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Preparing Teachers for the New Normal

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Teacher

- **High School Geog/GP**
- **Sec Geog and EL**

Teacher
Educator

- **36 years at NIE, S'pore**
- **Geog, SS & Moral Education**
- **Curriculum, Collaborative Learning & Lesson Study**

Researcher

- **Environmental and Geog Education**
- **Collaborative Learning**
- **Ethnic Relations in Schools**
- **Teacher Learning and Lesson Study**

Administrator

- **Vice-Dean, School of Arts**
- **Head/Humanities and SS Ed**
- **Head/Curriculum T & L**

- ***Programme Director, MA in Leadership and Ed Change***
- ***Immediate Past President, World Association of Lesson Studies***



FORMAT OF SESSION (3.30 – 6 PM)

- Lecture followed by Q & A
- BREAK
- Group discussion in breakout rooms
- Sharing of group discussion
- Summary



- 1. Vision:** What competencies/dispositions do teacher educators need to prepare teachers for the “new normal”?
- 2. Threats:** What are the challenges we face as teacher educators in the “new normal”?
- 3. Opportunities:** How can we turn a crisis into opportunities as teacher educators?
- 4. Action Possibilities:** What can we do to bring about a better “new normal” in our TE institutions?



What is the “new normal”?

Adjust to a “new normal”, meaning a new way of living and going about our lives, work and interactions with other people.

We may have to live in the “new normal” for a very long time.

What is/will *your* “new normal” be like?
Let go of the idea that we can return to normal



What is the “new normal”?

We know it is a very different and unsettling time for everyone as we transition to a ‘new normal’ and that these exceptional circumstances are a change for our educators, students and their families.

However, change brings opportunities as well as challenges. It is a time of learning, for reflection and improving and getting better together.





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How does it look like in our teacher education institutions?

Zooming as a way of life.



Photo used with permission



How does it look like in our community?



Internet
Connection



Kebun Baru Void Deck
(Common Area) Project,
Beyond Social Services

300 low income homes
have internet access
with the installation of
high speed fibre
broadband at void deck

Photos (Courtesy of
Beyond)





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**So what is our response to the
pandemic and “new normal”?**

Different Modalities and Modes of Delivery

Blended Learning and E. Pedagogies

Educational Television, Radio, Smart
Phones, Printed Lesson Packages
(in response to connectivity and access)



Response to Pandemic

Effective technology integration requires a focus on **pedagogy and practice**, rather than an emphasis on technology and tools (Christenson 2008)

TECHNOLOGY AS AN ENABLER OF PEDAGOGY

*“Technology can **amplify great teaching**, but great technology cannot replace poor teaching” (OECD, 2015: 19).*

*“The heart of learning is not technology, **it is pedagogy and ownership** (Schleicher, 2020, OECD)*



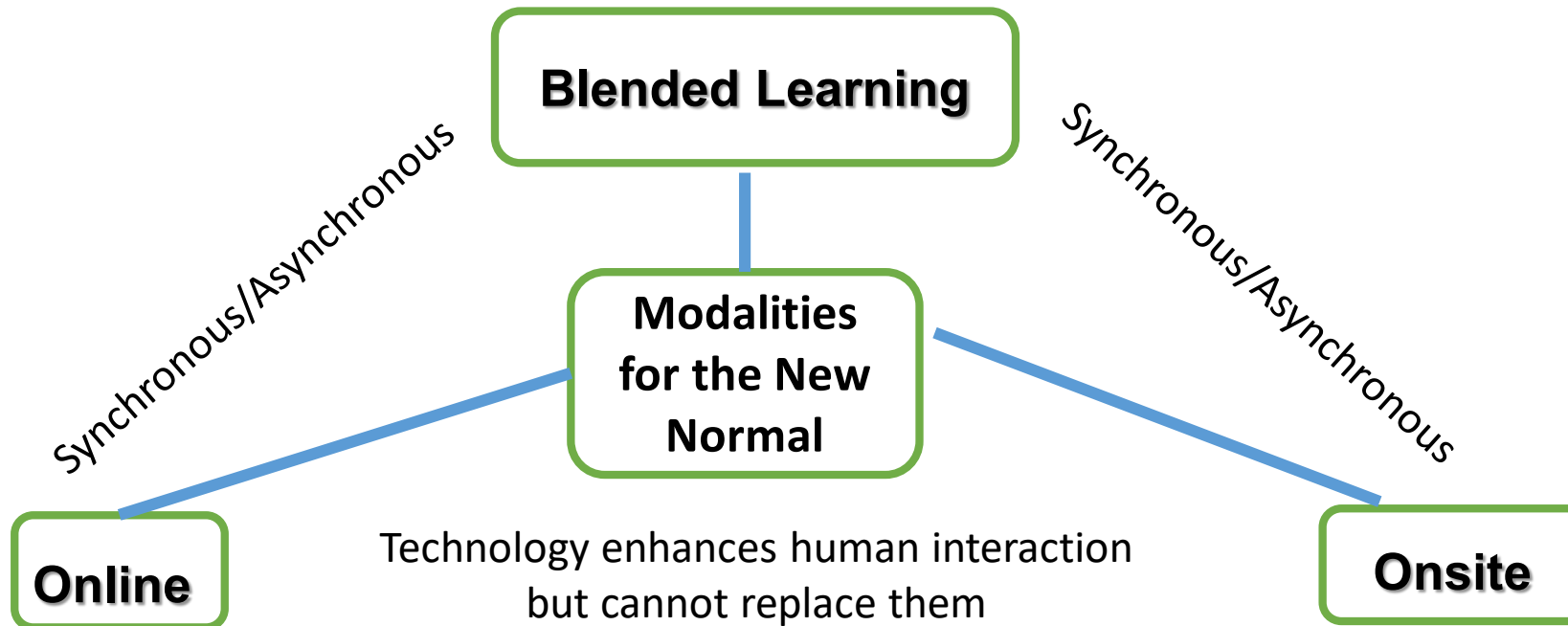
“Technology cannot just change methods of teaching and learning, it can also elevate the role of teachers from imparting received knowledge towards working as co-creators of knowledge, as coaches, as mentors and as evaluators. It can enable teachers and students to access specialised materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Technology can support new ways of teaching that focus on learners as active participants. These are precisely the learning tools that are needed in the 21st century”

