The Powerhouses of Education

Teachers for the Future We Want

17th UNESCO-APEID International Conference

29-31 October 2014
Bangkok, Thailand
Published by UNESCO Bangkok
Asia and Pacific Regional Bureau for Education
Mom Luang Pin Malakul Centenary Building
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Bangkok 10110, Thailand

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WELCOME MESSAGE

Every year on 5th October, the Heads of UNESCO, ILO, UNICEF, UNDP and Education International send out a joint message to commemorate World Teachers’ Day. This special day is set aside to pay tribute to teachers who have done so much to educate the young and the old, the rich and the poor, the smart and those with learning difficulties, people of all cultures, colours, religions and beliefs from all corners of the world.

This year is the 20th anniversary of World Teachers’ Day, and its core message is: an education system is only as good as its teachers who take the centre stage in shaping the minds and attitudes of the coming generations to deal with new global challenges and opportunities. When governments and communities invest in teachers, they are essentially investing in the future.

An extra 1.4 million teachers are needed in classrooms across the world to achieve universal primary education by 2015, and 3.4 million additional teachers will be needed by 2030, according to the UNESCO Institute for Statistics. Improving the quality of education poses another challenge: among the 650 million children of primary school age worldwide, 120 million do not reach Grade 4 and another 130 million who are in school fail to learn the basics. This has turned the spotlight on teacher performance.

On the surface, the answer seems simple: increase the number of teachers; educate and train them to do their jobs well; and provide them the resources they need to get the jobs done properly. However, the opinions on how to formulate policies and implement appropriate measures have aroused intense debates. Much has been achieved, but we recognize that much more needs to be done.

The Asia-Pacific Programme of Educational Innovation for Development (APEID) in UNESCO Bangkok has been organizing a series of international conferences since 1995 to provide a forum for dialogue and information sharing on topical educational innovations and exemplary practices in and beyond the Asia and Pacific region. The theme for the 17th UNESCO-APEID International Conference, The Powerhouses of Education: Teachers for the Future We Want, is timely as we contemplate the future of education after 2015 when the Education for All and the Millennium Development Goals initiatives will end. We hope the discussions at this conference will provide plenty of useful suggestions for how we can enable every teacher to be the teachers for the future we want.

UNESCO Bangkok would like to take this opportunity to thank the Japanese government for supporting numerous projects on teacher education through the Japan Funds-in-Trust, including the Reorienting Quality Teacher Education towards EFA and ESD; Promoting Intangible Cultural Heritage for Educators to Reinforce Education for Sustainable Development in the Asia-Pacific Region; and Pre-primary Teacher Development in Southeast Asia, among many others. I believe the outcomes and lesson learned from the projects, together with the knowledge shared at this conference will provide much food for thought and ideas for action as we move forward.

Gwang-Jo Kim
Director
UNESCO Bangkok
Thailand
INTRODUCTION TO THE RAJA ROY SINGH LECTURE

Beginning in 1997, the first Keynote Address at each UNESCO-APEID International Conference on Education is designated as the “Raja Roy Singh Lecture”. This is in recognition of, and to honour, the enormous contribution Dr. Raja Roy Singh had made to assisting UNESCO Member States in the Asia-Pacific region improve their education systems, through working in partnership with UNESCO Bangkok to promote educational innovation for development.

Dr. Raja Roy Singh

Dr. Raja Roy Singh joined UNESCO in 1964 and served initially as the Regional Director of Education and later as the Assistant Director-General of UNESCO in the Asia and the Pacific. He was based in Bangkok for 20 years until his retirement in 1985. Dr. Singh was deeply involved in international co-operation for the promotion of education in the Asia and the Pacific region. He was instrumental in developing the UNESCO Bangkok office into an effective institution that helped to address and resolve educational issues and problems in Member States. In his work, he was a visionary, ushering in a new donor-recipient model that became the Asia-Pacific Programme of Educational Innovation for Development (APEID).

Prior to joining UNESCO, Dr. Singh gained extensive and varied experience in the education field in India, first as a State Director of Education, and subsequently as an Educational Adviser at the Federal Ministry of Education. After his retirement, Dr. Raja Roy Singh lived in Chicago where he maintained a keen interest in the role of education for the development and betterment of humanity. He passed away quietly on 3 November 2005 at the age of 87.
SCHEDULE OF EVENTS
SCHEDULE OF EVENTS

Conference Programme

Wednesday, 29 October 2014

07:30 – 09:30  Registration

09:30 – 10:15  Opening Ceremony  Room: Infinity

Welcome Speeches

- Gwang-jo Kim, Director, UNESCO Bangkok, Thailand
- Koji Tawara, First Secretary, Japanese Embassy, Bangkok, Thailand
- Chaiyos Imwuan, Inspector General, Ministry of Education, Thailand

10:15 – 10:45  Break

10:45 – 12:00  Introduction to Raja Roy Singh Lecture  Room: Infinity

- Gwang-jo Kim, Director, UNESCO Bangkok, Thailand

Raja Roy Singh Lecture
Addressing Goals: A Paradigm Shift

- H.E. Br. Armin Luistro FSC, Secretary, Department of Education, Philippines

12:00 – 13:30  Lunch

13:30 – 15:00  Plenary Session I: Roles and Responsibilities of Teachers through the Ages  Room: Infinity

Chair: Kai-ming Cheng, Chair Professor of Education and Senior Advisor to the Vice-Chancellor, University of Hong Kong, University of Hong Kong

- The Powerhouses of Education: The Development of Scholar Teachers and Enlightened Citizenry
  Ibrahim Ahmad Bajunid, Deputy President/Deputy Vice Chancellor, INTI-UC Laureate International Universities, Malaysia

- Women and Teaching: International Perspectives on the Feminization Debate
  Fatimah Kelleher, Social Development and Equalities Consultant, United Kingdom

- The Roles of Teachers in the Future: Preparing Students as Self-taught Learners
  Paitoon Sinlarat, Vice President for Research and Dean of College of Education Sciences, Dhurakit Pundit University and President, Teachers’ Council, Thailand

15:00 – 15:30  Break

15:30 – 17:00  Concurrent Session 1

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<thead>
<tr>
<th>Session</th>
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<tbody>
<tr>
<td>1A</td>
<td>Rethinking Schooling, Teaching and Learning through the Ages</td>
<td>Beta 1</td>
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<tr>
<td>1B</td>
<td>Pre-service Teacher Education in Cambodia, India and Myanmar</td>
<td>Beta 2</td>
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<tr>
<td>1C</td>
<td>Teachers in Dire Straits: Addressing Threats of Natural Disasters and Conflicts</td>
<td>Delta</td>
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<tr>
<td>1D</td>
<td>International Teacher Task Force: Addressing the Teacher Gaps</td>
<td>Epsilon</td>
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18:00 – 21:00  Welcome Reception and “UNESCO Got Talent Show”

21:00  End of Day 1
### Thursday, 30 October 2014

#### 09:00 – 10:30 **Concurrent Session 2**

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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>2A</td>
<td>Teachers’ Competencies, Roles and Identities: Expectations Now and for the Future</td>
<td>Beta 1</td>
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<tr>
<td>2B</td>
<td>Professional Development of Diverse Teachers: Experiences from Indonesia, Pakistan and China</td>
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<td>2C</td>
<td>Teachers for the Early Years</td>
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<tr>
<td>2D</td>
<td>Collaborative Teaching and Learning</td>
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**10:30 – 11:00 Break**

#### 11:00 – 12:30 **Plenary Session II: Teacher Preparation and Professional Development**

Room: Infinity

Chair: Gwang-Jo Kim, Director, UNESCO Bangkok

- **From Instruction to Inspiration: Harnessing Design Thinking in Education**  
  Gregory A. Perez, Design Director at IDEO Asia (China and Japan)
- **More Teachers Teaching Like The Best: Shaping Teacher Quality in Australia**  
  Martin James, Assistant General Manager, Australian Institute for Teaching and School Leadership (AITSL), Australia
- **Developing Support System for Rural Teachers’ Continuing Professional Development**  
  Zhao Yuchi, Programme Specialist and Administration Officer, INRULED, People’s Republic of China

**12:30 – 14:00 Lunch**

#### 14:00 – 15:30 **Concurrent Session 3**

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<th>Session</th>
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<tbody>
<tr>
<td>3A</td>
<td>Improving Teaching Practices through School-based Reforms</td>
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<tr>
<td>3B</td>
<td>Re-imagining Teacher Development in Response to Globalization</td>
<td>Beta 2</td>
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<td>3C</td>
<td>Models for Teaching Science and Mathematics Effectively</td>
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<tr>
<td>3D</td>
<td>Operationalizing Inclusion in Teaching and Learning</td>
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**15:30 – 16:00 Break**

