



# Study on Integrating Transversal Skills in Policies and Practice

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## 01> Purpose of the Study

**To investigate how well teachers in Korea are prepared for teaching students transversal skills and how they are supported in pursuing their goal**

- How teachers are supported in terms of transversal skills education in school.
- What kind of obstacles are teachers faced with when it comes to implementing transversal skills education in school.
- The recent trend in education involving teaching transversal skills
- Exemplary cases of teachers' professional development for teaching transversal skills in school
- Model cases of transversal skills education in secondary schools
- Practical policy suggestions for improving teachers' preparedness to teach students transversal skills in school

## 02> National Curriculum Changes in 2015

Key Competencies		Meaning of key competencies
1	Self-management capabilities	The ability to live a self-directed career with self-identity and self-confidence, by raising the basic skills and qualities necessary for their own lives and careers
2	Information processing capacity	The ability to solve problems rationally by selectin knowledge and information in various areas.
3	Creative and integrative thinking	The ability to create new things by applying knowledge innovatively of various areas of expertise based on a wide range of knowledge, skills and experience.
4	Capacity to feel aesthetic qualities	The ability to discover and enjoy the beauty of the empathic understanding of cultural knowledge and its value
5	Communication skills	The ability to solve conflicts by expressing students' thoughts and feelings with others and communicate effectively in a variety of situations.
6	Community competence	The ability to participate actively in solving problems of community with values and attitudes which are required as members of regional, national and global community.

## 02> Types of Free Semester

Division	Career exploration	Extracurricular activities	Arts and sports	Programs selected by students
Staff	Teachers and external lecturers	Student-centered operations, the teachers as supporters	Teachers and external lecturers	Teachers and external Lecturers
Purpose	Provide opportunities for career exploration for students	Provide voluntary activities for student	Provide opportunities for various arts and physical activities	Provide the opportunity to learn specialized Programs

## 03> Research Method

Category	School	Location	Number of Questionnaires distributed (including 2 extra copies)	Number of Interviewees
'Core Competencies' Research School	A middle school	Incheon	42	1
	B high school	Incheon	32	1
	C middle school	Daegu	42	1
'Free Semester' Research School	D middle school	Seoul	30	1
	E middle school	Daejeon	31	1
	F middle school	Gwangju	32	2
<b>Total</b>			<b>209</b>	

\* The locations of Each school are evenly distributed across the country.

- **Return rate of 97%**
  - Out of those 209 questionnaires, 202 copies were filled out by teachers and returned to KICE, resulting in a return rate of 97%.
- **Teaching experience**
  - About 68% of those 202 respondents were found to have more than 10 years of teaching experience, indicating that a large portion of the respondents were seasoned teachers.
- **In-depth interviews with teachers**
  - We conducted in-depth interviews with teachers using the research questions.

## 04> Teachers' Preparedness

<b>Skills considered important for teachers to teach transversal skills</b>	<b>Frequency (%)</b>
<b>Communication skills</b>	<b>75.2</b>
<b>Facilitating skills</b>	<b>65.3</b>
<b>Maintaining leadership by encouraging enthusiasm, interest and effort in the classroom</b>	<b>64.4</b>
<b>Empathy</b>	<b>59.9</b>
<b>Listening skills</b>	<b>55.4</b>
<b>Creative thinking</b>	<b>53.0</b>
<b>Conflict resolution skills</b>	<b>52.5</b>
<b>Continuous and organized self-learning</b>	<b>50.0</b>

\* The percentages were calculated including missing values.



## 04> Teachers' Preparedness

- The rank of the 29 skills

Rank	Skills	Very Much(%)	To some extent(%)	Very little(%)	Not at all(%)	Do not know(%)
1	Communication skills	32.5	61.3	5.7	-	0.5
2	Respect for diversity	48.2	43.6	6.2	1.0	1.0
3	Empathy	46.7	45.1	7.7	-	0.5
4	Passion/love for teaching	46.7	45.1	6.7	1.0	0.5
5	Fairness	48.7	42.1	8.7	-	0.5
}			}			

