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

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

- Nation Building
- People’s capacity for adaption
- 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

- 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

- Clear focus on acquiring specific competencies
- Holistic Education
- Integrating theory and practice
- Graduated practicums with feedback and mentoring
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

Teaching Track
- Principal Master Teacher
- Master Teacher
- Lead Teacher
- Senior Teacher

Leadership Track
- Director-General of Education
- Director
- Deputy Director
- Cluster Superintendent
- Principal
- Vice Principal
- Head of Department
- Subject Head / Level Head

Specialist Track
- Chief Specialist
- Principal Specialist
- Lead Specialist
- Senior Specialist 2
- Senior Specialist 1

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
New Pedagogies in the 21st Century

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

Source: https://plugsplaypedagogy.podigee.io/5-grumble-grumble
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.
Singapore’s 21st Century Competencies Framework

Source: Ministry of Education
Authenticity of Impact

- Success Teacher Learning
- Student Engagement Outcome
Elements of Successful Teacher PD

Walter and Briggs (2012)

- Concrete and classroom based
- Collaborative continuing PD
- Teachers selecting their own PD activities
- Mentoring and coaching roles
- Pedagogical leadership
- Outside expertise
- Sustained PD over time

Elements of Successful Teacher PD

- Content focus
- Active learning
- Coherence
- Duration
- Active participation

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/