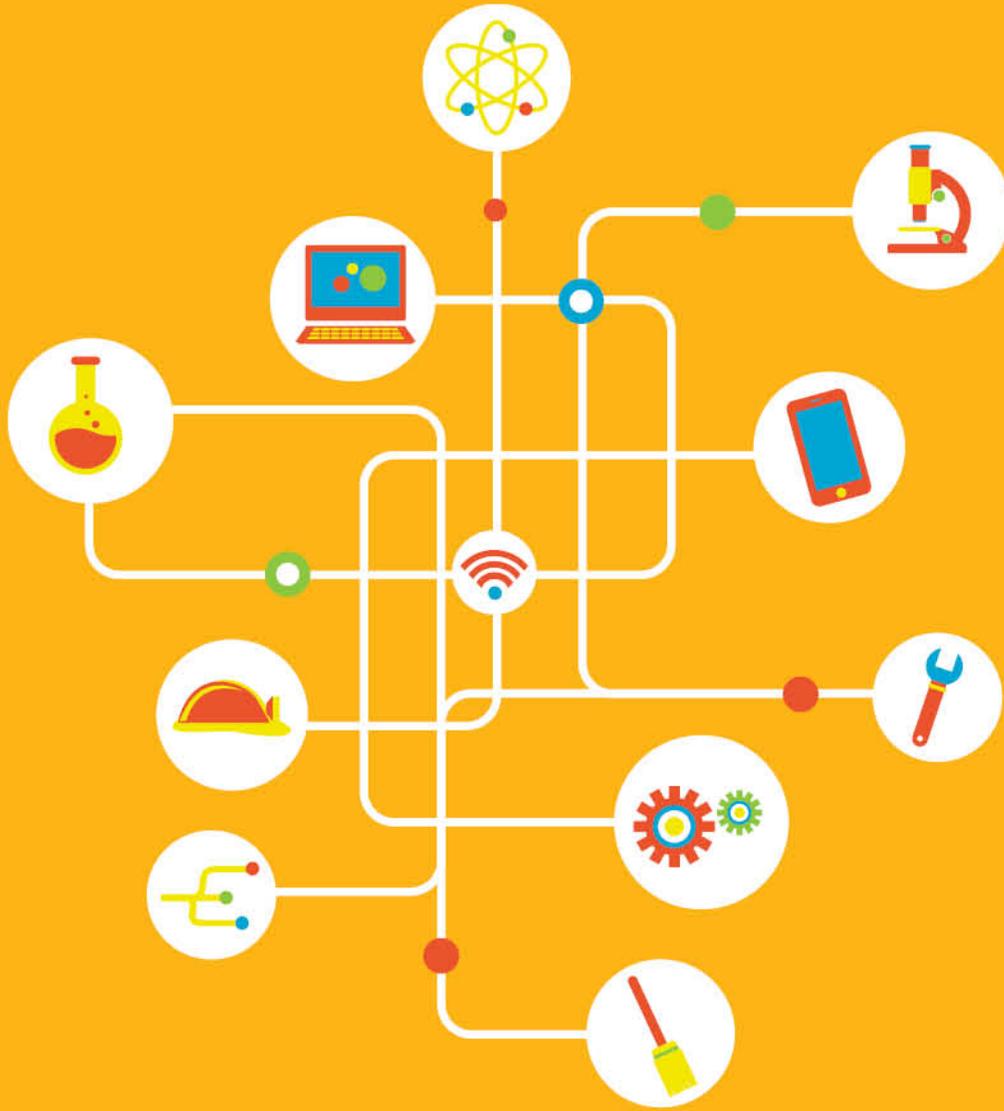


Shifting teachers' 'indigenous' beliefs

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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7th International Skills Forum
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Scaling People, not things: Teachers at the heart of change

