



Teacher Quality through Teacher Learning and Development: Global and Singapore Perspectives

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TRANSFORMING TEACHING
INSPIRING LEARNING

An Institute of



Education is the most important investment
in the long haul and the quality of education
impacts on

Nation Building

People's capacity for adaptation

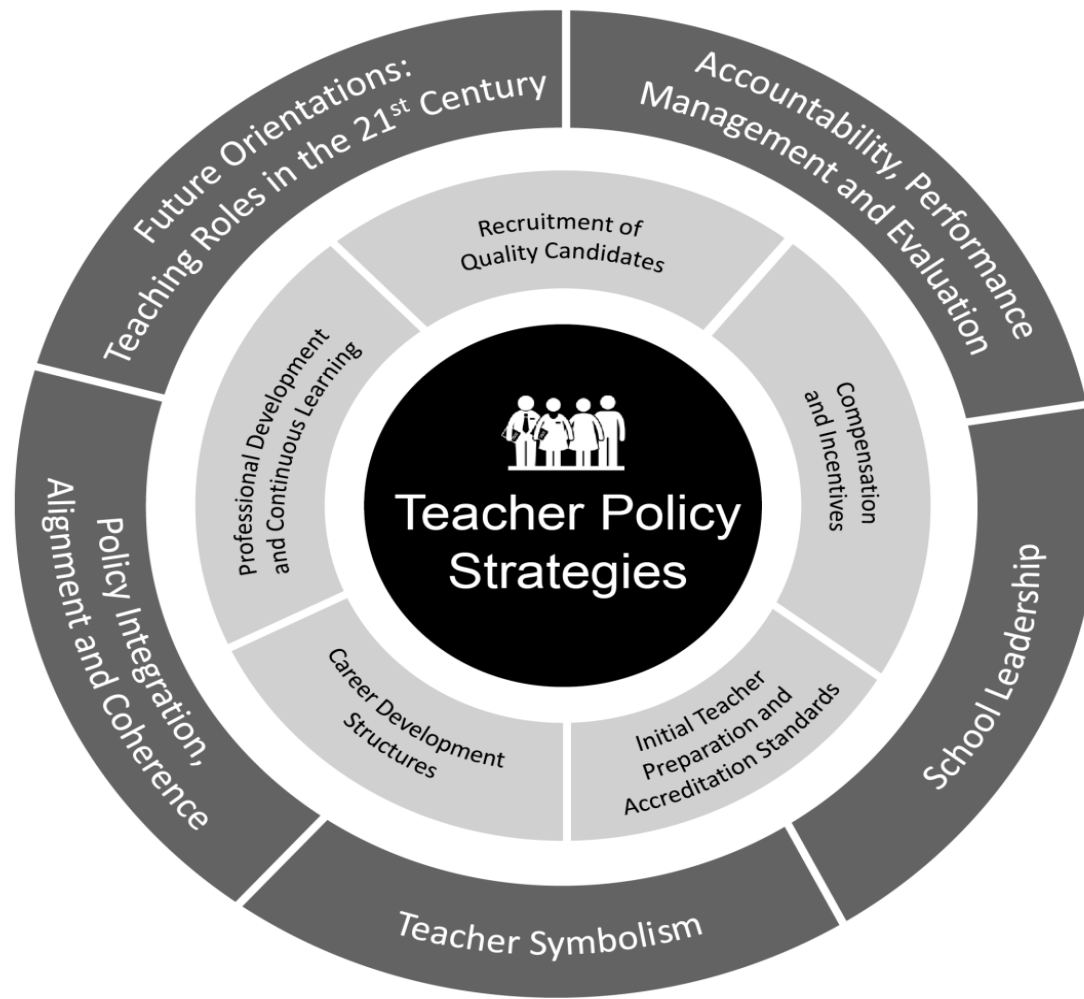
value creation

Innovation

21st Century Challenges

- Motivating learners in a globalised world in an age of rapid information transfer
- Developing 21st Century competencies and skills necessary for students to thrive in a fast changing world and knowledge driven economy
- Recapitulating a culturally diverse learning environment
- Understanding the learning needs of the new generation
- Creating and maintaining strong partnerships between homes and schools to nurture 21st competencies in students
- Managing and developing a more capable and qualified teaching workforce