#### 16:00 – 17:30 **Plenary Session III: Status and Working Conditions of Teachers**

Room: Infinity

Chair: Maurizio Bussi, Director, Decent Work Technical Support Team for East and South-East Asia and the Pacific, International Labour Organization, Thailand

- **Delivering on the Promise of Quality Education: Attracting and Retaining the Best Teachers**  
  Dennis Sinyolo, Senior Coordinator, Education International, Belgium
- **21st Century Teacher Working Conditions and Status: Lesson Learned from the Fields**  
  Rangsun Wiboonuppatum, Chief, Education Section, UNICEF, Thailand
- **Transcending Challenges in an Era of Educational Reform: Reflections of a Filipino Teacher**  
  Sabrina Ongkiko, Teacher, Culiat Elementary School, Quezon City, Philippines

**17:30 End of Day 2**
# Concurrent Session 4

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<tr>
<th>Session</th>
<th>Title</th>
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<tbody>
<tr>
<td>4A</td>
<td>Status of Teachers and Strategies to Retain and Motivate Effective Teachers</td>
<td>Beta 1</td>
</tr>
<tr>
<td>4B</td>
<td>Preparing Teachers to Serve Marginalized Groups</td>
<td>Beta 2</td>
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<tr>
<td>4C</td>
<td>Use of ICT in Teacher Education Programmes</td>
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<tr>
<td>4D</td>
<td>National Efforts towards Inclusion: The Asian Experience</td>
<td>Epsilon</td>
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## Break

### Plenary Session IV: Policies and Instruments to Enhance the Teaching Profession

**Room: Infinity**

Chair: Tinsiri Siribodhi, Deputy Director, SEAMEO Secretariat, Thailand

- **The Indonesian Teacher Law of 2005: Intentions, Implementation, and Impact**  
  Sheldon Shaeffer, Consultant and Former Director of UNESCO Bangkok, Thailand
- **How to Cultivate, Recruit Excellent Teachers and Develop Teachers’ Capacities in Korea**  
  Yong Hak Lee, Director, Teacher Welfare and Training Division, Ministry of Education, Republic of Korea
- **From “Teachers for EFA” to “Teachers for the World We Want”: Opportunities and Challenges for UNESCO**  
  Maki Hayashikawa, Chief, Section of Learning and Teachers, UNESCO, France

### Lunch

### Concurrent Session 5

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<th>Room</th>
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<tbody>
<tr>
<td>5A</td>
<td>Reinforcing Critical Thinking and Research-based Teaching and Learning Practices</td>
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<td>5B</td>
<td>Assisting Teachers to Respond to Diverse and Multicultural Needs</td>
<td>Beta 2</td>
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<td>5C</td>
<td>Professional Teacher Development: Viewpoints from Diverse Perspectives</td>
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<td>5D</td>
<td>Preparing for the World of Work: The Role of the Teachers</td>
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## Break

### Closing Session:

**Room: Infinity**

Facilitator: David Gibson, Curtin University, Australia

Panelists:

- **Gwang-Jo Kim**, Director, UNESCO Bangkok, Thailand
- **Ibrahim Ahmad Bajunid**, Deputy President/Deputy Vice Chancellor, INTI-UC Laureate International Universities, Malaysia
- **Gregory A. Perez**, Design Director at IDEO Asia (China and Japan)
- **Dennis Sinyolo**, Senior Coordinator, Education International, Belgium
- **Sabrina Ongkiko**, Teacher, Culiat Elementary School, Quezon City, Philippines
- **Dita Ayu Wulandari**, Student, Diponegoro I Senior High School, Indonesia
- **Naifa Rizani**, Student, Diponegoro I Senior High School, Indonesia

**Wrap up of Conference**

- **Libing Wang**, Coordinator of APEID, UNESCO Bangkok, Thailand

**Vote of Thanks and Closing Remarks**

- **Gwang-Jo Kim**, Director, UNESCO Bangkok, Thailand

## End of Conference and Collection of Certificates of Participation

17:30
CONCURRENT SESSIONS
### 1A: Rethinking Schooling, Teaching and Learning through the Ages
**Chair:** David Chapman  
**Venue:** Beta 1

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<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>15:30</td>
<td>1.A.1. Rethinking Schooling for the 21st Century</td>
<td>Peter Twining, Professor of Education (Futures), Department of Education, The Open University, United Kingdom</td>
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| 16:00 | 1.A.2. From the Forest to the Clouds: The Changing Roles of Teachers through the Ages | Balakrishnan Muniandy, Associate Professor and Deputy Director at the Centre for Instructional Technology and Multimedia, Universiti Sains Malaysia, Malaysia  
Kogilavani Muniappan, School Improvement Specialist Coach, Central Malacca District Education Office, Malaysia |
|       |                                                                                      |                                                                                                                                        |
| 16:30 | 1.A.3. Socrates and Online Teaching: Strategies, Methodologies and Modernizations      | Bob Barrett, Professor, School of Business, American Public University, United States of America                                        |

### 1B: Pre-service Teacher Education in Cambodia, India and Myanmar
**Chair:** Feiny Sentosa  
**Venue:** Beta 2

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<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Speakers</th>
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| 15:30 | 1.B.1. Introducing Student-centred Approaches in Pre-service Science Teacher Education in Cambodia | Stefaan Vande Walle, Education Advisor, Flemish Association for Development Cooperation and Technical Assistance (VVOB), South Africa  
Virak Uon, Education Advisor (Teacher Training), Flemish Association for Development Cooperation and Technical Assistance (VVOB), Cambodia  
Sokhany Nget, Education Advisor (Teacher Training), Flemish Association for Development Cooperation and Technical Assistance (VVOB), Cambodia |
|       |                                                                                      |                                                                                                                                        |
| 16:00 | 1.B.2. Best Practices in the Pre-service Programme of Teachers to Enhance Professionalism | Mariamma Mathew, Associate Professor in Education, Peet Memorial Training College, India                                                                 |
|       |                                                                                      |                                                                                                                                        |
Kristi Ley, Curriculum Consultant, World Education, Mon National Education Committee, Thailand  
Mi Pone Han, Post-10 Second Year Coordinator, Mon National Education Committee, Myanmar |
## 1C: Teachers in Dire Straits: Addressing Threats of Natural Disasters and Conflicts

**Chair:** Dr. Peter Grimes  
**Venue:** Delta

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<th>Time</th>
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| 15:30 | 1.C.1 | On Unstable Ground: The Impact of Policy Reform and Natural Disaster on Teachers' Performance in Indonesia  
*Chris John Henderson, Project Leader and Consultant, Cognition Education, New Zealand* |
| 16:00 | 1.C.2 | Roles of Schools in Disaster Risk Reduction following 2011 Tohoku Disasters in Japan: DRR Education in Pre-service Teacher Training and In-service Professional Development  
*Takashi Oda, Associate Professor, Miyagi University of Education, Japan* |
| 16:30 | 1.C.3 | Supporting Refugee and Community Teachers along the Thailand-Myanmar Border and Striving for their Recognition to Support Ongoing Peace Building Efforts  
*Andrea Costa, Education Convergence Advisor, Save the Children, Thailand*  
*Tim Murray, Education Specialist, Save the Children, Thailand* |

## 1D: International Teacher Task Force: Addressing the Teacher Gaps

**Chair:** Hiromichi Katayama  
**Venue:** Epsilon

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</table>
| 15:30 | 1.D.1 | The Drive for Teacher Effectiveness: A Guide to Elaborate the National Teacher Policy (video presentation)  
*William L. Ratteree, Yusuf Sayed and Simone Doctors, International Consultants, Teacher Task Force/UNESCO* |
*Basu Dev Kafle, Head, Department of Special Needs/Inclusive Education, Faculty of Education, Tribhuvan University, Nepal* |
| 16:45 | 1.D.3 | Advocacy Toolkit for Teachers to Provide a Quality Education  
*Hiromichi Katayama, Secretariat of the International Task Force on Teachers for Education for All, UNESCO* |
**Day Two: 30 October 2014**  
**Concurrent Session 2: 09:00 – 10:30**

### 2A: Teachers’ Competencies, Roles and Identities: Expectations Now and for the Future  
**Chair: John Friend-Pereira**  
**Venue: Beta 1**

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<tbody>
<tr>
<td>09:00</td>
<td>2.A.1. Forecasting Teacher Competencies Needed in the Future</td>
<td>Azadeh Nasri Nasrabadi, Department of Language, Abarkouh Branch, Islamic Azad University, Abarkouh, Iran</td>
</tr>
<tr>
<td>09:30</td>
<td>2.A.2. 'To Know', 'To Do' or 'To Be': Redefining Teachers' Role in a Learner-centred Environment</td>
<td>K. M. Baharul Islam, Professor and Chairperson, Planning and Development, Indian Institute of Management, India</td>
</tr>
<tr>
<td>10:00</td>
<td>2.A.3. Developing Blended Thinking Excellence for Professional Development</td>
<td>Mun Fie Raymond Tsoi, Managing Director, MFR-Training &amp; Consultancy, Singapore</td>
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### 2B: Professional Development of Diverse Teachers: Experiences from Indonesia, Pakistan and China  
**Chair: Sanjeev Rai**  
**Venue: Beta 2**