## 04> Teachers' Preparedness

<b>Statements</b>	<b>Percentages of Strongly agree /Agree(%)</b>
<b>Students understand the importance of transversal skills.</b>	<b>52.5</b>
<b>Parents understand the importance of transversal skills.</b>	<b>51.5</b>
<b>Ensuring acquisition of transversal skills among students is time consuming.</b>	<b>64.4</b>
<b>Ensuring acquisition of transversal skills among students requires additional preparation.</b>	<b>74.3</b>
<b>My effort to facilitate students' transversal skills learning is well understood and supported by my supervisors.</b>	<b>62.9</b>
<b>My achievements to facilitate students' transversal skills learning are reflected in my appraisal.</b>	<b>47.5</b>

# Cases of Transversal Skills Education in School

- An example of Yearly curriculum plans for the 1<sup>st</sup> Semester of 2015

2015학년 1학기 연간계획표

1 ( 국어 )과 ( 3 )학년 교육과정 재구성(맵핑)													
학년	3	담당교사	권순희										
성취 기준 차시	실제 차시	학교 행사	단원 교육과정재구성 내용	평가		인성 덕목	법교과영역 <학생안전교육 7대표주안>	핵심역량					
				지필	수행								
8	8	3/2 입학식 시업식	<단원 1. 문학이라는 선물 (1) 가시리 (2) 비망록 (3) 수난이대>  • 문학 작품을 읽고, 작품 내용, 가치, 살과의 연관성 등에 대한 질문을 만든 후 친구들과의 다양한 관점에서 토의 하기  • 역사 수업과 연계 문학 작품이 창작된 시대적 상황에 대해서 알고 문학과 삶의 연관성에 대해 이야기 나누고 정리하기 (예) 고려 후기의 삶, 일제 강점기  • 음악, 미술 교과와 연계하여 자신의 삶의 경험과 연관있는 문학작품을 준비하여 음악에 맞추어 낭독하고 친구들이 소개한 작품을 모아 자신만의 문학 비평집 만들기	○ 문학 작품의 내용 이해 ○ 문학 작품에 담긴 가치 이해	○ 내 삶과 관련 있는 문학 작품 찾아 읽기 ○ 나를 감동시킨 문학 작품 소개하기	<input type="checkbox"/> 책임 <input type="checkbox"/> 정직 <input type="checkbox"/> 존중 <input type="checkbox"/> 배려 <input type="checkbox"/> 공감 <input checked="" type="checkbox"/> 소통 <input type="checkbox"/> 협동	<input type="checkbox"/> 성교육 <input type="checkbox"/> 보건 <input checked="" type="checkbox"/> 생명존중 <input type="checkbox"/> 교통안전 <input type="checkbox"/> 정보통신윤리 <input checked="" type="checkbox"/> 장애이해 <input type="checkbox"/> 학교폭력예방 <input type="checkbox"/> 환경 <input type="checkbox"/> 청렴 <input checked="" type="checkbox"/> 인성 <input type="checkbox"/> 민주시민 <input type="checkbox"/> 경제 <input type="checkbox"/> 에너지 <input type="checkbox"/> 진로 <input type="checkbox"/> 양성평등 <input type="checkbox"/> 다문화 <input type="checkbox"/> 논술	<input checked="" type="checkbox"/> 사회적 (소통, 정직, 지적역 (통합, 건강, 긍정,	<input checked="" type="checkbox"/> Social competency <input type="checkbox"/> Ethical competency <input checked="" type="checkbox"/> Intellectual competency <input type="checkbox"/> Physical competency <input checked="" type="checkbox"/> Emotional competency				
		3/5 교과학습 진단평가 (1,2학년)		○ 문학 작품과 삶의 관련성 이해 ○ 문학 작품과 삶을 연결 짓기	○ 우리 나라 음주 문화에 대해 비판적 사고하기	<input type="checkbox"/> 책임 <input type="checkbox"/> 정직 <input type="checkbox"/> 존중 <input type="checkbox"/> 배려 <input type="checkbox"/> 공감 <input checked="" type="checkbox"/> 소통 <input type="checkbox"/> 협동	<input type="checkbox"/> 성교육 <input type="checkbox"/> 보건 <input type="checkbox"/> 생명존중 <input type="checkbox"/> 교통안전 <input checked="" type="checkbox"/> 정보통신윤리 <input type="checkbox"/> 장애이해 <input type="checkbox"/> 학교폭력예방 <input type="checkbox"/> 환경 <input type="checkbox"/> 청렴 <input