

Shifting teachers' 'indigenous' beliefs

7th International Skills Forum

Anticipating and Preparing for Emerging Skills and Jobs

12-14 December 2017 Asian Development Bank Manila, Philippines



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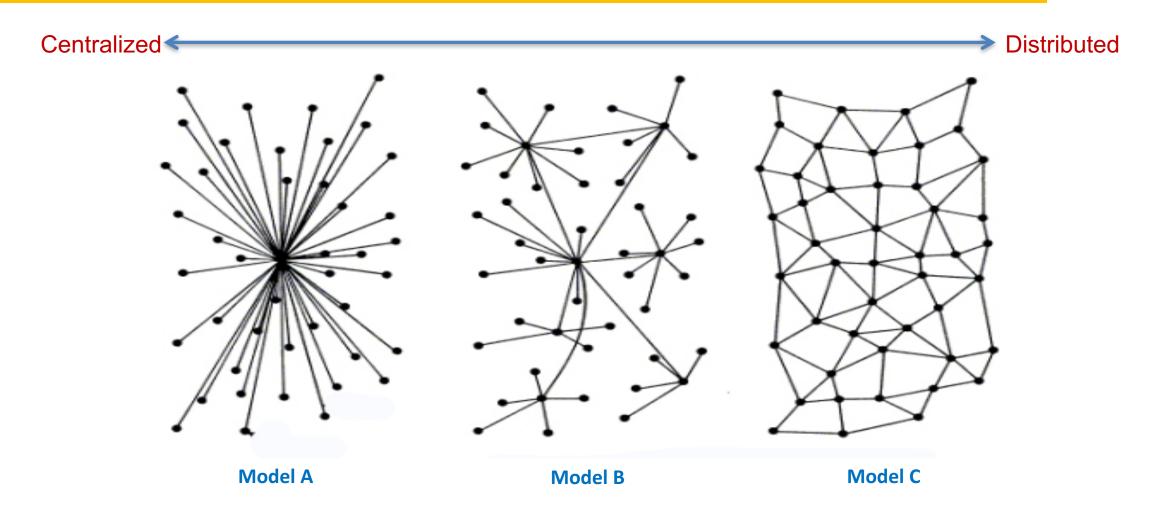
Scaling People, not things: Teachers at the heart of change

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Hypothesis

- Sufficing standard (kernel) Context sensitive
- Cultivate high teacher quality and communities to situate and enact change at the varied localities with
- Leadership, policies and structures to support and sustain these initiatives

Hypothesis



Shifting teachers' 'indigenous' beliefs

Fear of Failure

Willingness to try

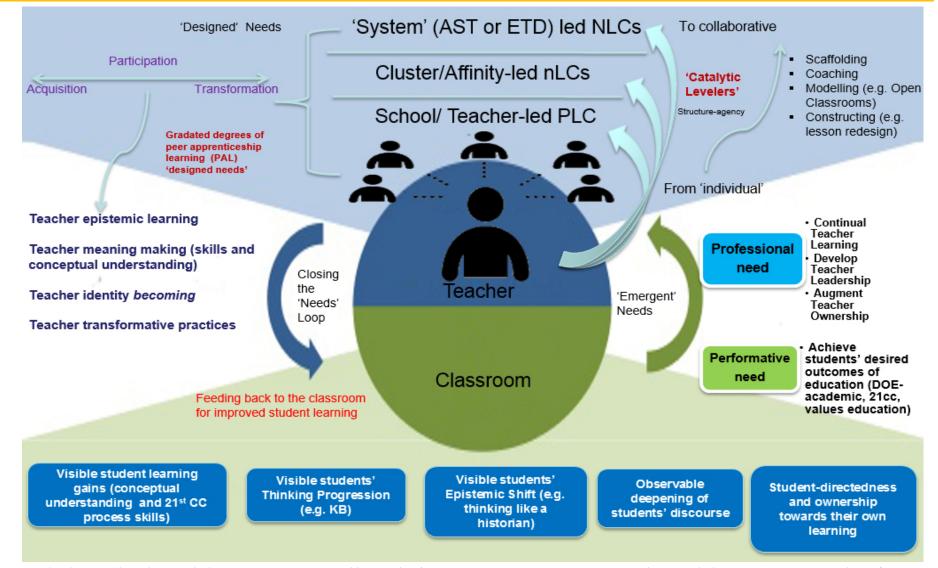
Inertia

Embodied Action & Participation

Student: the teachers are very worried, 'confirm cannot come up one', 'what if they don't come up with what I want to hear?' ... That's always their worry. So that's why, just let go. They just don't want to let go. So we show that, see, you can let go.... And then show them how we make the links. And they're like, okay it's possible. Okay let's try.