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<tr>
<td>09:00</td>
<td>2.B.1. The Call for More Qualified Teachers: The Supply and Demand of Elementary Schoolteachers in Jakarta</td>
<td>Amanda Putri Witdarmono, Founder, We The Teachers, Indonesia</td>
</tr>
<tr>
<td>09:30</td>
<td>2.B.2. Developing Effective Habits in Teachers</td>
<td>Abaida Mahmood, Administrator, Qurban &amp; Surraya Educational Trust, Pakistan</td>
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<tr>
<td>10:00</td>
<td>2.B.3. Rural School Improvement through Supporting Teachers' Professional Development – A Case Study from China</td>
<td>Jing Liu, Programme Specialist, UNESCO International Research and Training Centre for Rural Education, People’s Republic of China</td>
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</table>
### 2C: Teachers for the Early Years
**Chair:** Mami Umayahara  
**Venue:** Delta

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| 09:00 | 2.C.1. Fostering Quality Teaching through Systematic Assessment of Children Entering Grade One | Dayalatha Lekamge, Dean, Faculty of Education, Open University of Sri Lanka  
Badra Withanage, Education for All Unit, Ministry of Education, Sri Lanka |
| 09:30 | 2.C.2. Coaching Strategies to Support Early Educators: A Catalyst for Improving High Quality Classroom Experiences during the Early Childhood Years | Melissa J. Wilhelm, Director, Fractal Educational Systems, United States of America  
Hannah Trout, Education Coordinator, Fractal Educational Systems, United States of America |
| 10:00 | 2.C.3. Teacher Preparation for Identifying and Intervening Children at Risk of Developmental Disorders | Sin Kuen Fung, Director, Centre for Special Educational Needs and Inclusive Education, The Hong Kong Institute of Education, Hong Kong, People’s Republic of China  
Yang Lan, Research Fellow, Centre for Special Educational Needs and Inclusive Education, The Hong Kong Institute of Education, Hong Kong, People’s Republic of China  
Lui Ming, Assistant Professor, Department of Education Studies, Hong Kong Baptist University, Hong Kong, People’s Republic of China |

### 2D: Collaborative Teaching and Learning
**Chair:** Ave Mejia  
**Venue:** Epsilon

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| 09:00 | 2.D.1. Go Green Community: Reduce, Reuse, Recycle                                           | Hesty Wulandari, Diponegoro I Senior High School, Indonesia  
Lilis Misyarropah, SPM LabSchool Kebayoran, Indonesia  
Leela Pradhan, Tribhuvan University, Nepal  
Rhodora I. Dela Rosa, Vilma M. Salas, Maria Francesca Coreen T. Frias, Ma. Ruby  
Hiyasmin M. Malicdem, Cleotilde Villameva, Raffy Fajanela and Jonathan Carasco,  
Central Luzon State University, Philippines |
| 09:30 | 2.D.2. Developing Intercultural ebook on Asian Local and Indigenous Knowledge Systems through Telecollaboration | Rohizani Yaakub and Norlida Ahmad, Universiti Sains Malaysia, Malaysia  
Zanabazar Bayarchimeg, Mongolia State University, Mongolia  
Magnolia A. Laus, Cherry F. Malague and Aurelio Vilbar, University of the Philippines  
Cebu-High School, Philippines  
Rossukhon Makaramani, Suan Sunandha Rajabhat University, Thailand |
| 10:00 | 2.D.3. Technology for ALL: Nothing is Impossible                                              | Dianne Chambers, University of Notre Dame, Australia  
Vaibhav Jadhav, University of Pune, India  
Dipak U. Tatpaje, Satara Polytechnic and Vidyadeep Foundation, Satara, India  
M.G. Peiris, Uva National College of Education, Sri Lanka  
Shesha Kanta Pangeni, Kathmandu University, Nepal  
Horth Han, Kanceal Regional Teacher Training Centre / Kemrak University, Cambodia  
Lorna Almocera, University of the Philippines Cebu, Philippines |
### 3A: Improving Teaching Practices through School-based Reforms

**Chair:** Peter Twining  
**Venue:** Beta 1

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| 14:00  | 3.A.1. The Limits of Teacher Training: Understanding Teacher Incentive Systems  
*David W. Chapman, Birkmaier Professor of Educational Leadership, University of Minnesota, United States of America*

| 14:30  | 3.A.2. From Structural Conflict to Sustainable Innovation in Schools  
*Richard James Owens, Director of the Centre for Innovation in Leadership and Learning, Australian International School, Singapore*

| 15:00  | 3.A.3. Linking Pre-service Teacher Education and In-service Teacher Training for Effective Results in Indonesia  
*Feiny Sentosa, Deputy Chief of Party, PRIORITAS, Indonesia  
Rina Arlianti, Consultant, Indonesia* |

### 3B: Re-imagining Teacher Development in Response to Globalization

**Chair:** Balakhrishnan Muniandy  
**Room:** Beta 2

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</table>
| 14:00  | 3.B.1. Globalization and Social Imagination of Youth: Re-imagining Teacher Development for Future  
*Al Karim Amir Ali Datoo, Research Co-ordinator, Institute of Ismaili Studies, United Kingdom*

| 14:30  | 3.B.2. Globalization, Internationalization and the Imperatives to Reform Teacher Education: A Case of Singapore  
*Rita Zamzamah Nazeer-Ikeda, PhD. Candidate, Waseda University, Japan*

| 15:00  | 3.B.3. Teacher Attitude, Learner Schema for a Globalized but Inclusive and Sustainable World  
*Paul D’Souza, Visiting Associate Professor, Pillai College of Education and Research, Mumbai University, India* |
### 3C: Models for Teaching Science and Mathematics Effectively
**Chair: Jonghwi Park**  
**Venue: Delta**

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<th>Time</th>
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| 14:00 | 3.C.1. Stakeholders Collaborative Partnership in the Introduction of Lesson Study as Continuing Professional Education Exercise: The Initiative, the Implementation, and the Impact  
*Marvin C. Casalan, University of Antique-Caluya, Antique, Philippines*
*Marmon A. Pagunsan, UNESCO Jakarta, Indonesia*
*Genevive G. Lim-Reyes, Local Government Unit of Caluya, Antique, Philippines*
*Levi E. Elipane, University of the Philippines-Diliman, Quezon City, Philippines*
*Charisse O. Joting-Quiman, University of Antique, Sibalom, Philippines* |
| 14:30 | 3.C.2. Looking Inside the Classroom Black Box: Examining Practices, Beliefs and Knowledge of Indonesia's 8th Grade Mathematics Teachers  
*Andrew Ballard Ragatz, World Bank, Indonesia* |
| 15:00 | 3.C.3. Inquiry-based Science Teaching  
*Hans Langendam, Education Advisor and Trainer, VSO Cambodia, Cambodia* |

### 3D: Operationalizing Inclusion in Teaching and Learning
**Chair: Min Bista**  
**Venue: Epsilon**

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| 14:00 | 3.D.1. Mega Policy Trends and their Implications for Educational Inclusion  
*Tamo Chattopadhay, Associate Professor, Center for Policy Research in Higher Education, National University of Education Planning and Administration, India* |
*Ian Kaplan, Director, Enabling Education Network CIC, United Kingdom* |
*Kazuo Kuroda, Professor, Graduate School of Asia-Pacific Studies, Waseda University, Japan* |
| 14:45 | 3.D.4. Future Teachers We Want for Inclusive Classrooms  
*Padoong Arrayavinyoo, Professor, Faculty of Education, Suan Dusit Rajabhat University, Thailand* |
| 15:00 | 3.D.5. Teacher Preparation for Inclusive Education  
*Basu Dev Kafle, Professor, Faculty of Education, Tribhuvan University, Nepal* |
| 15:15 | Q&A |
**Day Three: 31 October 2014**  
**Concurrent Session 4: 09:00 – 10:30**

### 4A: Status of Teachers and Strategies to Retain and Motivate Effective Teachers  
**Chair: Richard Owens**  
**Venue: Beta 1**

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<tr>
<td>09:00</td>
<td>4.A.1.</td>
<td>The ILO/UNESCO Recommendations on Status of Teachers 50 years On!</td>
<td>John C. Friend-Pereira, Head of Programmes, VSO, Cambodia</td>
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</table>
| 09:30 | 4.A.2. | Growing Teacher Retention with Collaborative Creativity | Debra Lord, Chair, High School of Commerce English Department, Springfield Public Schools, United States of America  
Celeste Femia, M.S., High School of Commerce Associate Principal, Springfield Public Schools, United States of America |
| 10:00 | 4.A.3. | Providing Appropriate Incentives for Teacher Motivation: The Case for Inclusive Education in Vietnam | Kengo Shirogane, PhD, Student, Graduate School of Education, Kyoto University, Japan |