Schleicher, 2020, OECD



Response to Pandemic

Role of Teacher Educators as Designers of Learning in Blended Learning Contexts

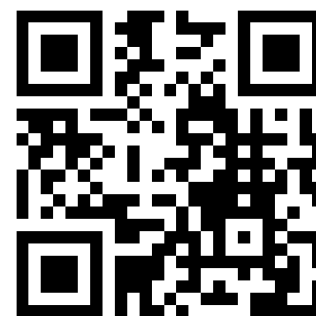


VISION & CONTEXT OF NEW NORMAL

1. What competencies, skills and dispositions do teacher educators need to prepare teachers for the “new normal”?

Poll was given to a sample of teacher educators in NIE.

Go to www.menti.com and use the code **57 83 27 2**
19 responded.



Competencies, Skills and Dispositions



Attributes of the 21st Century Teaching Professional (NIE)

V1 – Learner-Centered Values

- **Empathy**
- Belief that all children can learn
- Commitment to nurturing the potential in each child
- **Valuing of diversity**

V2 – Teacher Identity

- Aims for high standards
- Enquiring nature
- **Quest for learning**
- **Strive to improve**
- Passion
- **Adaptive & resilient**
- Ethical
- Professionalism

V3 – Service to the Profession and Community

- **Collaborative learning and practice**
- Building apprenticeship and mentorship
- **Social responsibility & engagement**
- Stewardship

SKILLS

- **Reflective skills & thinking dispositions**
- **Pedagogical skills**
- **People management skills**
- **Self-management skills**
- Administrative & management skills
- **Communication skills**
- **Facilitative skills**
- **Technological skills**
- **Innovation & entrepreneurship skills**
- **Social & emotional intelligence**

KNOWLEDGE

- **Self**
- **Pupil**
- **Community**
- **Subject content**
- **Pedagogy**
- Educational foundation & policies
- **Curriculum**
- Multicultural literacy
- Global awareness
- Environmental awareness



“This is the globalized space in which today’s teachers operate, it is the space they must navigate, they have no choice to do otherwise than to look, know, think, understand and teach beyond the boundaries of the(ir) local”.

*Lin Goodwin, 2019
Dean, U of HK*



2. Threats:

What are the challenges we face as teacher educators in the “new normal”?



CHALLENGES

Our own well-being is affected by the pandemic and so are our student teachers

- Sense of fear, grief, pain and isolation
- Overwhelmed and over-worked. More time needed to prepare online lessons and attend training



CHALLENGES

Challenged to re-design our TE programmes

- Practicum (Disruption due to school closures)

Q. How do you prepare our student teachers when they cannot interact f2f with students during practicum?

Q. How do we assess their competencies given a shortened practicum experience?

Q. How do we remain connected with our student teachers when they are faced with school closures?

Maintain socially distancing but not emotionally distancing



Effects on the Practicum

Scenario in NIE, Singapore (Circuit Breaker Period)

- Our students' practicum in f2f teaching was interrupted due to school closures when schools moved into HBL
- They were not assessed for HBL (Proved to be a help to their CTs as these young TTs are IT-savvy)
- Faculty conducted the one day back to campus discussion and reflection through zoom
- Upon graduation they will receive ongoing support from Academy of Singapore Teachers (AST)



Effects on the Practicum

Scenario in NIE, Singapore
(Post CB Period with reopening of schools)

- MOE has instituted a one day a week HBL
- Our TTs help their CTs in the planning of HBL but will not assessed for HBL;
- They will be required to teach one HBL lesson during the practicum independently;
- They cannot return to campus as a group to meet their supervisors to avoid intermingling across schools. These meetings in groups are done via zoom;
- Supervisors can visit them in schools.