Prof David Hung
National Institute of Education
Singapore

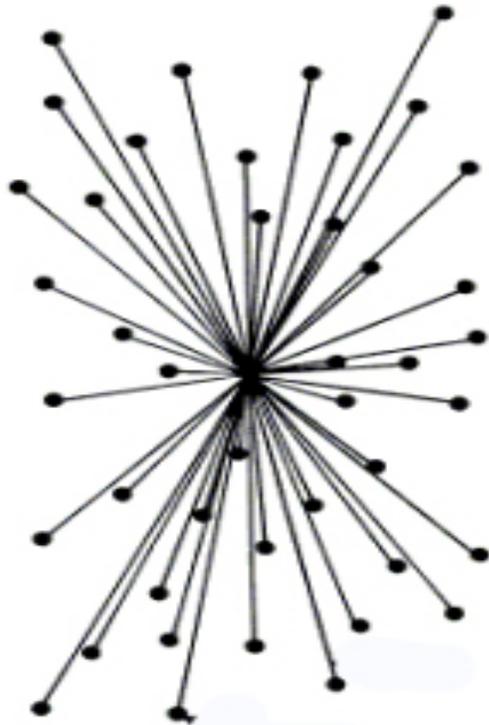
Hypothesis

- **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

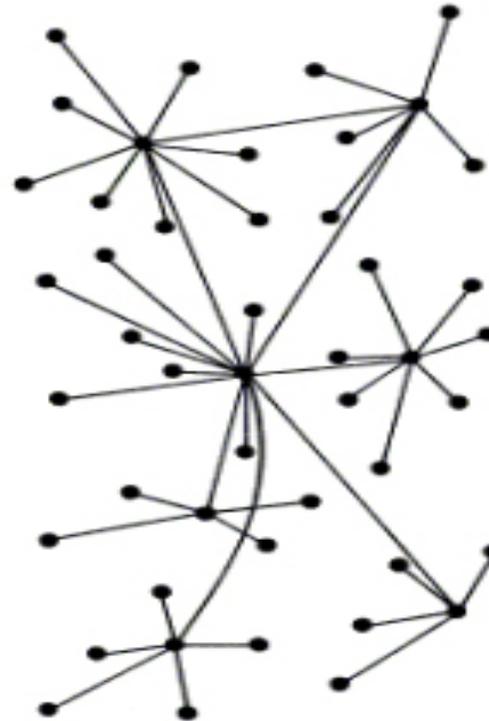
Hypothesis

Centralized ←

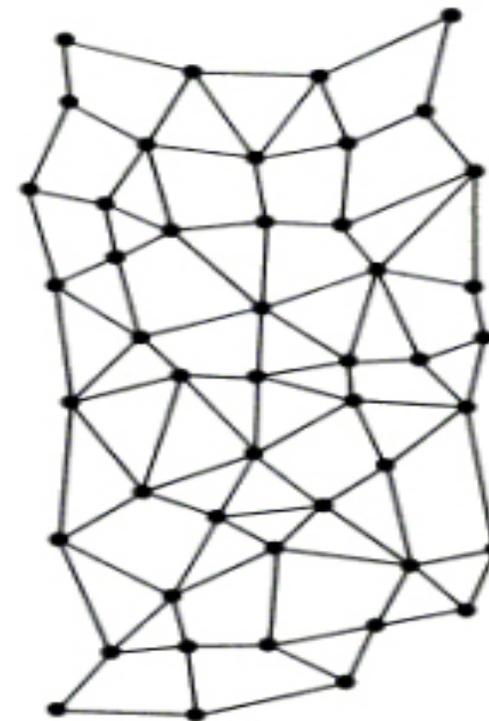
→ Distributed



Model A



Model B