Teacher Quality = Integrated Teacher Policy Strategies



Policy Integration

Key Principles

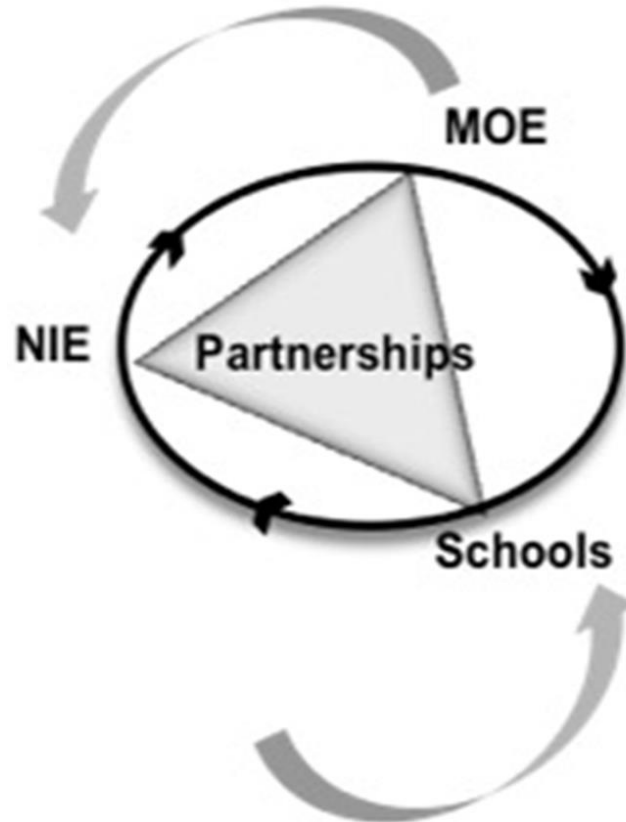
Unity of vision with stakeholders playing distinct but complementary roles

Communication and collaboration between all stakeholders

Mediating layers for larger educational systems and networks

Singapore

Enhanced Partnership Model



- provides the necessary collaborative framework of shared values and goals
- recognizes the need for mutual respect for each partner's roles, beliefs, perspectives, experiences, expertise and knowledge
- schools take more active role in practicum, school attachments that facilitate professional development and bridge the gap between campus-based learning and 'real classroom settings
- promotes solidarity of intentions and efforts to provide teachers with the best support