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Re-visiting our TE programme

Have we prepared our student teachers adequately to teach in a blended learning environment? Have we also prepared them to be self-directed learners in online learning environment? Do we ourselves have the skills to teach online and engage our students in new and innovative ways?



Re-visiting our TE programme

Have we prepared our student teachers to deal with parents and the community?

- Home Based Learning requires parents to support/facilitate the learning of their children at home. Are our parents ready for this role? How can we support parents for this role?





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NIE's Resources for Parents



NIE NTU
TIPS for Parents
Compiled by the
Office of Teacher Education

**WORK FROM
HOME**

Tips for Parents for Working from
Home (WFH)



NIE NTU
TIPS for Teachers
Compiled by the
Office of Teacher Education

**HOME-BASED
LEARNING**

[OER Education at Home series]: Tips to Help your Child with Dyslexia during HBL



Coronavirus (COVID-19) parenting tips

Expert tips to help you deal with COVID-19 parenting challenges.





Example from Stanford, US

Student-teachers at Stanford have been working with faculty and their cooperating teachers during virtual learning to sustain strong relationships with families. Candidates role-play having conversations with family members in their online seminar course. They discuss the multiple ways to stay connected with families during the pandemic (including supporting technologies such as language translation apps), stressing the need for communication to focus on the social-emotional well-being of the student and families, as well as academic development.

Source: <https://edpreplab.org/blog-educator-preparation-during-covid-19-lessons-learned-for-fall/>



Re-visiting our TE programme

Have we prepared our student teachers to deal with inequities among the students in our schools arising from the pandemic?

Pandemic has exacerbated existing inequities.

- *Access to food*
- *Access to care at home*
- *Access to internet and digital devices*

“The COVID-19 pandemic has demonstrated that we cannot adequately prepare children for the future of learning without first ensuring equality of opportunity” World Bank, [LILIA BURUNCIUC](#), June 2020



Dealing with Inequities: Singapore Experience

Help for those who need it

From tablets and laptops on loan to emotional support, here is some of the assistance being provided to students from disadvantaged homes



4,000

students have been going back to school during the home-based learning period, making up 1 per cent of those in primary and secondary schools, junior colleges and centralised institutes



More than

50%

have parents who work in essential services

10%

return to school to access digital resources

More than

1,200

Internet-enabling devices, such as routers and dongles, have been loaned to students by schools, as of April 22

About

45,000

primary and secondary school students benefit from the meal subsidy programme. They receive top-ups on their school smartcard for buying food and essential groceries in hawker centres, foodcourts and supermarkets

About

350



volunteer tele-befrienders from 5 voluntary organisations help to actively monitor and support students' social, emotional and mental health needs. They check on students and motivate them through phone calls and text messages

About

50

students across 8 schools benefit from the initiative

More than

20,000



tablets and laptops have been loaned to students by schools, as of April 22



ST PHOTO: DESMOND FOO



Dealing with inequities

1. Rethink ability grouping – develop collaborative learning tasks in mixed-ability groupings
2. Mind your language – Model acceptance
3. Make curriculum relevant providing for student voice and agency
4. Nurture relationships – T-S and S-S relationships.