### 4B: Preparing Teachers to Serve Marginalized Groups  
**Chair: Jing Liu**  
**Venue: Beta 2**

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<th>Time</th>
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<tr>
<td>09:00</td>
<td>4.B.1.</td>
<td>The Challenges of Providing Culturally Inclusive Quality Education in South Korea in an Era of Rapidly Increasing Globalization and Multicultural Diversity</td>
<td>Seongdok Kim and Gerald W. Fry, University of Minnesota, United States of America</td>
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<tr>
<td>09:30</td>
<td>4.B.2.</td>
<td>Education for People with Disability: Learnings from Inclusive Education in Lao PDR and a Longitudinal Study of Technical Vocational Education and Training (TVET) in Australia</td>
<td>Stian Ho Yong Thoresen, Errol Cocks, Angela Fielding and Sue Gillieatt, Curtin University, Australia</td>
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</table>
| 10:00 | 4.B.3. | In-service Teachers Learn Better from their Students and Colleagues: Sharing Experiences of Working in the Districts of Gaya and Patna of Bihar, India | Sanjeev Rai, National Thematic Manager-Education, Save the Children, India  
Bharti Kanubhai Chauhan, Bihar State Programme, India |

### 4C: Use of ICT in Teacher Education Programmes  
**Chair: Bob Barrett**  
**Venue: Delta**

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<th>Time</th>
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| 09:00 | 4.C.1. | New Teachers’ Digital Competence and Experiences of ICT in Teacher Education Programmes in Norway | Greta Gudmundsdottir, Researcher, Department for ICT in Kindergarten and Teacher Education, Norwegian Centre for ICT in Education, Norway  
Ove Hatlevik, Department for ICT in Kindergarten and Teacher Education, Norwegian Centre for ICT in Education, Norway  
Geir Ottestad, Head of Department for ICT in Kindergarten and Teacher Education, Norwegian Centre for ICT in Education, Norway  
Lene Karin Wiberg, Senior Advisor, Department for ICT in Kindergarten and Teacher Education, Norwegian Centre for ICT in Education, Norway |
| 09:30 | 4.C.2. | Teachers-to-be Project: Learning and Sharing Ideas to Stimulate ICT in Education | Hiromi Uwabo, Graduate School of Media Design, Keio University, Japan  
Daisuke Akatsuka, Mozilla Japan  
Keiko Okawa, Keio University, Japan |
<p>| 10:00 | 4.C.3. | E-portfolios and Sustainable Engagement: A Necessary but Challenging Relationship | Christopher Charles Deneen, Assistant Professor, Nanyang Technical University, Singapore |</p>
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<tr>
<td>09:00</td>
<td>4.D.1</td>
<td>Inclusive Education for Children with Disabilities: Nepal’s Experience</td>
<td>Mahashram Sharma, Former Secretary, Government of Nepal</td>
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<td>09:10</td>
<td>4.D.2</td>
<td>National Efforts towards Inclusion: Thailand’s Experience</td>
<td>Samart Ratanasakorn, Chief, Curriculum and Instruction Division, Bureau of Special Education Administration, Office of the Basic Education Commission, Ministry of Education, Thailand</td>
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<td>09:20</td>
<td>4.D.3</td>
<td>Inclusive Education for Children with Disabilities in Sri Lanka: Policy, Practice and Barriers</td>
<td>Prasad Wijayakumara Sethunga, Professor, Department of Education, Faculty of Arts, University of Peradeniya, Sri Lanka</td>
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<td>09:40</td>
<td>4.D.5</td>
<td>Inclusive Education for Girls: Bangladesh’s Experience</td>
<td>Rayhana Taslim, Associate Professor in Mathematics, Government Teachers’ Training College, Bangladesh</td>
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<td>09:50</td>
<td>4.D.6</td>
<td>Inclusive Education for Migrant Children in China</td>
<td>Yin Changchun, Deputy Director-General, Department of Teacher Education, Ministry of Education, China</td>
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<td>10:00</td>
<td>4.D.7</td>
<td>Inclusive Education for Children from Ethno-linguistic Minority Groups: Cambodia’s Experience</td>
<td>Fata No, Lecturer, Master of Education Programme and Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia</td>
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<td>10:10</td>
<td>4.D.8</td>
<td>Inclusive Education for Children from Ethnic Groups in Lao PDR</td>
<td>Yangxia Lee, Deputy Director-General, Department of Preschool and Primary Education, and Director, Inclusive Education Centre, Ministry of Education and Sports, Lao PDR</td>
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<td>10:20</td>
<td>4.D.9</td>
<td>Towards Inclusive Education in Mongolia</td>
<td>Dandii Odregel, Lecturer, Teacher’s School, Mongolian State University of Education, Mongolia</td>
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Venue: Epsilon
Day Three: 31 October 2014  
Concurrent Sessions 5: 14:00 – 15:30

**5A: Reinforcing Critical Thinking and Research-based Teaching and Learning Practices**  
Chair: K.M. Baharul Islam  
Venue: Beta 1

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| 14:00 | 5.A.1.  | Academic Culture and Habit of Mind | Muhammad Yasir Pirzada, Federal Board of Revenue and Quality Education Forum, Pakistan  
Afshan Huma, Allama Iqbal Open University, Pakistan |
| 14:30 | 5.A.2.  | Scenario-based Learning – A Paradigm for Transformative Teacher Education | Jyoti Bawane, Associate Professor, Centre for Educational Studies, Indian Institute of Education, India  
Satyawati Rawool, Founder Member of I CONSENT, India |
| 15:00 | 5.A.3.  | Changing Paradigms in Education and Teacher Training: From the Traditional Trial and Error Teaching and Learning Model to the Alternative Model which is Research or Evidence-based (a Case for Thailand) | Intira Sriprasidh, The English Clinic, Thailand |

**5B: Assisting Teachers to Respond to Diverse and Multi-cultural Needs**  
Chair: Chris John Henderson  
Venue: Beta 2

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<tr>
<td>14:00</td>
<td>5.B.1.</td>
<td>Teaching for Cultural Diversity: Australian Indigenous Perspectives in Curriculum and Workforce Quality</td>
<td>Peter Buckskin, Dean, Indigenous Scholarship, Engagement and Research, University of South Australia, Australia</td>
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<td>14:30</td>
<td>5.B.2.</td>
<td>Teachers' Perceptions on the Learning Difficulties of Multicultural Pupils in South Korea</td>
<td>Hye-Won Lee, Korea Institute for Curriculum and Evaluation, Republic of Korea</td>
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<tr>
<td>15:00</td>
<td>5.B.3.</td>
<td>An Innovative Pedagogy: Promoting Intangible Cultural Heritage to Reinforce Education for Sustainable Development in the Asia-Pacific Region</td>
<td>Vanessa Achilles, Programme Officer, UNESCO Bangkok, Thailand</td>
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### 5C: Professional Teacher Development: Viewpoints from Diverse Perspectives

**Chair:** Dayalatha Lekamge  
**Venue:** Delta

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<tr>
<td>14:00</td>
<td>5.C.1.</td>
<td>Considering the Development of Inclusive Teachers: Two Case Studies from Thailand and Lao PDR</td>
<td>Dr. Peter Grimes, Canterbury Christ Church University, United Kingdom</td>
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Mabel Yong Chooi Cheng, Lead Teacher, MOE/PESTA, Singapore  
Benjamin Tan Su-Jim, Master Teacher, MOE/PESTA, Singapore |
| 15:00 | 5.C.3.  | Industry-led Teacher Training in the Philippine IT Sector | Robert S. Keitel, Associate Professor, Asian Institute of Management, Philippines  
Melissa Dorothy Ledesma, Senior Researcher, Asian Institute of Management, Philippines |

### 5D: Preparing for the World of Work: The Role of the Teachers

**Chair:** Mun Fie Raymond Tsoi  
**Venue:** Epsilon

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<tr>
<td>14:00</td>
<td>5.D.1.</td>
<td>Integrating CSR and Lean Teaching for Becoming a Social Responsible Teacher</td>
<td>Shirley M. C. Yeung, Assistant Professor/Quality Assurance Director, Hang Seng Management College, Hong Kong, People’s Republic of China</td>
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<td>14:30</td>
<td>5.D.2.</td>
<td>The Impact of Blended Teaching Approach in Developing the Cognitive Learning Competencies of the Miriam College High School Students in Business and Trades: An Analysis</td>
<td>Glenda Remolano Villanueva, Department Chairperson, Business and Trades, Miriam College, Philippines</td>
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</table>
| 15:00 | 5.D.3.  | Mind the Gap: A Case Study on Work Integrated Learning (WIL) Practices Operationalized through Innovative Curricula, Pedagogies, Technologies and Tools as Elements of an Enhanced Teaching Profession | Zen Parry, RMIT University, Australia  
Craig Baird, Curtin Business School, Research and Development, Curtin University, Australia |
ABSTRACTS OF PLENARY SESSIONS
ABSTRACTS OF PLENARY SESSIONS

Wednesday, 29 October 2014 – Raja Roy Singh Lecture
Infinity Room
10:45 – 12:00

Addressing Goals: A Paradigm Shift
H.E. Br. Armin Luistro FSC, Secretary of Department of Education, the Philippines

Fourteen years ago, the international community has committed to reach and provide Education for All (EFA) by 2015. According to UNESCO, despite the many advances in education efforts, by 2015 we will not accomplish the Millenium Development Goals, in particular, Achieving Universal Primary Education. Part of the challenge remains to be in the manner by which we approach the problems – as individual countries, contained within our geographic and cultural borders. The key is to universally own the problems, consequently to formulate universal solutions.