Teacher Quality

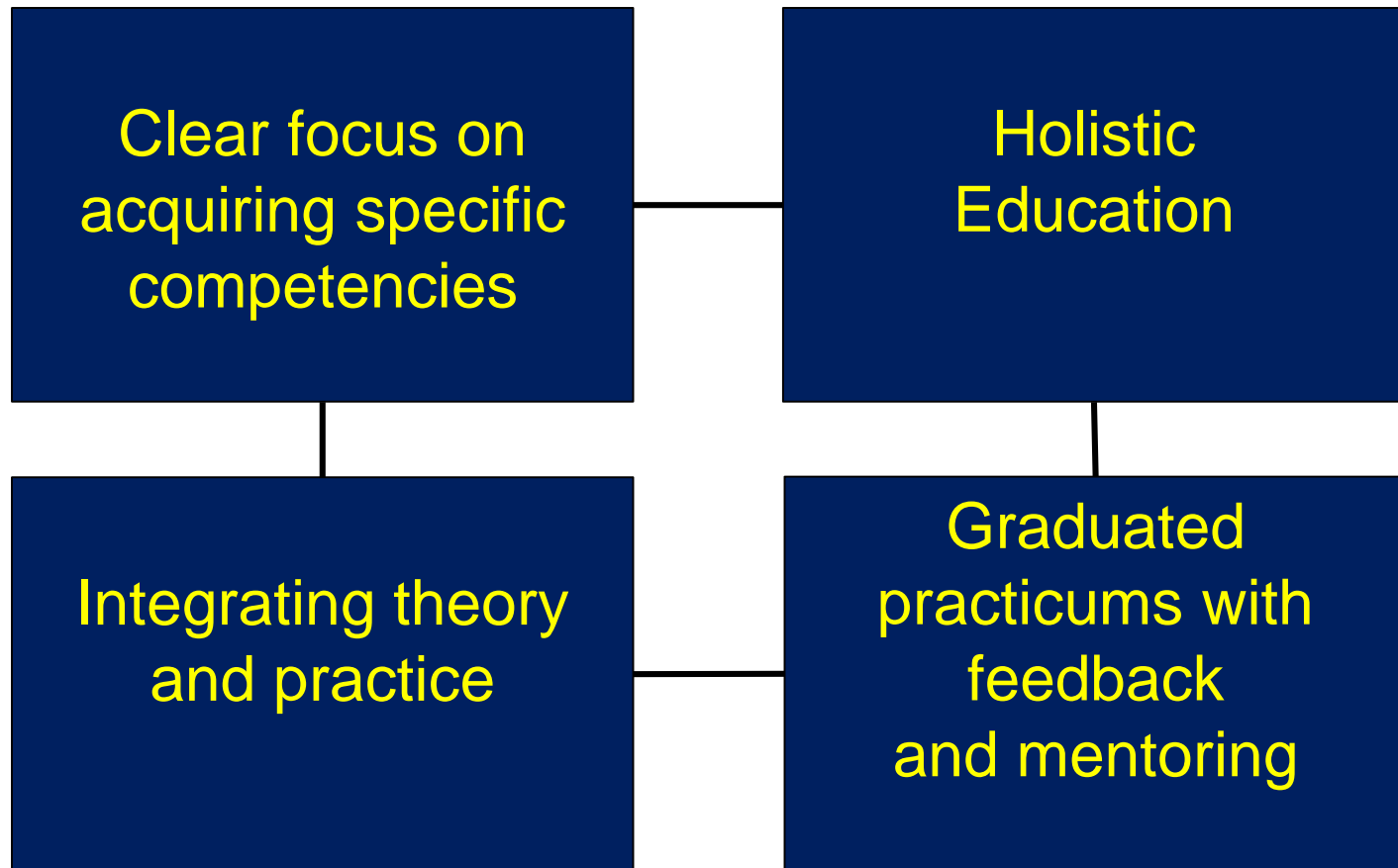
- Recruitment of Quality Candidates
- Compensation and Incentives
- Initial Teacher Preparation and Accreditation Standards
- Career Development Structures
- Professional Development and Continuous Learning
- Accountability, Performance Management and Evaluation
- School Leadership
- Teacher Symbolism
- Policy Integration, Alignment and Coherence
- Future Orientations: Teaching Roles in the Twenty-first Century

Time for Teacher Learning = Professional Development

- Professionalism of teaching
- Enhance professional selves
- Improving students' learning
- Transforming schools