**Collaborative
Learning**

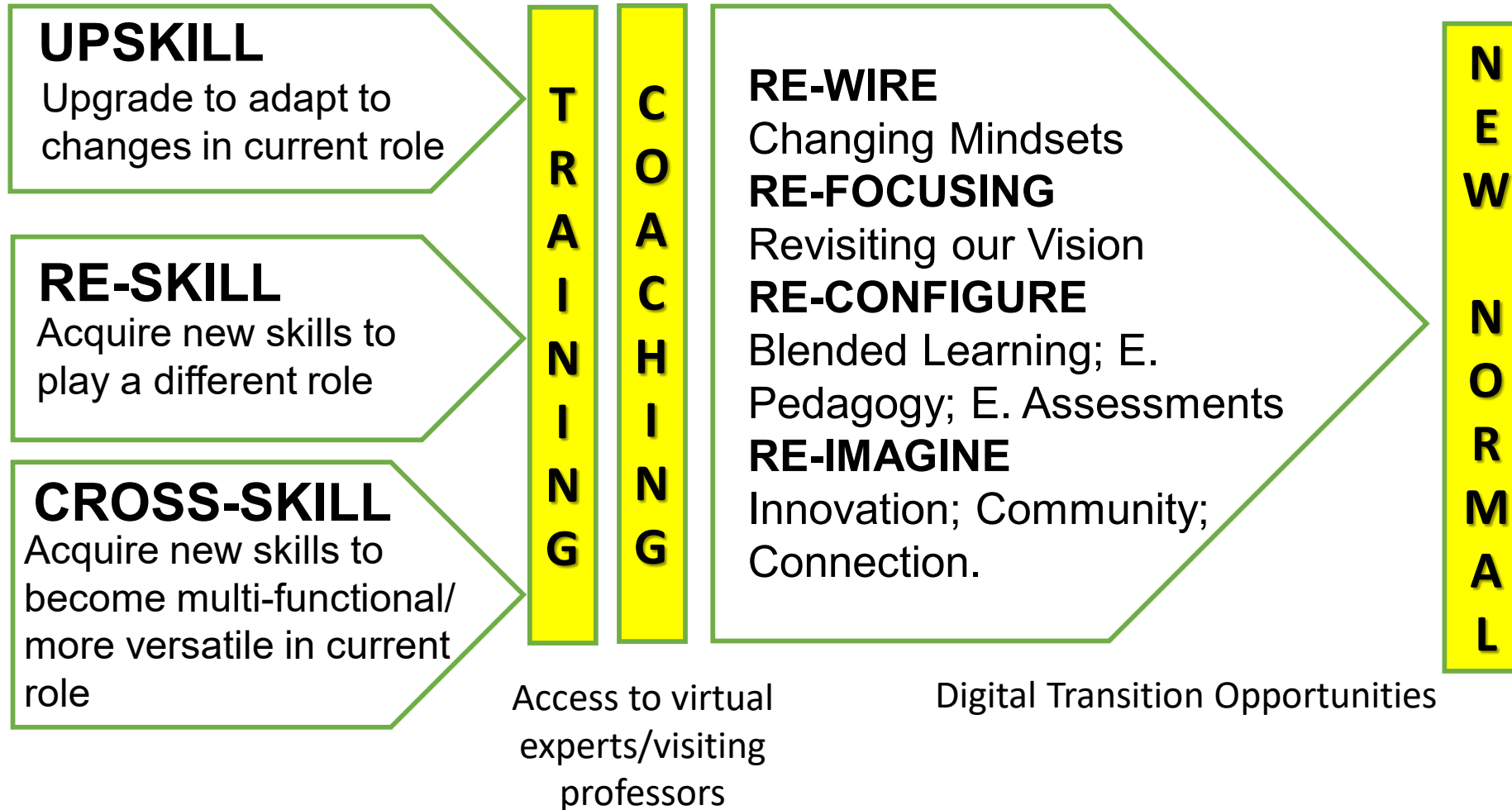
**Dealing with
stereotypes**

**Listening
Pedagogy**

**Interest-Driven
Curriculum &
Learning**



3. How do we turn a crisis into opportunities?



Turn Crisis into Opportunities

LEARN

Keep on learning new things
– being a life long learner

UNLEARN

Unlearn old rules,
knowledge or beliefs or what
was learnt or done before

RELEARN

Relearning what is relevant
to your profession. Learning
what is known in a new
perspective

How we think about our student teachers

- *How can I develop learner-driven experiences rather than teacher-driven? How can I give agency to my students?*