Our research indicates teachers' epistemic shifts as the highest point of leverage for sustainability

Teacher Learning through PLCs and NLCs



Hung, D. (2015). The Diffusion of Inquiry Based Pedagogies through Networked Learning Communities: Enabling Teachers' Epistemic Learning. *Keynote presentation at the Networked Learning Symposium, Academy of Singapore Teachers*. Jamaludin, A., Hung, D., Shaari, I. (forthcoming). Networked learning communities for *scalable* epistemic learning in Singapore Schools: From acquisition to transformation.

PETERA – Implementation Stages

Define the problem with school leaders and teachers.

Plan (Position)

Understand school practices, **SWOT**

Students are not active learners

Teach to worksheet is an efficient method

Teachers lack understanding of 5E

Align expectations

Experiment

- Teachers experiment with new practices
- **Mentors work** with teachers to reflect and identify development gaps

Align understanding of 5E between researchers and Teachers

Remove fear of penalty and built trust

- **Redesign lessons**
- **Transfer** Study planned, enacted and experienced curriculum

Use enacted and experienced lessons as artefacts to redesign schoolbased curriculum

Students as active learners

Establish new culture

Evolve

- **Spread** pedagogical shift within team
- Lead the designing of learning experience

Reflect, document and replicate success

Common beliefs

Challenge conventions beyond 5E

Take ownership

Deepen new beliefs

Refine

- **Spread practices**
- Deepen professional **learning**

Shared Identity

Share innovation within and across department

Develop others

Aparate

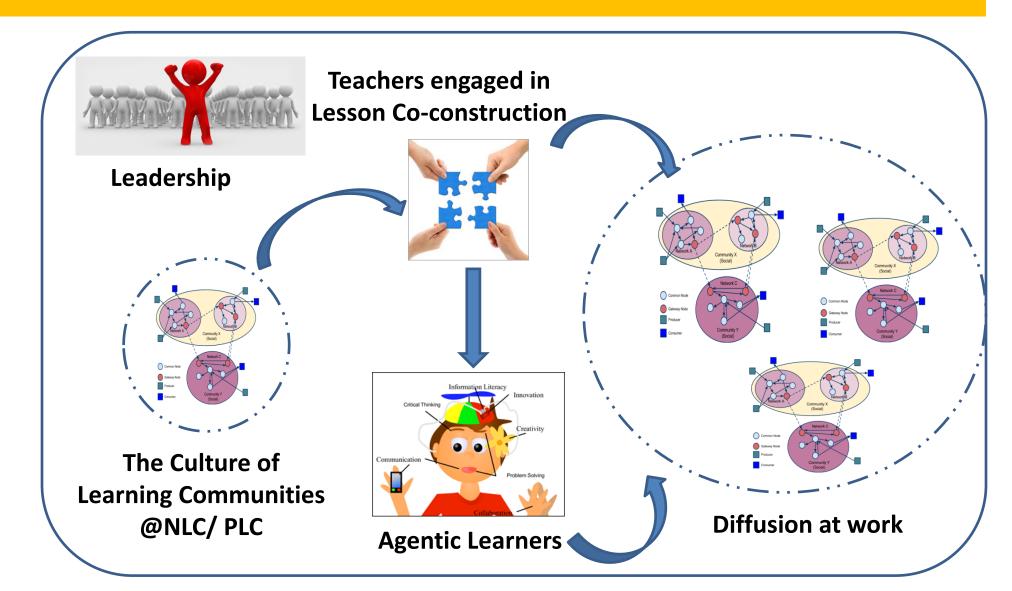
Translate new practices and culture across ability groups, departments and schools.

Share and promote innovation within and across schools

Teachers as mentors

PETERA Model: Peter Seow. 2017

Teachers' epistemic change and students' agency for learning co-influence each other



Teachers is the heart of system change

School leadership creates the social-technical infrastructure for sustainability. Decentralization for sustainability. Centralization Network of schools create the Organizational structures, processes, and routines.

Organizational structures, processes, and routines.