Initial Teacher Preparation and Accreditation Standards

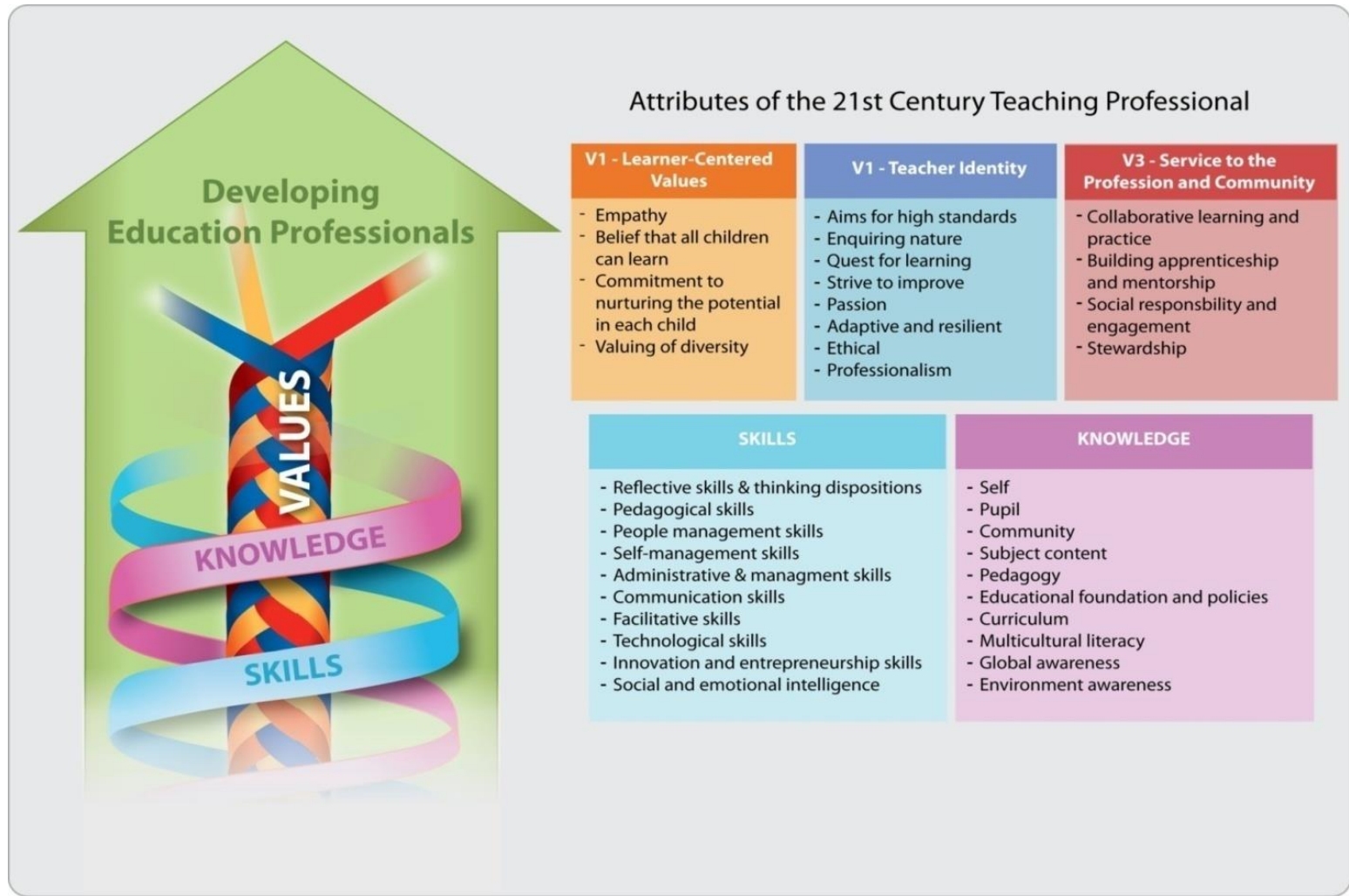


Initial Teacher Preparation and Accreditation Standards

Singapore

- E-portfolio: Building a conceptual map for learning and teaching
- Practicum: Improving practice and developing teacher personhood
- Reflective Practice: Deliberate pause for structured reflection
- Focused Conversation: Challenging assumptions and co-constructing knowledge