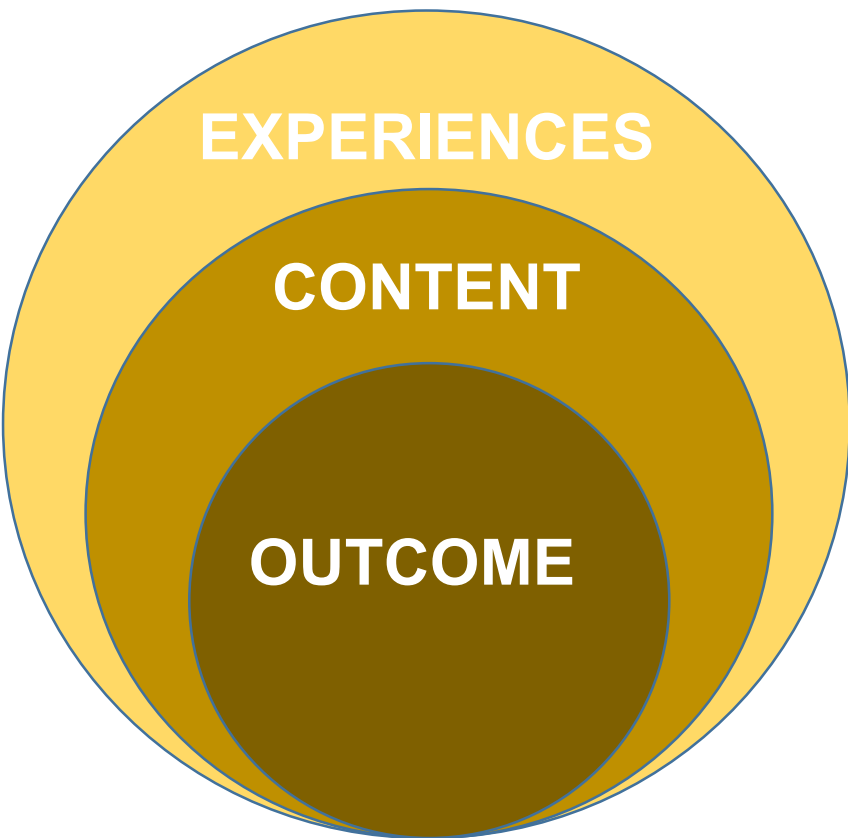
How we approach/deliver our course

- *What content to be prioritised?*
- *What about a flipped classroom?*
- *How do I engage my learners online?*
- *How can my assessment be experience-focused?*

(Source: Toffler 1984, Future Shock)



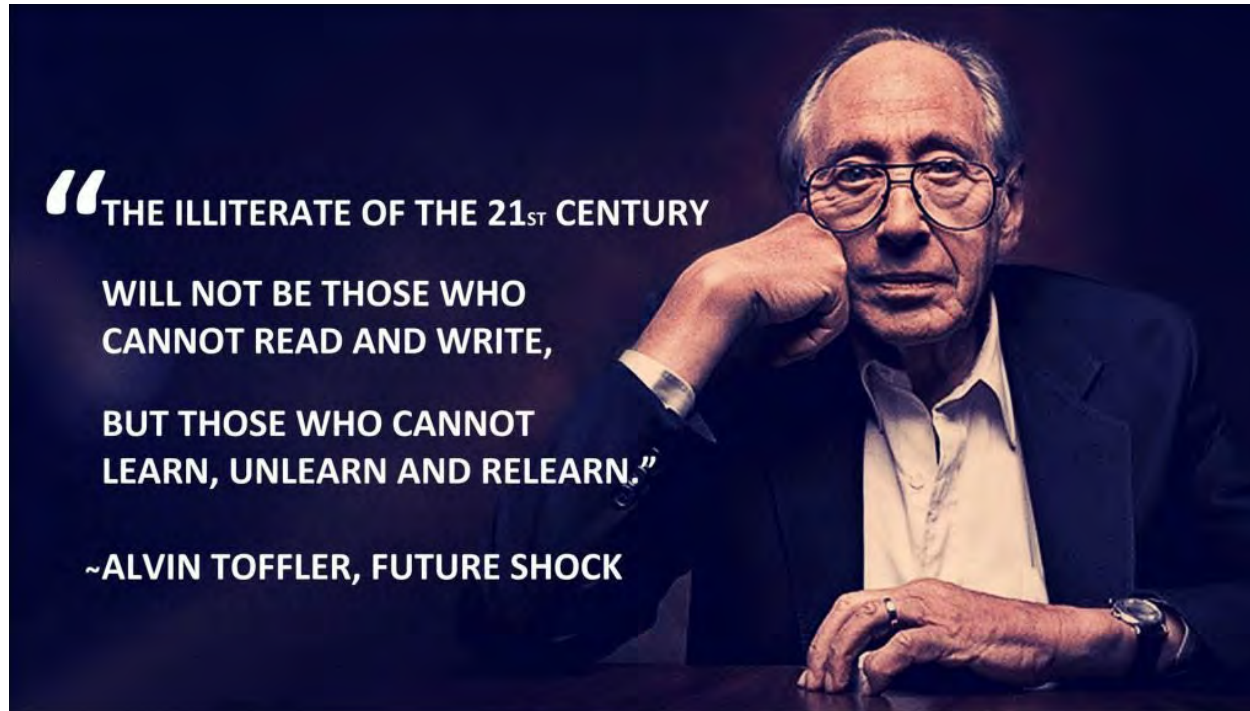
PRIORITIZE WHAT IS ESSENTIAL



Adapted from Fermin (2020)

1. What will keep our students socially connected and engaged in spite of physical distances?
2. What aspects of our TE curriculum should we remove to make way for more relevant courses for the new normal?
3. How do we move our teachers from emergent (requiring support) to proficient (does independently) to accomplished (adapts skillfully) to leading (lead others effectively). What PD should we provide?