A paradigm shift from the way our goals are addressed will aid in their accomplishment. Countries, regions, institutions, even schools should not be competing with each other. Every child who is not learned should be educated – this is the target which we should be addressing globally in a concerted manner, without competition and without borders.

Given this scenario, the discussion will focus on the integral role of the teacher in the institution, as an active arm in solving the challenges at hand. Their efforts to break the traditional norms reinforces this vision of a shift in perspective to a more nurturing, more inclusive education.

Ultimately, this fundamental change in education is in our hands. The quality of education is only as good as those who deliver it.

Wednesday, 29 October 2014 – Plenary Session I
Roles and Responsibilities of Teachers through the Ages
Infinity Room
13:30 – 15:00

The Powerhouses of Education: The Development of Scholar Teachers and Enlightened Citizenry
Ibrahim Ahmad Bajunid, Deputy President/Deputy Vice Chancellor, INTI-UC Laureate International Universities, Malaysia

The paper examines the history and the possibility of advancing the notion of “Scholar Teachers” as the teachers we want for the future. The notion of Teachers of the Future is interlocked with the notion of Schools of the Future and the Future of Learning. The discussion of such cardinal notions must clarify assumptions regarding the future of societies, and civilizations. Notwithstanding the conflicts of the times, and the paradoxes of development, futurists do describe future trends of the new world. Within the context of the new worlds, the philosophies of education have to be revisited and reformulated, comprehensively and in specific elements. Any radical turning points in professional policy shifts, requires mind-set changes in teachers regarding their beliefs, assumptions, out of the box thinking, time management, creativity, edupreneurship and weltanschauung. The merging of basic literacies and the new advanced literacies (of computer literacy, innovation and creativity) demand continuous learning by teachers as perennial learners.
The notion of Scholar Teachers is closely related to the notion Scholar Civil Servants and Servant Leadership. The virtues embedded in such integrated notions include the pursuit of truth, knowledge, problem solving capacities and teaching for wisdom with soul. If there is resistance to the idea of “Scholar Teachers”, it is because of the assumption of the “novelty” of the idea. The paradox is that the idea of “Scholar Teacher” is not new but is regarded as new. Teachers who are textbook writers are actually scholar teachers in their own disciplines. In addition, as teacher education programmes include research, particularly action research, as an element of teacher education, those teachers who are researchers have the beginnings of the scholar teacher. As there is demand for continuous professional development and the upgrading of the qualifications of teachers, there are embedded and intrinsic opportunities for teachers to be scholars. The philosophy of lifelong learning which is the core of the education system, if implemented faithfully makes teachers scholar teachers. The challenges ahead are about integrating and aligning professional learning, lifelong learning, with life wide and perennial learning. The expansion of higher education and such policies as the democratization of higher education, challenge the sector to imagine the creation of a highly educated and enlightened citizenry, which must begin with scholar teachers. The trend is further enhanced when there is the move in advanced systems to ensure that there is no more the widening of the gaps between teachers in schools and teachers in universities and the overall agenda of building and nurturing an enlightened citizenry. The move in elevating teacher status as scholar teachers could be traced through the stages of the development of civilizations, cultures, nations, particular regions, localities and the professions. The idea of knowledge revolutions, accompanied by cultural and technological possibilities create opportunities for acquisition of knowledge at the fingertips, anytime, anywhere. Traditional challenges of access, equity, equality, quality, efficiency, and system capacity take on different meanings with the advent of Massive Online Open Courses (MOOCs), with such initiatives as ‘crowd sourcing’ and ‘community driven knowledge generation’, and other technological innovations, which emphasize, “The Future Just Happened.”

Women and Teaching: International Perspectives on the Feminization Debate
Fatimah Kelleher, Social Development and Equalities Consultant, United Kingdom

The debates on women and teaching have been wide-ranging and, in some cases, contentious. They have included reviews of why the profession can become gender imbalanced in favour of women, the impacts of this on learning processes and student education, and the implications on women’s overall empowerment within society and the economy. Most of the research to date has concentrated on developed countries, such as the UK, Australia and Canada, where women have been a significant majority in the teaching workforce for decades. This presentation will outline some of the findings of the 2011 UNESCO/Commonwealth Secretariat study which looks at how the teacher feminization debate applies in developing countries. Drawing on the experiences of Dominica, Lesotho, Samoa, Sri Lanka and parts of India, it provides an analytical understanding of the role of female teachers in the expansion of the education system, and the surrounding gender equality issues. Offering a summary of the recommendations emanating from that study at that time, the presentation will also revisit the debate in light of any new data and research on women and the teaching profession and in view of the post-2015 frameworks.

The Roles of Teachers in the Future: Preparing Students as Self-taught Learners
Paitoon Sinlarat, Vice President for Research and Dean of College of Education Sciences, Dhurakit Pundit University and President, Teachers’ Council, Thailand

As the society is changing, so, too, are the teachers’ roles and responsibilities. In an agrarian society in the past, teachers functioned as leaders, and they were highly respected by members of the society. Whatever they said, students and the society believed and followed them. In this respect, the teaching profession, to some extent, was influential and authoritative. Nowadays, however, most teachers, as the society is changing rapidly, find it very challenging to perform the
same function like the past. The students no longer take the words from their teachers seriously. They no longer pin their hope and future on the teachers as they cannot teach them what they have to do or what would happen to them in the future. In fact, no one really knows what will be lying ahead in the future, and teachers, too, do not really know the future. They cannot tell their students what the future will be like; hence, they are less keen to tell the students what and how they should do. Under this uncertain situation, the best the teachers should be doing is helping their students to be autonomous and self-directed learners. The author ends his article with “the seven deadly sins in education” every teacher should avoid.

Thursday, 30 October 2014 – Plenary Session II
Teacher Preparation and Professional Development
Infinity Room
11:00 – 12:30

From Instruction to Inspiration: Harnessing Design Thinking in Education
Gregory A. Perez, Design Director at IDEO Asia (China and Japan)

As the demands of new industries and evolving cultures increase, education also needs to rapidly change to meet the needs of today's learner. How could a design approach to learning help equip both learners and teachers for the future?

More Teachers Teaching Like the Best: Shaping Teacher Quality in Australia
Martin James, Australian Institute for Teaching and School Leadership (AITSL), Australia

The Australian Institute for Teaching and School Leadership (AITSL) was established in 2010. AITSL’s role has been to develop in consultation with the teaching profession the policy platforms on which the system would be built to improve outcomes for young learners. It is widely agreed that teacher quality is the most significant in-school factor and students with a highly effective teacher learn twice as much as students with a less effective teacher. The development of professional standards for teachers has been central to the work of improving teacher quality. The Australian Professional Standards for Teachers (the Standards) reflect and build on national and international evidence that a teacher's effectiveness has a powerful impact on students, with a broad consensus that teacher quality is the single-most important in-school factor influencing student achievement. Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about further education, work and life. The Standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements. This presentation shares Australia’s approach to developing an end to end system built on the Standards, starting from entry into the profession through to certification of highly accomplished and lead teachers, with the aim of having more teachers teaching like the best.

Developing Support System for Rural Teachers’ Continuing Professional Development
Zhao Yuchi Programme Specialist and Administration Officer, INRULED, People’s Republic of China

Compared to their urban counterpart, rural teachers are normally isolated, poorly resourced and supported, especially in their professional development. To better support rural teachers’ professional development, UNICEF started and sustained an initiative on teacher support and service system in China from 2007.
So what do we mean a support system for teachers in rural areas in the project context? And what kinds of interventions have been piloted in the initiative? A Teacher Support System could be defined as a support strategy and mechanism for teachers and schools in a given context, particularly in rural areas, which brings together material and human resources to provide continuous, relevant support to teachers’ professional development so as to improve the conditions for teaching and learning. Moreover it enables teachers and educators to support each other by providing follow up, mentoring, demonstration lessons, peer support, sharing good practices and looking for solutions to local or unique issues, which make the support to teachers more needs based, school based and easy for access, Continuous and interactive.