Singapore's Values, Skills, and Knowledge Framework

Source: V3SK Model, National Institute of Education, 2009



Alignment of PD with Career Development Structures

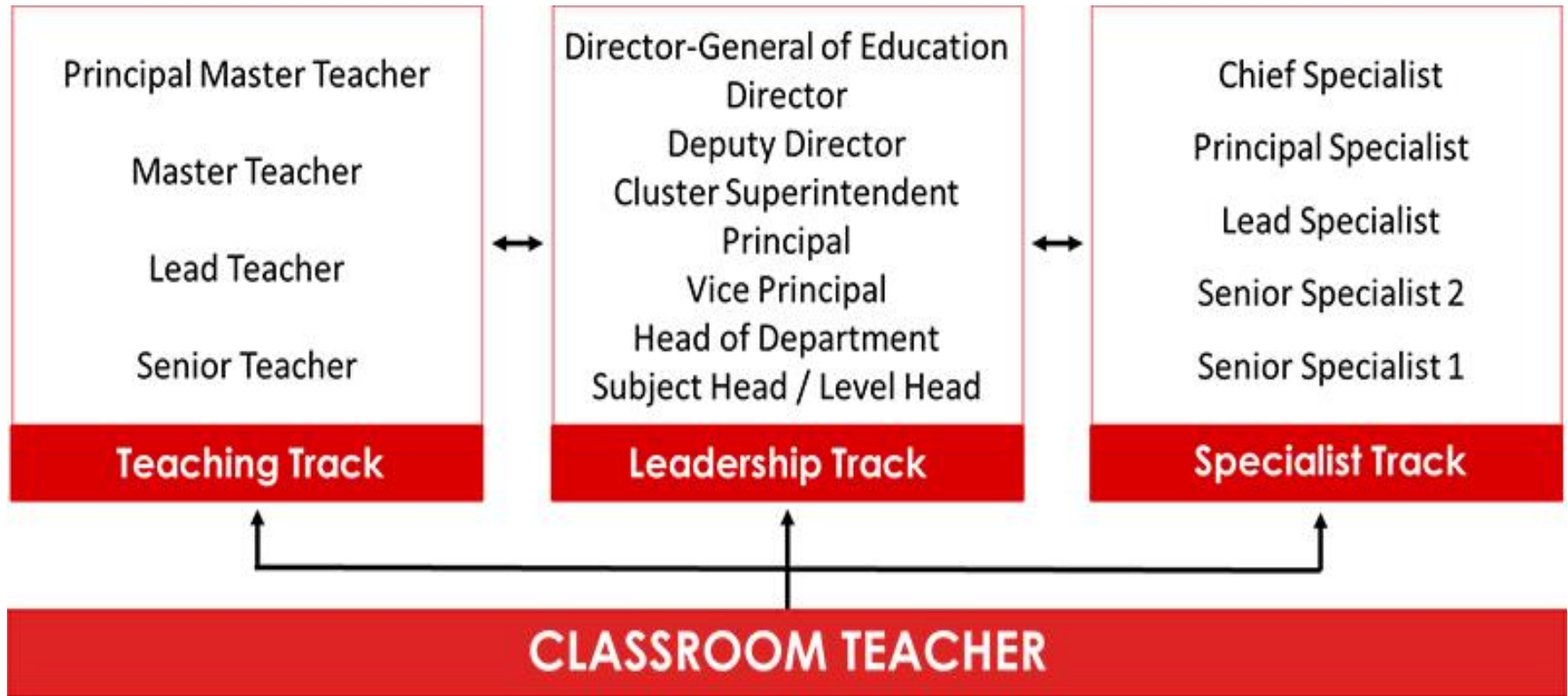
“Clearer professional pathways are needed to develop skills, grow capabilities and provide opportunities for advancement.”

- Ministry of Education, Singapore, 2006



Career Development Structures

SINGAPORE



Source: <http://www.moe.gov.sg/careers/teach/career-info/>



Professional Development and Continuous Learning

Professional development for:

- Updating individuals' **knowledge** of a subject area in light of advances;
- Updating individuals' **skill sets** in light of developments in pedagogy and new learning environments;
- Enabling teachers to **make relevant changes** to curricula and teaching practices; and
- Facilitating **exchange of information and expertise** among those in the teaching profession.

Some Approaches to Professional Development

- Peer collaboration
- Induction
- Action research
- Research and publications
- Sharing of practices and experiences
- Workshop and courses
- Study leave and travel
- Collaborative learning
- Continuous mentoring and observation
- Membership to education-related committees, working groups, etc

Leadership in Teacher Symbolism

Building on
cultural regard for
teachers

Making space for
professional
autonomy and trust

Quality-driven
recruitment, selection
criteria and training

Managing workload
and general
working
environment

Broader systemic
vision for the role
of teachers

National recognition
for accomplishments
of teaching
professionals

Branding and
marketing
campaigns

Teacher Symbolism

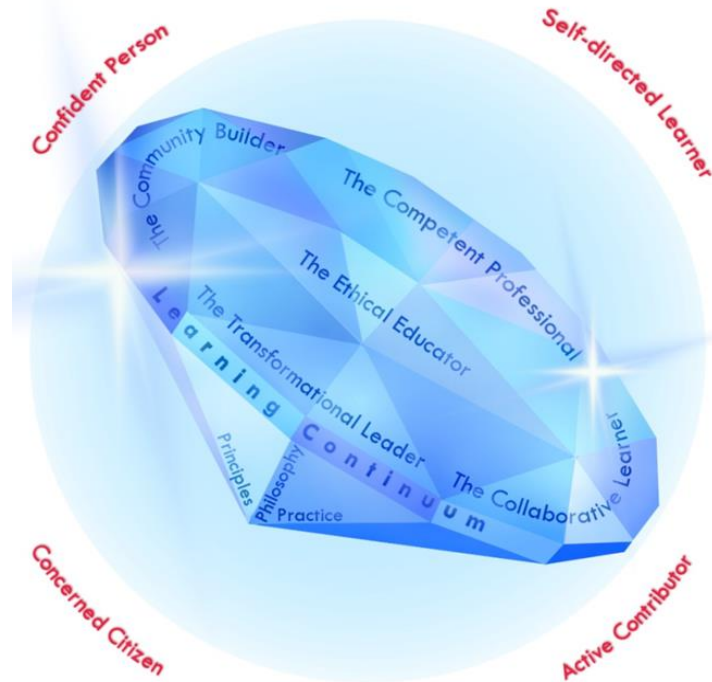
In **South Korea**, teaching is well-established with its cultural esteem for the profession, bolstered by stringent entry requirements. There is a degree of professional autonomy that attracts people to the teaching force.

