, knowledge and pedagogy. The requirements in each strand and their corresponding performance criteria and quality indicators further described what teachers are expected to do and how well they apply their knowledge and skills to facilitate student learning.

Development of the Vietnam National University (VNU) Preliminary Model

"The pace of social change and the heightened expectations of schools have broadened and deepened teachers' roles. [...] Countries benefit from clear and concise statements or profiles of what teachers are expected to know and are able to do. Such profiles are necessary to provide the framework to guide initial teacher education, teacher certification, teachers' on-going professional development and career advancement, and to assess the extent to which these different elements are being effective. The teacher profiles need to reflect the student learning objectives that schools are trying to achieve, and profession-wide understanding of what counts as accomplished teaching" (OECD, 2005: 95).

The design of the preliminary model will use the scholarship on effective university teaching and a compilation of the above-mentioned frameworks and models to identify the major areas of teaching competence and further specify their components. The following table will summarize the strands of Vietnam's Primary Teacher Standards, and of England's Standards (OECD 2005), the requirements of Indiana State's Model for Developing a Faculty Evaluation System, and the domains of Texas Appraisal Model that have formed the conceptual framework for the VNU preliminary model.

PRIMARY TEACHERS' STANDARDS (2004)	OECD 2005 ENGLAND'S STANDARDS	INDIANA STATE UNIVERSITY MODEL (1999)	TEXAS APPRAISAL MODEL (1984)
<i>Strands</i>	<i>Strands</i>	<i>Requirements</i>	<i>Domains</i>
Knowledge	Knowledge and Understanding	<ul style="list-style-type: none"> • Teacher's Content Expertise 	
Pedagogy	Teaching	<ul style="list-style-type: none"> • Course Design • Instructional Delivery • Course Management • Instructional Relationships 	<ul style="list-style-type: none"> • Instructional Strategies • Classroom Management & Organisation • Presentation of Subject Matter • Learning Environment
Personality and Ideology	Professional Values and Practice	<ul style="list-style-type: none"> • Professional Development 	<ul style="list-style-type: none"> • Professional Growth & Responsibilities

The summary table has revealed major areas of competence common among the models, i.e. the strands, requirements or domains teachers should be categorized into in the process of assessment and/or professional development. Those major areas are:

1. Professional knowledge
2. Professional skills
3. Professionalism and professional ethics

In particular, the recently completed Primary Teachers Standards project has justified these three strands especially in the Vietnamese context. The preliminary model will, therefore, have three strands replicating those of the Primary Teachers Standards and England's Standards. Each strand will further comprise a number of requirements incorporating the criteria of the Indiana State University and Texas Appraisal Models and the Kuala Lumpur AUN QA Criteria. The preliminary model will indicate in detail what university teachers in Vietnam should know and understand as well as be able to do.

STRAND 1		PROFESSIONAL KNOWLEDGE	
Requirement 1.1	Pedagogical content knowledge		
<i>Criterion 1.1.1</i>	Knowledge of the subject matter		
<i>Criterion 1.1.2</i>	Knowledge of higher education as well as content pedagogy		
<i>Criterion 1.1.3</i>	Knowledge of university and faculty curricula		
<i>Criterion 1.1.4</i>	Knowledge of assessment and evaluation of student outcomes		
Requirement 1.2	Knowledge of students		
<i>Criterion 1.2.1</i>	Knowledge of student learning process as well as their current academic competence		
<i>Criterion 1.2.2</i>	Knowledge of students' family backgrounds as well as age and gender psychology		
<i>Criterion 1.2.3</i>	Knowledge of students' rights and obligations		
Requirement 1.3	Knowledge of social settings and environment of work		
<i>Criterion 1.3.1</i>	Knowledge of socio-economic settings in Vietnam, South-East Asia and the world		
<i>Criterion 1.3.2</i>	Knowledge of socio-economic and cultural settings of the locality		