checked="" type="checkbox"/> 인성 <input type="checkbox"/> 민주시민 <input type="checkbox"/> 경제 <input type="checkbox"/> 에너지 <input type="checkbox"/> 진로 <input type="checkbox"/> 양성평등 <input type="checkbox"/> 다문화 <input type="checkbox"/> 논술			<input checked="" type="checkbox"/> 사회적 (소통, 정직, 지적역 (통합, 건강, 긍정,	<input checked="" type="checkbox"/> Social competency <input type="checkbox"/> Ethical competency <input checked="" type="checkbox"/> Intellectual competency <input type="checkbox"/> Physical competency <input type="checkbox"/> Emotional competency		
3	2	3/30 공연체험 관람 (1학년)	<단원 3. 작은 변화, 큰 차이 (1) 높임 표현 (2) 시간 표현 (3) 파동, 사동 표현 (4) 부정표현)>  • 평소 생활 속에서 궁금했던 문법 요소를 자유롭게 이야기하며 정리하기  • 높임, 시간, 파동, 사동, 부정 표현의 문법적 요소를 정확히 이해하고 적용하기  • 핵심 문법 요소 마인드 맵 그리기  • 생활 속에서 문법에 맞지 않는 표현을 찾아 바르게 고친 후 발표하기	높임표현 문법요소와 기능	시간표현 문법요소와 기능	<input checked="" type="checkbox"/> 책임 <input type="checkbox"/> 정직 <input checked="" type="checkbox"/> 존중 <input type="checkbox"/> 배려 <input type="checkbox"/> 공감 <input checked="" type="checkbox"/> 소통 <input type="checkbox"/> 협동	<input type="checkbox"/> 성교육 <input type="checkbox"/> 보건 <input type="checkbox"/> 생명존중 <input type="checkbox"/> 교통안전 <input checked="" type="checkbox"/> 정보통신윤리 <input type="checkbox"/> 장애이해 <input type="checkbox"/> 학교폭력예방 <input type="checkbox"/> 환경 <input type="checkbox"/> 청렴 <input checked="" type="checkbox"/> 인성 <input type="checkbox"/> 민주시민 <input type="checkbox"/> 경제 <input type="checkbox"/> 에너지 <input type="checkbox"/> 진로 <input type="checkbox"/> 양성평등 <input type="checkbox"/> 다문화 <input type="checkbox"/> 논술	<input checked="" type="checkbox"/> 사회적 (소통, 정직, 지적역 (통합, 건강, 긍정,	<input checked="" type="checkbox"/> Social competency <input type="checkbox"/> Ethical competency <input checked="" type="checkbox"/> Intellectual competency <input type="checkbox"/> Physical competency <input type="checkbox"/> Emotional competency				
3	3	4/7~4/9 영어 듣기평가 (전교생)		파동·사동 표현 문법요소와 기능	○ 생활 속에서 문법에 맞지 않는 표현을 찾아 바르게 고친 후 발표하기					<input checked="" type="checkbox"/> 책임 <input type="checkbox"/> 정직 <input checked="" type="checkbox"/> 존중 <input type="checkbox"/> 배려 <input type="checkbox"/> 공감 <input checked="" type="checkbox"/> 소통 <input type="checkbox"/> 협동	<input type="checkbox"/> 성교육 <input type="checkbox"/> 보건 <input type="checkbox"/> 생명존중 <input type="checkbox"/> 교통안전 <input checked="" type="checkbox"/> 정보통신윤리 <input type="checkbox"/> 장애이해 <input type="checkbox"/> 학교폭력예방 <input type="checkbox"/> 환경 <input type="checkbox"/> 청렴 <input checked="" type="checkbox"/> 인성 <input type="checkbox"/> 민주시민 <input type="checkbox"/> 경제 <input type="checkbox"/> 에너지 <input type="checkbox"/> 진로 <input type="checkbox"/> 양성평등 <input type="checkbox"/> 다문화 <input type="checkbox"/> 논술	<input checked="" type="checkbox"/> 사회적 (소통, 정직, 지적역 (통합, 건강, 긍정,	<input checked="" type="checkbox"/> Social competency <input type="checkbox"/> Ethical competency <input checked="" type="checkbox"/> Intellectual competency <input type="checkbox"/> Physical competency <input type="checkbox"/> Emotional competency
2	2			부정표현 문법요소와 기능									