21st century learners need 21st century teachers. 21st century teachers need 21st century teacher educators



4. What can we do to bring about a better “new normal”?

ADAPT – to the situation

ADOPT – the new ways of doing things

ADEPT – with the new skills that are required in this challenge

Source: Jason dela Rosa, BounceBackPH



ADAPT: LESSON STUDY

Post Lesson Discussion on Zoom



Lesson Study Team



Context of Classroom

Group Talk
(32.09 – 37.57)

G2: Let me write
 G2: Wait wait, guys I've got an idea ..stop the bad guys with freeze time
 B: After that, use the superfit to fly up and catch up ..after that he use the strength to push them down
 G1: Push them down all the way to the earth's centre
 B: *Ok that's a good idea*
 B: Stop the bad guys from running away as far as they can .. We will use the superspeed to catch up
 G2: *That's a good idea, Daniel*
 G2: *That's a nice idea*
 G2: We can finish faster, we can
 B: running as fast as they can
 G2: wait wait .. You wrote a capital S here
 G1: Because it is the power
 G2: Oh?

Final Commentator shares analysis



See Think Wonder		
SEE What do you see?	THINK What do you think is going on?	WONDER What does it make you wonder?
<ul style="list-style-type: none"> Felicia pointed at the video to keep track of the powers. Shafanah (phrases), Junior and Zahidah (single word response) were very enthusiastic. They were engaged. Danish could answer in full sentences and provide justification. Someone in G2 was not engaged. He had no expression during the video. G9 was totally quiet. 	<ul style="list-style-type: none"> This is her way of helping her remember the powers? They may have watched the movie before? Perhaps they had some prior knowledge. Well-aware of what is happening and the expectations of the lesson May not understand the video? 	<ul style="list-style-type: none"> Would it be better if we had played the video again after informing them of what to look out for?

One group shares observations

Photos used with permission



ACTION POSSIBILITIES

- Design blended learning experiences to increase student agency and engagement
- Curate shareable resources both online and in print
- Create collaboration, connectedness and community
- Nurture wellbeing of students and yourself (Self-Care). Balance content with caring

Vietnam's Response to Pandemic: Ethics of care which emphasizes solidarity and relationships





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CURATE SHAREABLE RESOURCES

STUDENT LEARNING SPACE (SLS)

Repository of syllabi-aligned content that students and teachers can access anytime, anywhere and can be used for both student self-directed and teacher-facilitated learning.

SLS helped me think more deeply into the rationale for online learning and student collaboration.

The SLS platform has enabled us to put in place the active learning process easier with templates on acquisition, discussion, collaboration and inquiry.





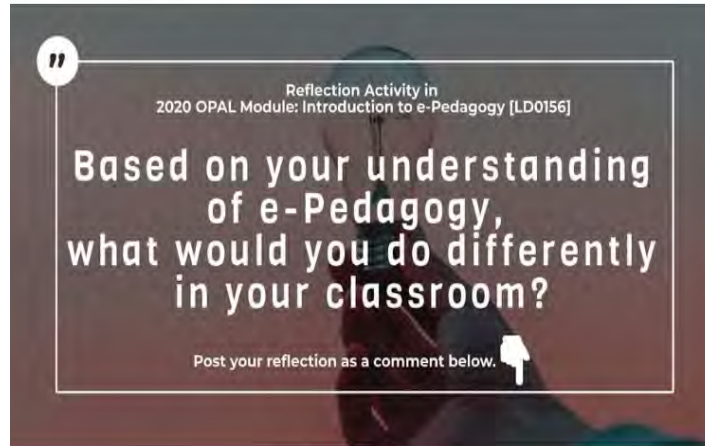
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SOCIAL MEDIA COMMUNITY

Facebook Group

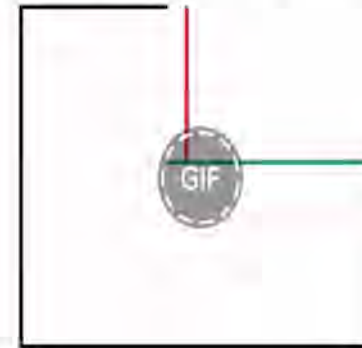


Looking forward to the rich sharing about how we can evolve our classroom practices with technologies! We also welcome all SgLDCians to join us in the online discussion!