Teaching in **Finland** is viewed as the most popular profession among upper-secondary school graduates, where it leads polls of profession consistent with or ahead of doctors, lawyers, and architects.

In **Qatar**, the presence of Teacher for Qatar (TFQ) shows that it is possible to stimulate interest in the teaching profession and cultivate higher quality of candidates through selective recruitment focusing on those with the right attitude and aptitude for teaching.

Innovative Perspective

Five Desired Outcomes of the 21st century Singapore Teacher



The Ethical Educator
The Competent Professional
The Collaborative learner
The Transformational Leader
The Community Builder

Source: Ministry of Education, 2012

Teacher Roles in the 21st Century

designers
instructors

questioners critical-thinkers
facilitators

tutors partners
appreciators

patrons molders

guides

counselors

mediators models

WordItOut

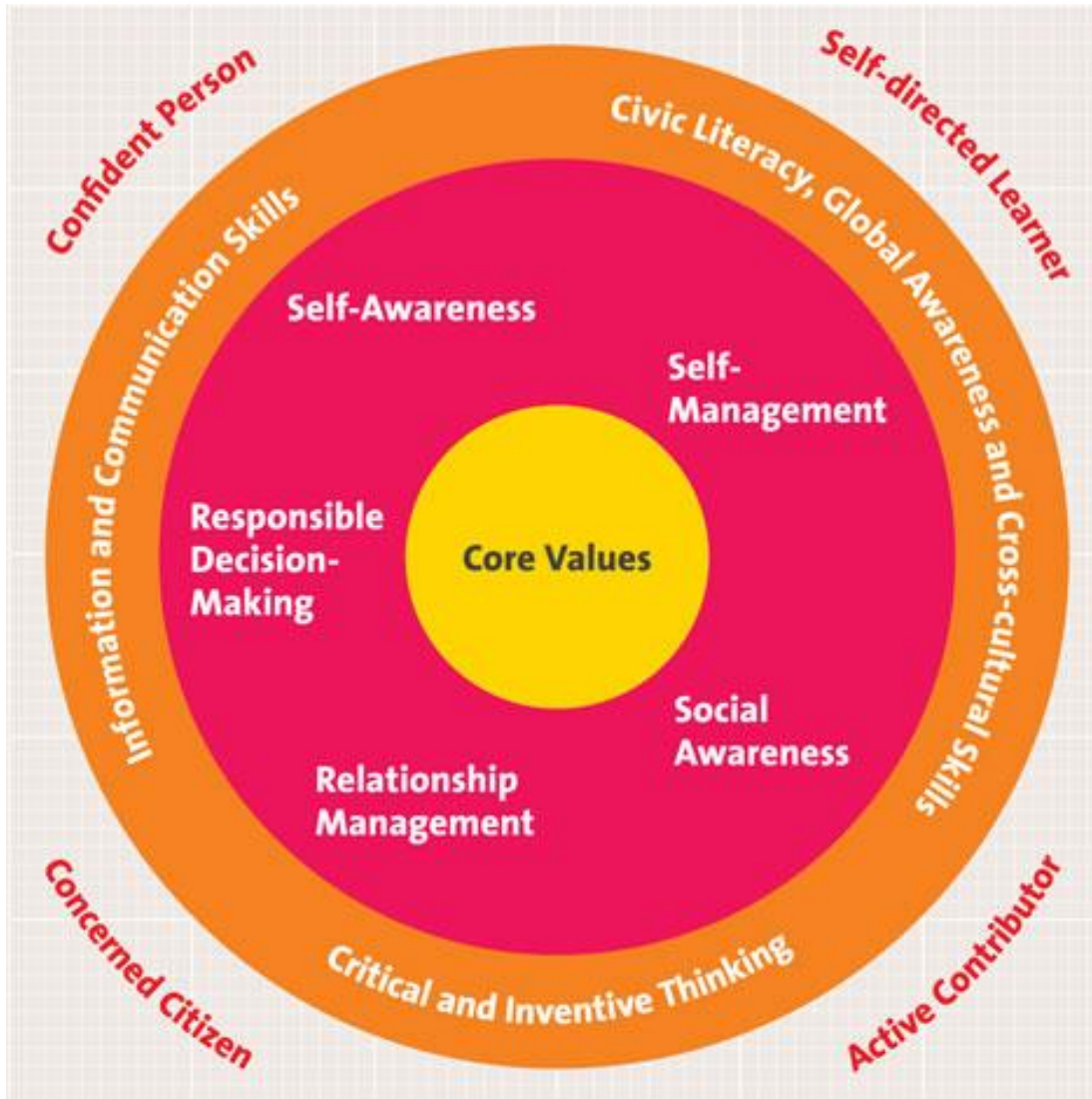
New Pedagogies in the 21st Century

- Collaborative teaching
- Problem or inquiry-based learning
- Teaching & learning supported by e-learning platforms



New Content and Curricula

- Courses which provide clear visions of education in the twenty-first century;
- Courses which provide enhanced understanding of the cultural environment and social context of the education system; and
- Courses highlighting the need for professional ethics, expanding teaching roles, and reflecting on teacher identity.