In addition to the UNICEF practice in China, a joint research by UNESCO International Research and Training Centre for Rural Education (INRULED) and International Institute for Capacity Building in Africa (IICBA) has identified several other models of support systems from countries coming as, Cambodia, China, Ethiopia, Mozambique and Romania. With analysis and a comparative study of the country cases, the common attributes of the practices have been drawn, a shared understanding of Teacher Support System has been reached, also policy recommendations and practical guidance are formulated in a publication as we as a guidance book.

Thursday, 30 October 2014 – Plenary Session III
Status and Working Conditions of Teachers
Infinity Room
16:00 – 17:30

Delivering on the Promise of Quality Education: Attracting and Retaining the Best Teachers
Dennis Sinyolo, Senior Coordinator, Education International, Belgium

Delivering on the promise of quality education cannot be achieved without quality teachers. However, the attractiveness of the teaching profession has continued to deteriorate, partly due to the low status accorded to teachers and poor working conditions. The current generation of teachers is ageing and alarming numbers of new teachers are leaving the profession within the first years of employment. How can governments and education partners ensure that the teaching profession remains attractive to both current and potential staff? In his presentation, Dr. Dennis Sinyolo will explore how professionalizing teaching can help improve the status and attractiveness of the profession. He will share the main international norms and instruments related to teacher status and conditions, and based on their provisions, as well as research evidence and concrete examples from the field, Dr. Sinyolo will proffer recommendations on how to improve the status and working conditions of teachers.

21st Century Teacher Working Conditions and Status: Lesson Learned from the Fields
Rangsun Wiboonuppatum, Chief, Education Section, UNICEF, Thailand

Education is a fundamental human right: every girl and boy in every country is entitled to it. Quality education is critical to development both of societies and of individuals, and it helps pave the way to a successful and productive future. When all children have access to a quality education rooted in human rights and gender equality, it creates a ripple effect of opportunity that influences generations to come.

UNICEF Thailand continuously contributes and supports development of national capacities to reduce educational disparities and inequalities as well as discrimination against education for marginalized children. This includes girls; children from poor households or living in rural areas;
children belonging to ethnic and linguistic minorities, indigenous groups and castes facing discrimination, and children with disabilities.

This presentation will share some of UNICEF’s interventions carried out in close collaboration the government and NGOs to promote learning opportunities for marginalized groups, including indigenous and migrant children. It will provide empirical examples of teachers’ working conditions and status, particularly in hardship areas. Stakeholders at the national and local levels have to pay urgent attention to teachers’ working conditions and status so that teachers can perform to the best of their abilities in educating all children.

Transcending Challenges in an Era of Educational Reform: Reflections of a Filipino Teacher
Sabrina Ongkiko, Teacher, Culiat Elementary School, Quezon City, Philippines

In a developing country like the Philippines, challenges in education abound and reforms are a must. Teachers are at the receiving end of reforms big or small, and are expected to implement the dictates of policy. However, conditions are not always favourable for them to be effective agents of change. This reflection will tell the story of a Filipino teacher in an urban public school catering to students of low-income communities. Her journey is about transcending stereotypes and perceptions, the struggle to empower herself and her co-teachers, and of holding on to one’s purpose for teaching.

Friday, 31 October 2014 – Plenary Session IV
Policies and Instruments to Enhance the Teaching Profession
Infinity Room
11:00 – 12:30

The Indonesian Teacher Law of 2005: Intentions, Implementation, and Impact
Sheldon Shaeffer, Consultant and Former Director of UNESCO Bangkok, Thailand

The 2005 Teacher Law in Indonesia represented a unique policy directed at the re-professionalization of teaching and therefore the enhancement of the quality of Indonesia’s education system and of its students’ learning outcomes through the instrument of teacher certification and, as a result of this certification process, the doubling (at least) of the certified teacher’s salary. The assumption behind this policy is obvious – more highly trained teachers, with higher qualification, produce more highly educated students. In other words, better trained teachers, with substantially more pay, will both be more highly motivated and teach better in terms of content knowledge and pedagogical practice; this, in turn, will improve student outcomes by attracting more children to enrol and ensuring that they remain – and ultimately succeed – in school.

A large number of studies by the Ministry of National Education and the World Bank, collected and synthesized in The Role of Policies and Evidence-Based Policy Making: The Case of Teacher Reform in Indonesia, uncovered several findings and trends related to these assumptions in areas such as teacher knowledge and practice, learner outcomes, teacher motivation, and the choice of teaching as a career. These studies and an analysis of the political economy influencing education in Indonesia have revealed both challenges in the implementation of the reform and conclusions about the (so far) limited impact of the Law on learner outcomes.
How to Cultivate, Recruit Excellent Teachers and Develop Teachers' Capacities in Korea
Yong Hak Lee, Director, Teacher Welfare and Training Division, Ministry of Education, Republic of Korea

This presentation will outline the general policy reform effort of the Korean Education System related to teacher preparation and selection policy from pre-service teacher training to Teacher Appraisal for Professional Development (TAPD) at schools. First, the procedures how to cultivate teachers in universities and recruit teachers in each Metropolitan and Provincial Offices of Education or private schools will be introduced, including the kinds of teachers’ certificates and curriculum of College of Education. Second, the evaluation of pre-service teacher training institutions will be explained. Third, the strong and weak points of the Korean pre-service teacher training system will be discussed. Finally, several policies for the professional development of teachers will be suggested. One of the proposed policies is to revive their passion for teaching profession. Further, the Teacher Appraisal for Professional Development and Sabbatical Year for excellent teachers as well as teacher training will also be described.

From “Teachers for EFA” to “Teachers for the World We Want”: Opportunities and Challenges for UNESCO
Maki Hayashikawa, Chief, Section of Learning and Teachers, UNESCO, France

This paper will provide a brief overview on UNESCO’s Strategy on Teachers and examples of UNESCO’s policy-support as well as technical support to countries, particularly in Sub-Saharan Africa – a priority area of UNESCO. Lessons learnt from past policy-based efforts by UNESCO will be shared including persistent and emerging issues; challenges and opportunities in teacher policy development, reform and implementation; renewed importance of ensuring regular monitoring of the application of international normative instruments related to teacher status as a critical strategy to enhance social esteem and attractiveness of the teaching profession as well as to guide social dialogue about the profession. In addition, key outcomes and recommendations from this year’s World Teachers’ Day International Forum will be presented, to be followed by UNESCO’s role in the post-2015 education agenda discussion and the remaining debate around the teacher target. The need to reinforce and expand partnerships and networking, particularly for facilitating healthy dialogue between teachers’ organizations and governments, as well as with the private sectors will be addressed, before concluding with recommendations and suggestions for advancing the debate towards measureable changes through inclusive and holistic teacher policies for post-2015.

Friday, 31 October 2014 – Closing Session
Infinity Room
16:00 – 17:00

Panel Discussion
Facilitator: David Gibson, Curtin University, Australia

Panelists:
- Gwang-Jo Kim, Director, UNESCO Bangkok, Thailand
- Ibrahim Ahmad Bajunid, Deputy President/Deputy Vice Chancellor, INTI-UC Laureate International Universities, Malaysia
- Gregory A. Perez, Design Director at IDEO Asia (China and Japan)
- Dennis Sinyolo, Senior Coordinator, Education International, Belgium
- Sabrina Ongkiko, Teacher, Culiat Elementary School, Quezon City, Philippines
- Dita Ayu Wulandari, Student, Diponegoro I Senior High School, Indonesia
- Naifa Rizani, Student, Diponegoro I Senior High School, Indonesia
ABSTRACTS OF
CONCURRENT SESSIONS
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Wednesday, 29 October 2014
Session 1A: Rethinking Schooling, Teaching and Learning through the Ages
Room: Beta 1
15:30 – 17:00

1.A.1. Rethinking Schooling for the 21st Century
Peter Twining, Professor of Education (Futures), Department of Education, The Open University, United Kingdom

Whether we live in the (so called) 'developed' or 'developing' worlds, digital technology has had a significant impact on many aspects of our lives. Terms such as 'globalisation' and '21st century skills' dominate discussions of education policy. Inevitably this raises questions about how our education systems should change and how we should prepare our current and future teachers to meet the needs of the young people in their care.

In order to answer these questions you first need to identify what the purposes of school will be in our rapidly changing world. Then you need to consider how this will impact on the organisation of schooling, including expectations of curriculum, pedagogy, and assessment. This then impacts on views about the role of teachers and the competencies that they require.

