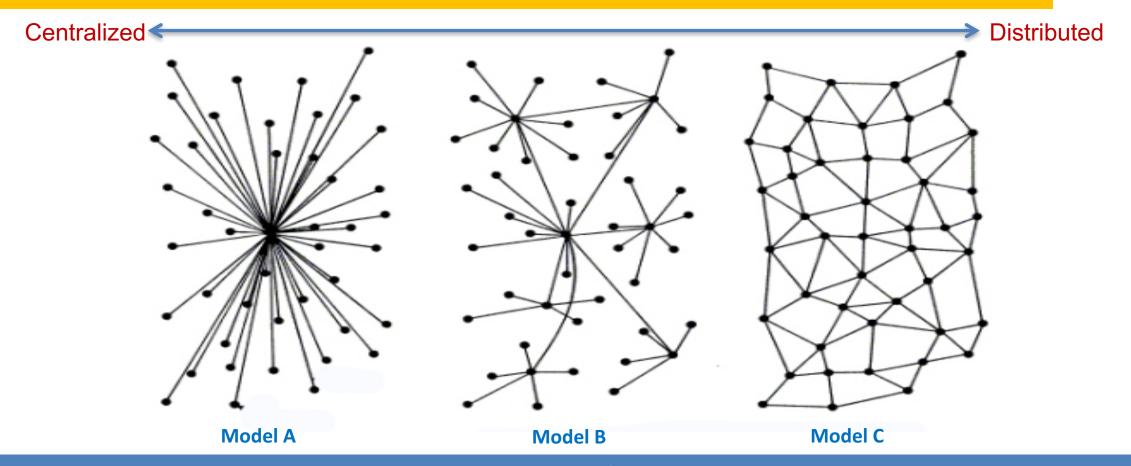
Hypothesis



Common denominators: supportive leadership, teachers' capacity, community structures and enablers

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Shifting teachers' 'indigenous' beliefs

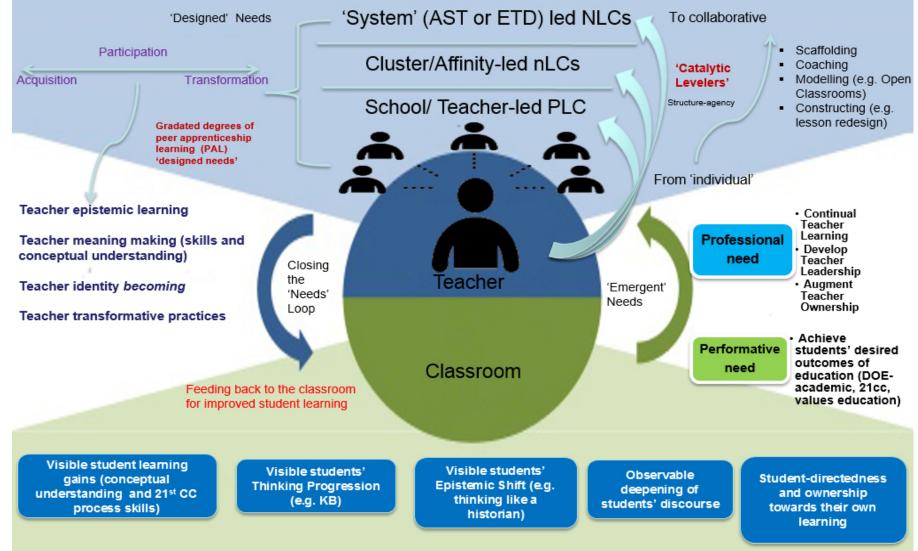
Fear of Failure Willingness to try

Inertia

Embodied Action & Participation

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

Transfer

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

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

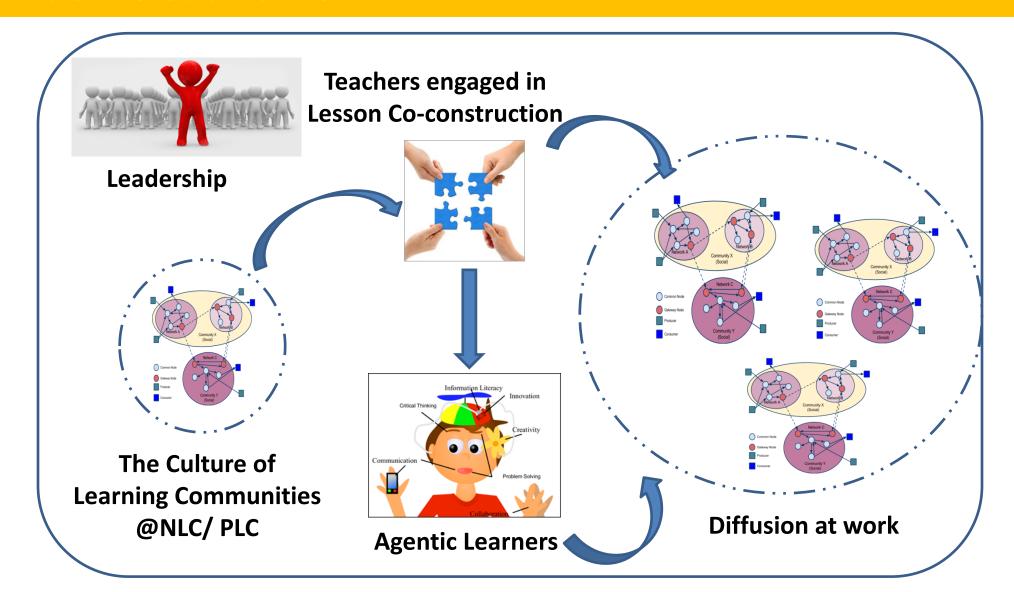
Translate new practices and culture across ability groups, departments and schools.

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. for sustainability. Centralization Network of schools create the Organizational structures, processes, and routines.

Organizational structures, processes, and routines.

Decentralization