Source: Ministry of Education

Singapore's 21st Century Competencies Framework

Authenticity of Impact

- Success Teacher Learning
- Student Engagement Outcome



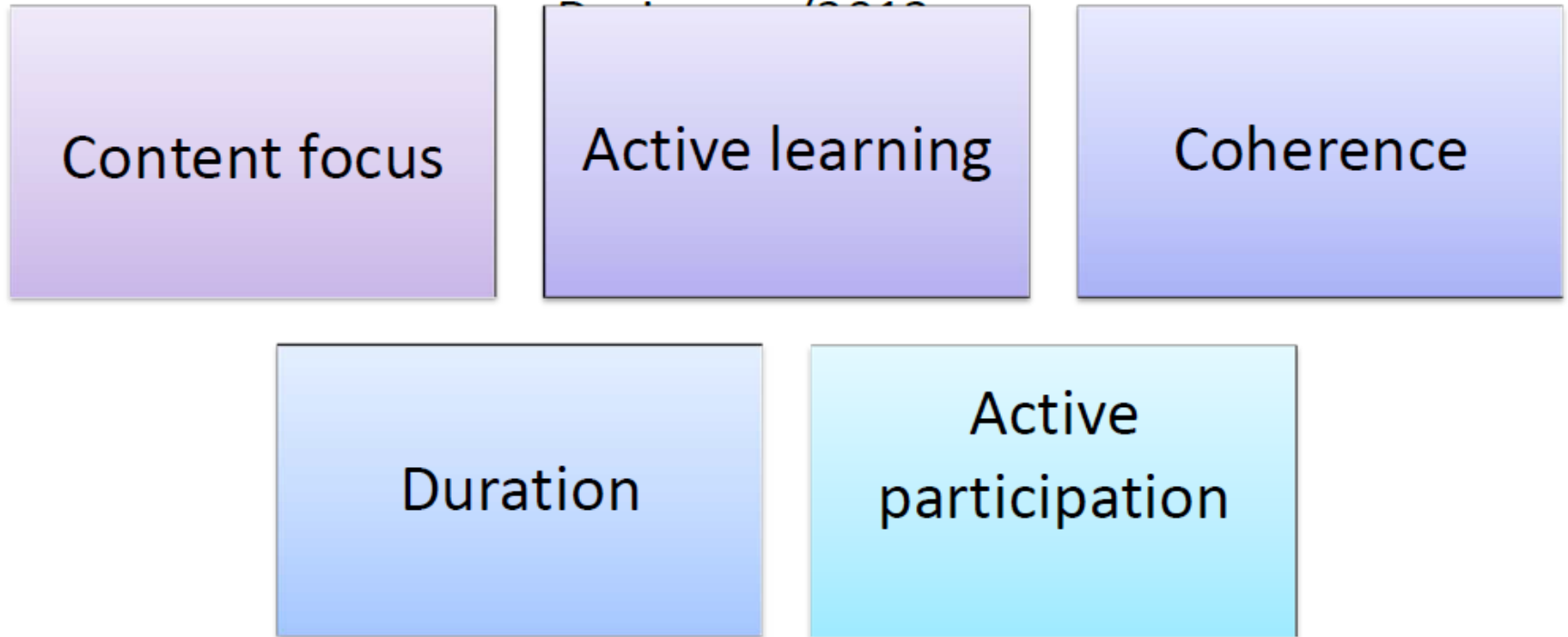
Elements of Successful Teacher PD

Walter and Briggs (2012)



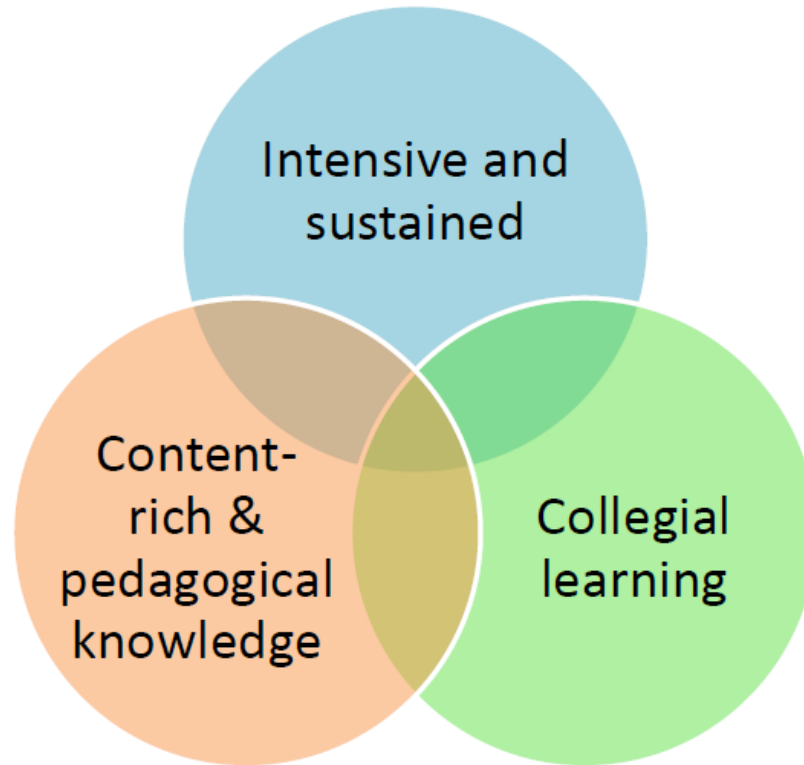
Walter, C. & Briggs, J. (2012). *What professional development makes the most difference to teachers?* Oxford: Oxford University Press.

Elements of Successful Teacher PD



Desimone, L. M. (2009) Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.

Improving Teacher Learning and Student Achievement (*and engagement!*)



Teacher as Learner, Leader and Co-Designer of Learning

Lead. Care. Inspire.



ITALIA

- Integrated policy strategies
- Time for teacher learning
- Alignment of PD activities with career development pathways
- Leadership in teacher symbolism
- Innovative perspective
- Authenticity of impact

I have a dream ...

I have a dream

A song to sing
To help us cope with anything
If you see the wonder of a
Teacher's role
You can take the future
What'er the learning curve
We believe in Teachers
Something good in everything
we see
We believe in Teachers
And we'll bring humanity with
us
We'll cross the stream – we
have a dream

I have a dream

A hope to see
To help us through reality
And our destination make it
worth the while
Children of our future
Youth that rise to serve
We believe in Teachers
Something good in everything
we see
We believe in Teachers
And we'll bring humanity with us
We'll cross the stream – we
have a dream

THANK YOU!



Source: <http://educationnext.org/21st-century-teacher-education/> ILLUSTRATION / ADAM NIKLEWICZ