Model C

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

Shifting teachers' 'indigenous' beliefs

Fear of Failure

Willingness to try

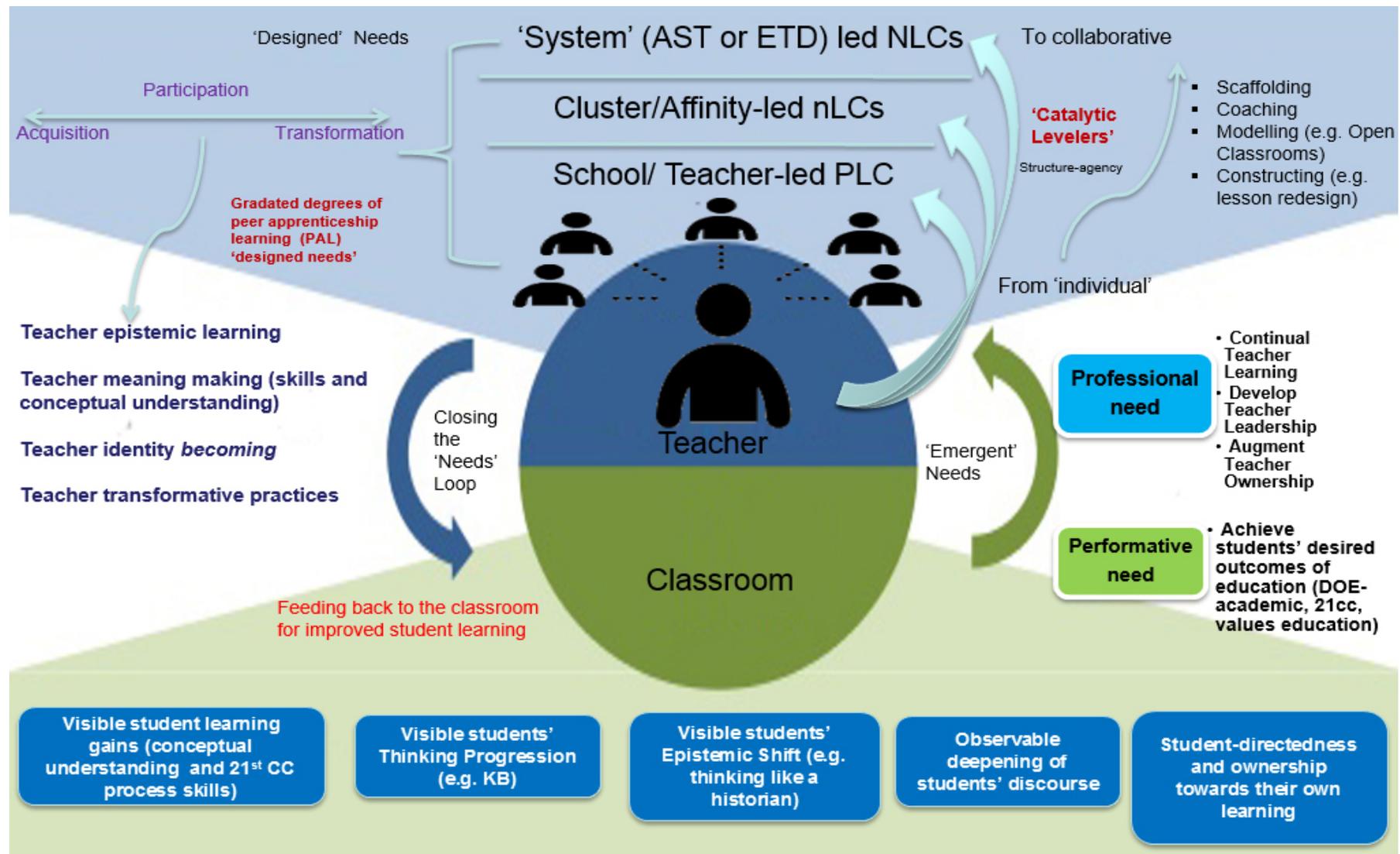
Inertia

Embodied Action & Participation

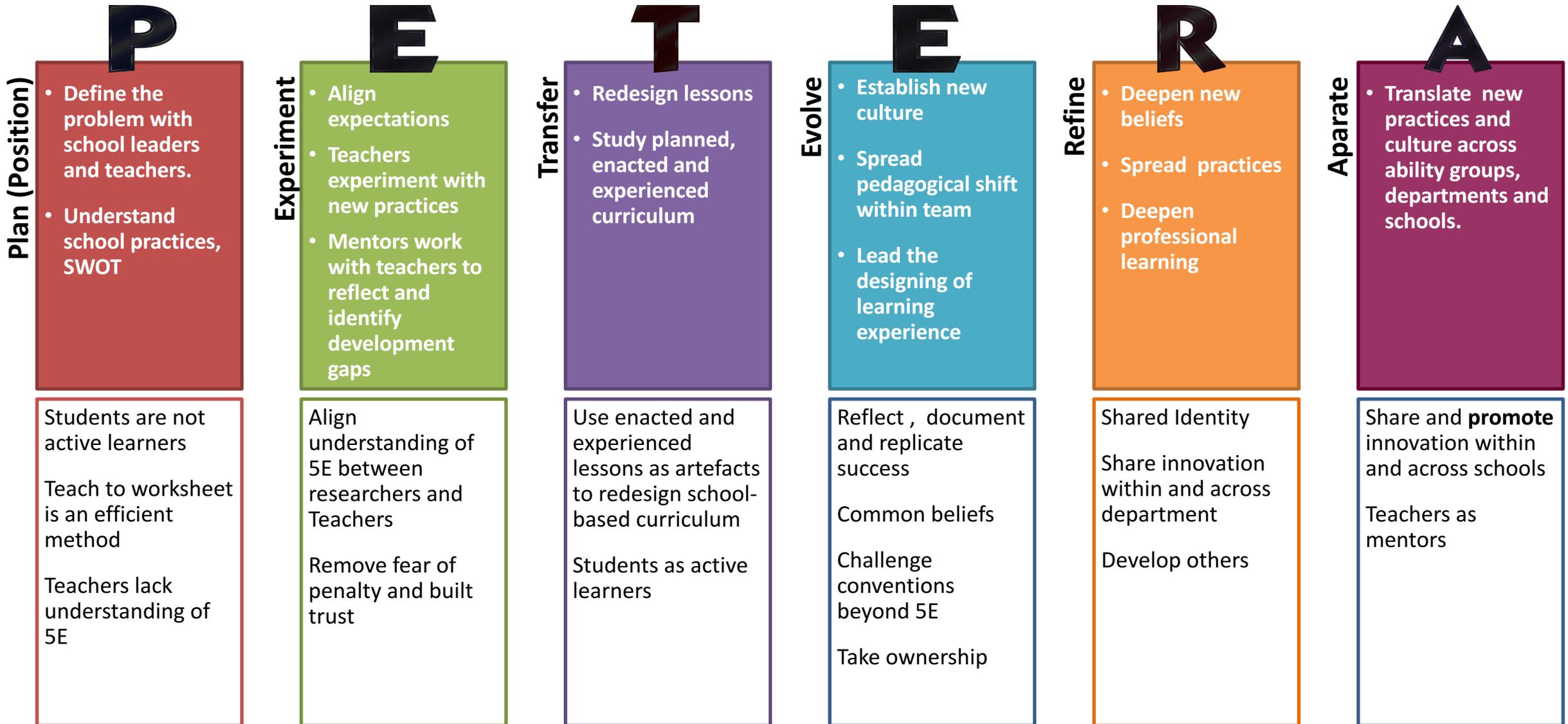
Student: the teachers are very worried, 'confirm cannot come up one', 'what if they don't come up with what I want to hear?' ...**That's always their worry. So that's why, just let go. They just don't want to let go. So we show that, see, you can let go....** And then show them how we make the links.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