<i>Criterion 1.3.3</i>	Knowledge of the institution's stakeholders
STRAND 2 PROFESSIONAL SKILLS	
Requirement 2.1	Pedagogical skills
<i>Criterion 2.1.1</i>	Course design
<i>Criterion 2.1.2</i>	Teaching methodologies
<i>Criterion 2.1.3</i>	Instructional delivery
<i>Criterion 2.1.4</i>	Student learning
<i>Criterion 2.1.5</i>	Assessment and evaluation of student outcomes
Requirement 2.2	Organisational and management skills
<i>Criterion 2.2.1</i>	Organizing and managing the classroom
<i>Criterion 2.2.2</i>	Organizing and managing students
<i>Criterion 2.2.3</i>	Organizing and managing resources
Requirement 2.3	Communicative skills
<i>Criterion 2.3.1</i>	To students
<i>Criterion 2.3.2</i>	To colleagues
<i>Criterion 2.3.3</i>	To the community at large
Requirement 2.4	Research and leadership skills
<i>Criterion 2.4.1</i>	Research
<i>Criterion 2.4.2</i>	Leadership
STRAND 3 PROFESSIONALISM AND PROFESSIONAL ETHICS	
Requirement 3.1	Professionalism
<i>Criterion 3.1.1</i>	Perform teaching duties in accordance with Education Law, MOET regulations and university statutes
<i>Criterion 3.1.2</i>	Fulfill all assigned tasks
<i>Criterion 3.1.3</i>	Have professional qualifications and reputation
<i>Criterion 3.1.4</i>	Engage in ongoing professional development
<i>Criterion 3.1.5</i>	Strive for professional development by means of feedback and self-assessment
<i>Criterion 3.1.6</i>	Be a lifelong learner to adapt to changes and challenges in the field and in society
<i>Criterion 3.1.7</i>	Demonstrate love, responsibility and commitment to the teaching profession
Requirement 3.2	Professional ethics
<i>Criterion 3.2.1</i>	Have personal characteristics suitable for the profession
<i>Criterion 3.2.2</i>	Have an honest, simple and healthy lifestyle
<i>Criterion 3.2.3</i>	Love, respect and trust students
<i>Criterion 3.2.4</i>	Be respectful, straightforward and cooperative with colleagues

These criteria in the preliminary model will in turn consist of quality indicators that reflect a lecturer's level of effectiveness or excellence, for example

<i>Criterion 2.1.3</i>	Instructional delivery
Indicator 2.1.3.1	Give clear and accurate instructions
Indicator 2.1.3.2	Give instructions that suit students' levels
Indicator 2.1.3.3	Give instructions that encourage students' learning initiatives
<i>Criterion 2.1.4</i>	Student learning
Indicator 2.1.4.1	Help students to develop the skills to study the course
Indicator 2.1.4.2	Help students to develop the skills to search for and manage information
Indicator 2.1.4.3	Help students to develop the skills to identify and solve problems
Indicator 2.1.4.4	Help students to develop the skills to monitor and direct their own learning

<i>Criterion 2.1.5</i>	<i>Assessment and evaluation of student outcomes</i>
Indicator 2.1.5.1	Explain assessment requirements, process and rubrics to students early in the course
Indicator 2.1.5.2	Integrate formative and summative assessments
Indicator 2.1.5.3	Maintain fairness, accuracy and accountability in student assessment and evaluation
Indicator 2.1.5.4	Adjust course syllabus and methodology to suit students' levels based on assessment results

There has been such a claim as “I can give you no rule [for effective teaching], for there are as many good ways of teaching as there are good teachers” (Polya, 1957: 37 as cited in Hativa, Barak & Simhi, 2001: 725). This may indicate how hard and elusive a task educational officials have to face in the process of developing teacher assessment criteria. However, there are certainly some common grounds – **ethics, professionalism, personal characteristics, content knowledge, pedagogical, organizational and interpersonal skills** – from which major requirements and subsequent performance criteria and quality indicators can be identified. Taken into consideration the similarities and differences of teaching approaches from Confucianism to constructivism, the compromises lecturers have to make to fulfill the mundane duties creatively and the genuineness in the love for teaching and students as opposed to social desirability, these criteria are meant to reflect the complicated and intriguing nature of the teaching profession.

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