## 05> Support for Teachers

Rank	Critical and innovative thinking domain	Interpersonal skills domain	Media and information literacy domain
1	Creativity	Communication skills	Ability to obtain and analyze information through ICT
2	Reasoned decision-making	Collaboration	Ethical use of ICT
3	Reflective thinking	Empathy	Ability to critically evaluate information and media content
4	Application skills	Teamwork	
5	Entrepreneurship	Collegiality	
6	Resourcefulness	Organizational skills	
		Sociability	
		Compassion	

## 05> Hindrances to the Implementation of Transversal Skills Education in School

- ✓ **burdened with too much administrative work**
- ✓ **expecting immediate results by students and parents**
- ✓ **with clear goals of such policies and specific action plans**
- ✓ **consistent and sustainable manner over a long period of time**
- ✓ **relevant training programs for administrators**
- ✓ **more budgets for preparing teaching materials**
- ✓ **need to be provided with sufficient training programs**
- ✓ **size of classes**
- ✓ **the subject-specific classroom system at the school level**

## 05> Support for Teachers

Programs	Content
Curriculum expert course	Explaining the content of the national curriculum in detail; Effective implementation of the curriculum in school
Classroom observations & analyses	Discussions based on actual classroom observations and analyses
New methods of teaching	Introducing new teaching methods and models designed to facilitating core competencies that can be applicable in school
Workshop on facilitating core competencies	Hands-on workshop in which teachers assume the role students in class
Consultation	Diagnosing problems faced by teachers and suggesting possible solutions
Teachers' study/research group	Sharing experiences and advice with each other

# 06> Policy Suggestions for Teacher's Professional Development

- **Policy suggestion 1**

**Improving the perceptions of all stakeholders about the importance of transversal skills education in school.**

- ◆ **Strategies**

- Training sessions on the importance of transversal skills education and its implementation in school need to be held teachers, for school administrators, government officials, and local education officers.
- PR campaigns for students and parents on the importance of facilitating transversal skills in school need to be strengthened.

# 06> Policy Suggestions for Teacher's Professional Development

- **Policy suggestion 2**

## **Nurturing the school environment suitable for implementing transversal skills education**

### **◆ Strategies**

- Teachers' administrative work load should be lessened in order for them to focus on teaching students.
- Sufficient budgets for implementing transversal skills education in school (e.g., budget for purchasing material necessary for class activities) need to be secured.
- The number of students per class in Korea needs to be reduced to the average number of students per class.
- The subject-specific classroom system designed to facilitate transversal skills learning needs to be implemented in school.



# 06> Policy Suggestions for Teacher's Professional Development

- **Policy suggestion 3**

## **Expanding the opportunities for teachers' professional development in transversal skills education**

### **◆ Strategies**

- The teachers, professors, and researchers who are experienced in transversal skills education can visit individual schools for training the teachers.
- For effective teachers' professional development, teacher training programs should be focused on hands-on experiences, rather than traditional lectures.
- Training programs and workshop organized within each school where its teachers share and discuss their experiences in teaching transversal skills need to be encouraged.
- Research fund needs to be provided for teachers who participate in research related to transversal skills education

# 06> Policy Suggestions for Teacher's Professional Development

- Policy suggestion 4

**More concrete support and guidance for transversal skills education provided by the ministry of education and local offices of education**

◆ **Strategies**

- Sufficient budgets for implementing transversal skills education in school (e.g., budget for purchasing material necessary for class activities) need to be secured.
- More leeway should be given to each school to spend the allocated budget according to each school's specific needs.

# 06> Policy Suggestions for Teacher's Professional Development

- **Policy suggestion 5**

**More support for transversal skills education provided by educational research institutes**

◆ **Strategies**

- Educational research institutes should provide teachers with models of teaching and evaluating transversal skills.
- Educational research institutes should provide consultation for teachers to assist with problems and concerns that arise in implementing transversal skills education in school.

# 06> Policy Suggestions for Teacher's Professional Development

- Policy suggestion 6

## **Integrating transversal skills education into pre-service teacher training program**

### **◆ Strategies**

- Pre-service teacher training programs should be able to prepare would-be teachers for transversal skills education. Specifically, curriculum mapping and methods of teaching and evaluating transversal skills need to be incorporated in the pre-service teacher training programs.
- Teaching transversal skills should be integrated into the teacher selection test.
- Pre-service teacher training programs should be kept up-to-date with the latest methods and practices in teaching, learning, and evaluation.

Thank you!

**Further Information**

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