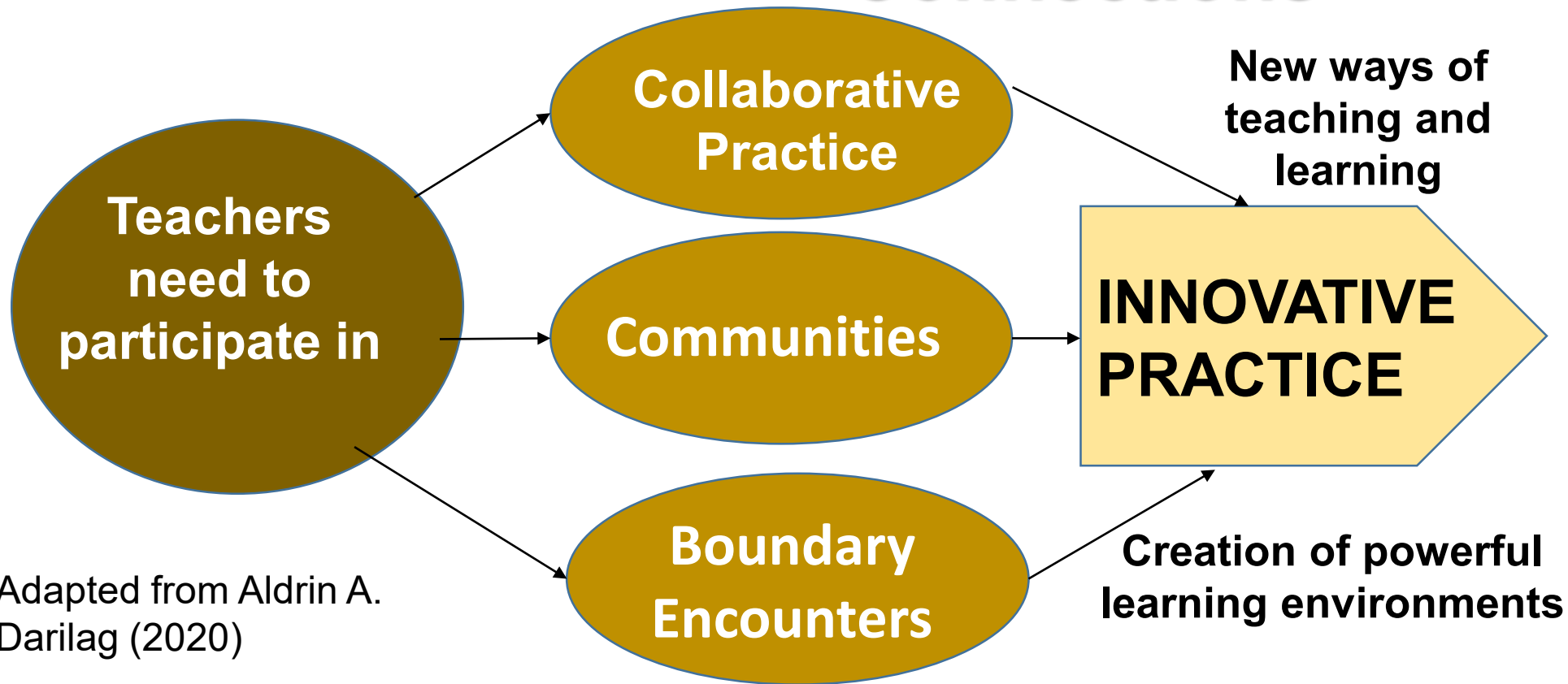


Does anyone know of an interactive webtool that allows students to manipulate a composite figure to see for themselves that a composite figure can be changed into a rectangle, thereby allowing students to see that the perimeter of the composite figure is the same as the perimeter of the rectangle.

So rather than just showing them this gif, I want them to be able to manipulate the figure for themselves.



Collaboration and Connections



Adapted from Aldrin A. Darilag (2020)

Technology can help to accelerate and amplify collaboration among teachers, well beyond the boundaries of their school.



Professional Learning Communities

During this pandemic, teachers have been seeking each other out to:

- **learn** new skills
- **share** and co-design resources
- **create** systems that support learning
- **provide** emotional support to deal with uncertainties
- **construct** the meaning of the constantly changing circumstances

Teachers to remain socially close when they are physically distant.

Teacher Collaboration



Continue to collaborate by

- Co-planning
- Co-teaching
- Co-assessing
- Co-reflecting

why should we return to teaching in isolated silos?





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POSITIVE EDUCATION



'I know what to do when I have hard times, I can think of what I am grateful for, I can put things into perspective and I know the hard times won't last'

Nurturing Well-Being

EMBRACING THE OUTDOORS

the use of the outdoors can provide space for social distancing and opportunities for learning

MINDFULNESS PRACTICE

1. Non-Judging
2. Patience
3. Beginner's Mind
4. Trust
5. Non-Striving
6. Acceptance
7. Letting Go





“It is not the
strongest of the
species that
survives, nor the
most intelligent,
but the one most
responsive to
change.”

~Charles Darwin, 1809

PLEASE DO NOT PLACE CONTENT HERE (This section may be used for subtitles)





designed by  freepik

Do you have any questions?

1. You may raise your questions in the chat space
2. You may raise your hands using the virtual icon to ask a question



TASK FOR BREAKOUT DISCUSSION

ADAPT – How have you adapted to the pandemic in your TE institution?

ADOPT – What new ways have you adopted in your TE institution which could be sustainable for the new normal?

ADEPT – What lessons have you learn from your current situation that will be useful for the new normal? What new skills do you need to meet this challenge?