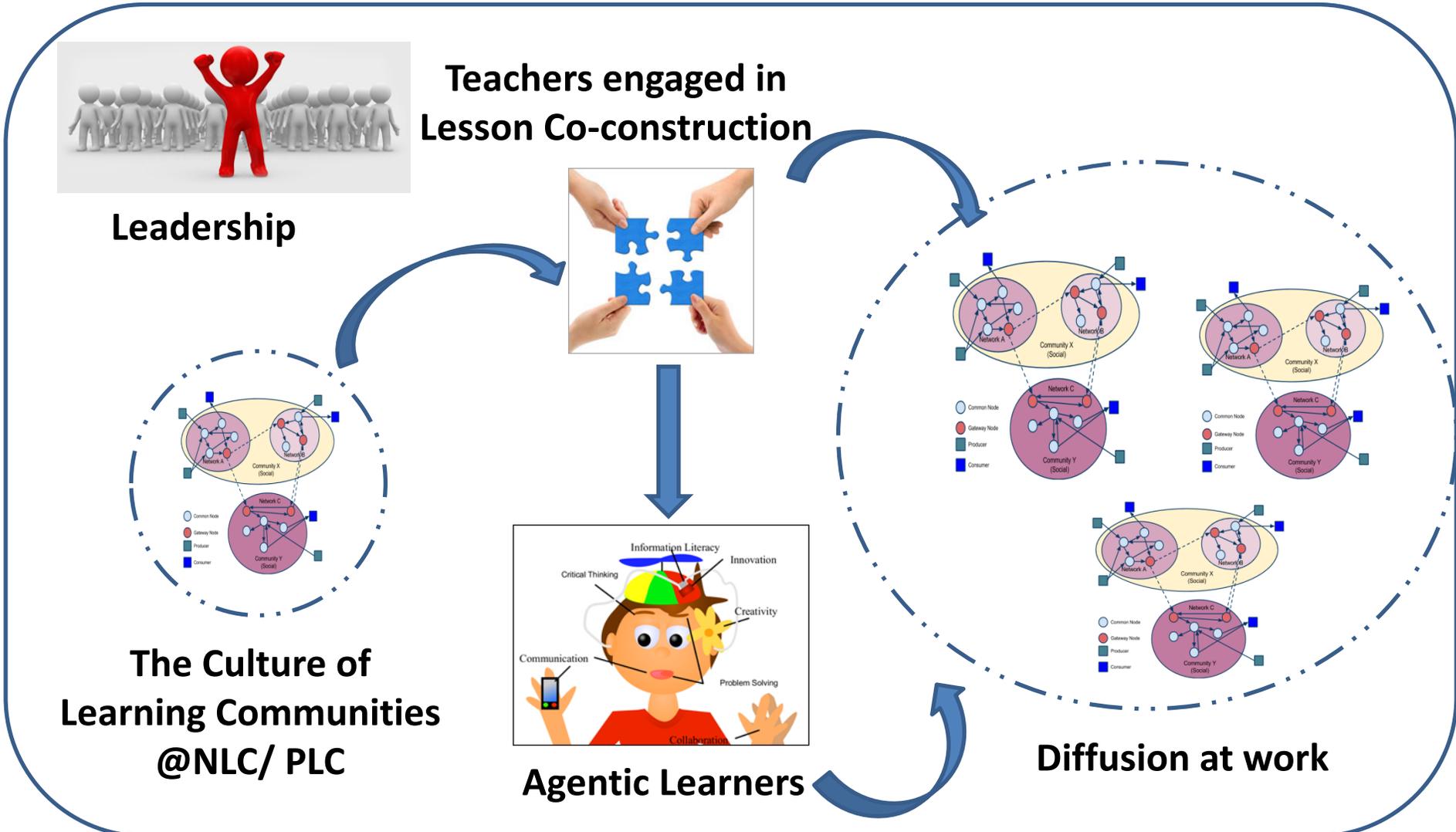
Teacher Learning through PLCs and NLCs



PETERA – Implementation Stages



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



Teachers is the heart of system change