This paper will explore competing narratives about what the future holds and thus what the purposes of schooling might be. It will then examine alternative models of what education for school age children might look like, drawing on work within the Schome Initiative and from the literature. Building on these analyses and work within Vital (a 9.4 million professional development programme to help teachers make better use of ICT), some implications for teachers and teaching will be considered.

1.A.2. From the Forest to the Clouds: The Changing Roles of Teachers through the Ages
Balakrishnan Muniandy, Associate Professor and Deputy Director at the Centre for Instructional, Universiti Sains Malaysia, Malaysia

Teaching as a profession has been preserved from time immemorial as a respected and a noble profession. From the forest monasteries and the ancient Gurukul system of India and other early civilizations, to the online teaching-learning digital platforms such as the Coursera and the Massive Open Online Coursewares (MOOCs), the objectives of the education have changed considerably. The objectives of development of character, preservation of knowledge, and propagation of purity has changed to development of skills and creativity using appropriate assessment strategies and providing comprehensive feedback instead of focusing on dissemination of content. The role of teachers has definitely shifted from being the sage on the stage to the guide online! Despite these changes, the teaching profession has persisted. Teachers need not be replaced but they have to re-place their roles. In the face of the changing nature and objectives of education, this paper highlights the changing roles of teachers through the ages. It also discusses what roles need to change, and what roles are to be maintained or held constant. It is opined that the contents, tools, and methodologies of teaching may change, but the fundamental values of education must be maintained and strengthened.
What if Socrates taught an online class? What if he had a blog or even a Twitter or Facebook account? What would be the possibilities? How would the field of teaching be changed? As writers have fantasized about people traveling forward and backwards in time for a multiple of reasons, education has only been a subliminal effect in such writings and movies. However, this presentation will address how the field of teaching, as well as the art and science of teaching, has changed since the days of Socrates. In particular, the Socratic method has been the centerpiece of teaching for many centuries as the guiding methodology for a teacher-centered approach, but as more educational systems have become modernized — there is a growing shift towards a more learner-centered approach. Thus, this raises the question as to whether or not the Socratic method can be strategically capable of competing in today’s virtual learning environment. Further, as more students and instructors leave the traditional Face-to-Face (F2F) learning environments to virtual classrooms, what changes will need to be made in teaching strategies, techniques, and methodologies?

Wednesday, 29 October 2014
Session 1B: Pre-service Teacher Education in Cambodia, India and Myanmar
Room: Beta 2
15:30 – 17:00

1.B.1. Introducing Student-centred Approaches in Pre-Service Science Teacher Education in Cambodia
Stefaan Vande Walle, Education Advisor, Flemish Association for Development Cooperation and Technical Assistance (VVOB), South Africa
Virak Uon, Education Advisor (Teacher Training), Flemish Association for Development Cooperation and Technical Assistance (VVOB), Cambodia
Sokhany Nget, Education Advisor (Teacher Training), Flemish Association for Development Cooperation and Technical Assistance (VVOB), Cambodia

This paper discusses the introduction of student-centred instructional methods in public teacher training institutes in Cambodia. Over a 6-year period, science teacher trainers were supported in replacing rote instruction by student-centred learning. This was done alongside the development of relevant teaching resources in working groups. The paper describes lessons learned and recommendations. We relate these findings to the wider context of science education in low-technology environments. Workshops, teaching resources and coaching sessions are based on the TPACK framework. A key element is that applying a student-centred approach or technology in itself is not sufficient to improve teaching and learning quality, but requires a negotiated balance between content knowledge, pedagogy and technology. It is argued that the programme has succeeded in improving the capacity of teacher trainers to apply student-centred instructional methods, although constraints to translate that increased capacity into practice remain. Leadership and commitment of teacher training institutions are important determinants for the impact of the programme. Finally, the extended impact and sustainability on the use of student-centred methods is discussed. The paper is based on a programme from the Flemish Association for Development Cooperation and Technical Assistance (VVOB), implemented between 2008 and 2013.
1.B.2. Best Practices in the Pre-service Programme of Teachers to Enhance Professionalism
Mariamma Mathew, Associate Professor in Education, Peet Memorial Training College, India

Educating a teacher for the global learner must be the main focus of teacher education programme. It is with this vision that the University of Kerala, South India, has revised the pre-service course (Bachelor of Education) in 2013 which was undertaken as a project to empower perspective teachers with a value embedded and competency-based teacher education curriculum to equip them to be professionally competent, adaptable and socially committed to meet the challenges in a knowledge society. Moulding techno-pedagogically competent teachers and entrepreneurship in education are the newly added vision highlights. The introduction of Techno-Pedagogy in the curriculum is an exciting opportunity for restoration in the field of teacher education in equipping the next cohort of teachers to meet the challenges of the techno-savvy era. To develop professionalism, the programme identifies and resolves the major social and environmental issues faced by our pluralistic society. Qualitative multilevel strategies and reflective practices along with e-portfolios for assessment and recruitment are some of the practices. Imbibing knowledge and developing understanding of the various psychological, sociological, philosophical practices and conceptualizing various formal and informal evidence-based performance assessment strategies for learners of multilevel are practiced.

1.B.3. Using the Gradual Release of Responsibility Framework in Pre-Service Teacher Training for Southeastern Myanmar
William Gray Rinehart, Instructor/Teacher Trainer, World Education, Mon National Education Committee, Thailand
Kristi Ley, Curriculum Consultant, World Education, Mon National Education Committee, Thailand
Mi Pone Han, Post-10 Second Year Coordinator, Mon National Education Committee, Myanmar

The Gradual Release of Responsibility (GRR) instructional model (Pearson & Gallagher, 1983) provides a framework for student teaching practicums in which the cognitive load shifts gradually and deliberately from experienced educators to pre-service teachers. Through this model, scaffolding is adjusted over time as pre-service teachers transfer pedagogical knowledge and skills to their own future classrooms.

While widely accepted as best practice, this model can be difficult to implement in low resource and non-formal settings. A lack of infrastructure, human resources and access to schools can result in insufficient support for pre-service teachers as they link theory to practice.

Despite the challenges of functioning in low resource situations, the Mon National Education Committee has developed a pre-service teacher training approach that supports the use of the GRR model in Southeastern Myanmar. Mon Post-10 teacher training programme utilizes a 9-month practicum partnership with a local school and professional teacher trainers to allow pre-service teachers to train in alignment with Pearson and Gallagher's model. In this presentation, the design of the Mon Post-10 programme will be explained, and a discussion exploring the implications of this approach for similar programmes seeking to use the GRR model in low resource settings will follow.
Wednesday, 29 October 2014  
Session 1C: Teachers in Dire Straits: Addressing Threats of Natural Disasters and Conflicts  
Room: Delta  
15:30 – 17:00

1.C.1. On Unstable Ground: The Impact of Policy Reform and Natural Disaster on Teachers' Performance in Indonesia  
Chris John Henderson, Project Leader and Consultant, Cognition Education, New Zealand

Indonesia's education system, fragmented across 13,000 islands, includes 3.3 million teachers and some 168,220 schools. (Suharti, 2013) Whilst Indonesia has enjoyed relative political stability in recent years, Indonesia's teachers regularly experience the disruption of policy shifts and the destabilising impacts of natural disaster. This paper seeks to develop an appreciation of teachers' work within an environment of policy reform and disaster vulnerability, and in doing so construct a foundational understanding of the not-altogether incongruent influence of policy reform and recurring natural disaster on Indonesian teachers' performance.

Early investigations into the roles of local teachers in internationally defined emergency education initiatives resulted in the formation of a conceptual nexus with the donor driven nature of policy reform, and associated demands on teachers' performance in local classrooms and communities. To understand this nexus further, upcoming fieldwork in Yogyakarta will explore the perspectives and experiences of teachers as they negotiate notions of performance alongside changing national and international policy expectations and the constant threat of natural disaster. It is expected that this research will inform a teacher-centred analysis of how governments and NGOs alike can accommodate and enhance teachers' capacity to perform in an unstable environment of reform and disaster vulnerability.

1.C.2. Roles of Schools in Disaster Risk Reduction Following 2011 Tohoku Disasters in Japan: DRR Education in Pre-service Teacher Training and In-service Professional Development  
Takashi Oda, Associate Professor, Miyagi University of Education, Japan

This study discusses the recent transitions of education for disaster risk reduction in school setting as well as pre-service and in-service teacher training following the 2011 Great East Japan Earthquake and Tsunami. It demonstrates important roles that schools have been playing in disaster risk reduction (DRR) education and community-based disaster preparedness in non-crisis phase and as emergency shelter at the time of actual disaster. Based on lessons learnt from the 2011 disaster, Japanese policymakers and educators began to focus on the multiple roles that schools can play and call for the need of pre-service and in-service education for disaster risk reduction for (future) teachers to raise their awareness of the roles they can play in and gain knowledge of DRR. The discussion derives from an investigation report on the elementary school tsunami evacuation incident causing the deaths of 74 pupils and 10 teachers, and proposals made from the investigators, while it also points out many lives have been saved by evacuating at other schools in Tohoku. The study outlines the policy changes surrounding DRR education at schools and teacher training, and presents some pilot practices conducted at teacher-training programmes.
Save the Children is supporting teacher training programmes in both the refugee camps along the Thailand-Myanmar border as well as in conflict-affected areas of South East Myanmar, where over 7,000 under-trained refugee and under-supported community teachers provide education to approximately 150,000 of Myanmar's most vulnerable ethnic minority children.