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World Teachers' Day 5 Oct 2020

**“Teachers: Leading in crisis,
reimagining the future**

“In this crisis, teachers have shown, as they have done so often, great leadership and innovation in ensuring that #LearningNeverStops, that no learner is left behind. Around the world, they have worked individually and collectively to find solutions and create new learning environments for their students to allow education to continue. Their role advising on school reopening plans and supporting students with the return to school is just as important.”

Joint statement from Audrey Azoulay, Director-General of UNESCO, Guy Ryder, Director-General, International Labour Organization, Henrietta H. Fore, Executive Director, UNICEF, David Edwards, General Secretary, Education International on the occasion of World Teachers' Day 2020





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Finale: A song by Singapore students for their teachers



source: MOE Singapore









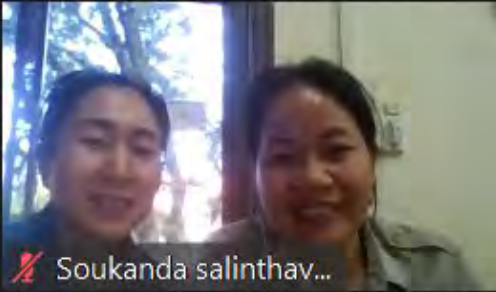

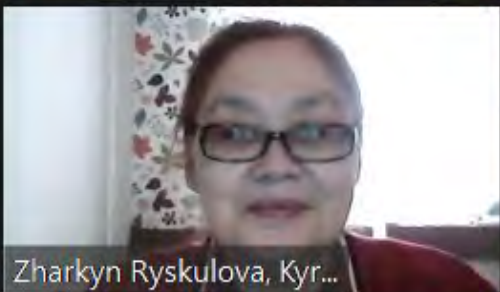


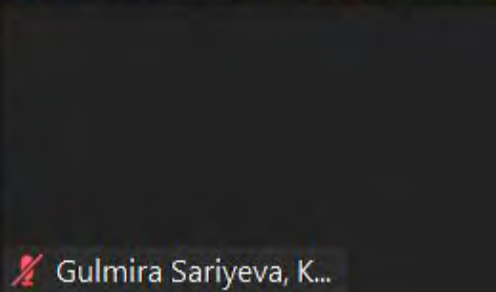
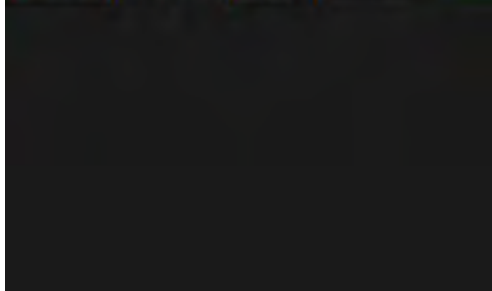

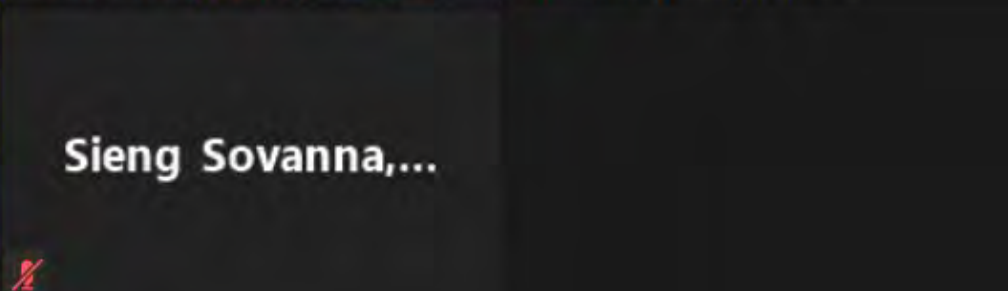
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Recording...

Bo

View

 <p>Penglong Ngor, Ca...</p>	 <p>Christine Lee SINGAPO...</p>	 <p>Dr. D.M.Feroz Shah, Ba...</p>	 <p>Elizabeth Davis, Kyr...</p>	 <p>Soukanda salinthav...</p>
 <p>Seng SET, Cambodia</p>	 <p>Zharkyn Ryskulova, Kyr...</p>	 <p>Dr. Samsideth Dy, C...</p>	 <p>Mazharul Haque, Bangl...</p>	 <p>Gulmira Sariyeva, K...</p>
 <p>HELPDESK</p>	 <p>Melody / HEAD Founda...</p>	 <p>Sieng Sovanna,...</p>		

THANK YOU (English, S'pore)
TERMIMA KASEH (Malay, S'pore)
XIE XIE NI (Mandarin, S'pore)
NANRI (Tamil. S'pore)
AR-KUN (Cambodia)
KAM-UNG (Vietnam)
KHOP JAI (Laos)
DHONNO-BAAD (Bangladesh)
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