Innovative approaches in pre-service and in-service teacher training, including both the content and modality of training, have been developed to respond to these different, and yet equally challenging, contexts. These approaches include a network of mobile teacher training units which have been established to provide ongoing support to community teachers in the hardest-to-reach conflict-affected areas of South East Myanmar, which arguably constitutes one of the most extensive teacher training support programme in a conflict zone in the world.

While providing teacher training support for refugee and community teachers in these fragile contexts is critical, there is also the need to look to the future and pursue options for the recognition and accreditation of these teachers. This is particularly pertinent given the rapidly changing context in Myanmar, which has seen the recent signing of ceasefire agreements between the Myanmar government and armed ethnic non-state actors bring 60 years of conflict to an end.

The issue of recognition/accreditation of refugee and ethnic community teachers is closely linked to Myanmar's current peace process, where armed ethnic non-state actors are currently negotiating with the Myanmar government for a federal state and the decentralization of social services, including education. Achieving the recognition/accreditation of thousands of refugee and community teachers will significantly contribute to trust building between the Myanmar government and armed ethnic non-state actors and will enhance, rather than hinder, peace building efforts.

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Wednesday, 29 October 2014
Session 1D: International Teacher Task Force: Addressing the Teacher Gaps
Room: Epsilon
15:30 – 17:00

1.D.1. The Drive for Teacher Effectiveness: A Guide to Elaborate the National Teacher Policy (video presentation)

In collaboration with other UNESCO entities, including the International Institute for Capacity-Building in Africa (IICBA), the Section of Learning and Teachers, the Dakar office/the Pôle de Dakar and the International Institute for Educational Planning (IIEP), the Teacher Task Force has worked on elaborating a guide for the development of national teacher policy. This task responds to the emerging need for the development of a tool that will guide the elaboration of an evidence-based national teacher policy, building on the holistic diagnosis of teacher issues conducted by the Teacher Task Force and its member countries in 2013.
On behalf of the three international experts who are drafting the guide, Mr. William L. Ratteree (former ILO staff who coordinated the Committee of Experts on the Application of the Recommendation concerning Teachers (CEART) with UNESCO), Dr. Yusuf Sayed (Reader, University of Sussex) and Dr. Simone Doctors (education consultant), Dr. Doctors will share the initial draft of the guide by video presentation to get comments and feedback from policymakers, researchers, educators and teachers. The guide will be validated at the workshop to be held on 18 December 2014 back-to-back to the Teacher Task Force Policy Dialogue Forum 2014 in Morocco.


*Basu Dev Kafle, Head, Department of Special Needs/Inclusive Education, Faculty of Education, Tribhuvan University, Nepal*

Inclusion and equity are major concepts in the education sector which are making strong demands on quality of education and lifelong learning opportunities for all to address diversity in schools. Lack of teachers to address the learning needs of the most disadvantaged children has been an obstacle to achieve universal primary education (UPE). The Teacher Task Force and its partners have reviewed existing teacher policies and practices in some member countries and prepare a global policy brief on teachers from inclusion and equity perspectives.

This session aims to ensure the understanding of inclusion and equity in teacher policies and teaching practices based on the results obtained from the online forum organized by the Teacher Task Force in July 2014 for the preparation of the global policy brief. The presentation will provide the analysis on the information collected from a broad range of teacher stakeholders with regard to the three questions: (i) On daily basis, how can teacher help to promote equitable and inclusive education?; (ii) Are there equitable and inclusive teaching policies for marginalized children in your country? Are teachers involved in the implementation of such policies?; and (iii) Which strategies should be put in place in schools to help teachers facilitate inclusion and fair treatment of marginalized children?


*Hiromichi Katayama, Secretariat of the International Task Force on Teachers for Education for All, UNESCO*

Evidence supports the importance of involving teachers to achieve high quality educational processes and outcomes for learners. In order to ensure teacher effectiveness, it is imperative to involve teacher organizations and other stakeholders, such as teacher educators, national education authorities, NGOs and the private sector, in decision-making of the development and implementation of teacher policies and strategies.

Education for All (EFA) Global Monitoring Report (GMR) team, Education International and the Teacher Task Force have jointly developed an advocacy toolkit for teachers to provide quality education, based on the analysis and recommendations of the EFA-GMR 2013/4 “Teaching and Learning: Achieving Quality for All”. This session will introduce the toolkit to encourage active participation of teachers and teacher organizations in policymaking.
2.A.1. Forecasting Teacher Competencies Needed in the Future  
Azadeh Nasri Narrabadi, Department of Language, Abarkouh Branch, Islamic Azad University, Abarkouh, Iran

How students learn and how teachers approach their jobs will be revolutionized by technological advances of the future. Teachers may need various skills and competences to improve their job. This study tried to explore teacher's skills and competences that will be needed in future. Three hundred teachers and 200 students participated in this study. A questionnaire which consisted of 30 items was used as an instrument for data collection. The results of this study indicated that teachers must be able to develop their own knowledge by connecting with content experts across the globe. In addition to learning about the old basics (reading, writing, and mathematics), teachers will need to have specific skills such as creativity, critical thinking, communication, and collaboration because students who have grown up with the Internet will need to learn other skills like problem solving and critical thinking to overcome various difficulties that they may face in the future. Most teachers and student believed that technological advances will transform classrooms and schools; therefore, having enough technological knowledge will be vital for teachers in the future.

2.A.2. 'To Know', 'To Do' or 'To Be': Redefining Teachers' Role in a Learner-centred Environment  
K. M. Baharul Islam, Professor and Chairperson, Planning and Development, Indian Institute of Management, India

Learner-centred teaching, since the mid-1990s, made teachers and content focused classroom practices gradually change to a learner and learning centred movement. Teachers started adopting a new role of being the facilitator or mediator of the learning process. Major institutions around the world developed various methods, techniques and approaches to implement learner-centre curricula and adopted innovative ways to embrace this "new learning paradigm". In professional institutions, the shift was predominantly from how they teach (to know) to how they develop requisite skills (to do). Teachers are now on the verge of another shift from the 'to do' approach. This paper presents a case for a new shift in the role of teachers within the learner-centred environment. Through an analytical study of existing curriculum in a professional institute (Indian Institute of Management Kashipur), this study reports the outcomes of a teachers' professional development policy based on Harvard's Participant-Centred Learning. The institute has adopted a policy to gradually incorporate the Harvard model but the issue under the scanner is: whether such a model can be successfully implemented within the existing curriculum framework. The results of the study strongly suggest that the role of the teacher is now destined to make another paradigm shift towards 'to be' that underlines the redefining of their role as mentor rather than a facilitator to allow students to self-actualize their life-goals.
2.A.3. Developing Blended Thinking Excellence for Professional Development
Mun Fie Raymond Tsoi, Managing Director, MFR-Training & Consultancy, Singapore

Social learning in professional development coupled with new ways of achieving the right thing at the right time within a collaborative multimedia learning environment will likely be the focus of future educational paradigm for educators. To stay relevant, developing blended thinking excellence will be one of the ways forward for designing effective professional development involving social and collaborative learning.

Blended thinking excellence focuses on blending academic and corporate processes to attain excellence in thinking. Eradicating old thinking to make way for new thinking is key in this blended thinking excellence.

This paper provides practical insights of a real-life on-going innovative K-12 international programme crafted within the realm of professional development. This blending is augmented by infusing a hybrid learning model to address the what, why and how aspects of this blended thinking excellence for a meaningful, functional and relevant professional development.

Thursday, 30 October 2014
Session 2B: Professional Development of Diverse Teachers: Experiences from Indonesia, Pakistan and China
Room: Beta 2
09:00 – 10:30

2.B.1. The Call for More Qualified Teachers: The Supply and Demand of Elementary Schoolteachers in Jakarta
Amanda Putri Widarmono, Founder, We The Teachers, Indonesia

The number of children entering the schooling system continues to increase every year, and this only means that we need more classrooms and teachers to respond to the circumstances. The paper explicates the issue of supply and demand of elementary schoolteachers in Jakarta, Indonesia. Analysis on data that is publicly available, bolstered with interviews with public as well as private school educators provides the foundational information of this research.

The study yields that the gap between the supply and demand of elementary schoolteachers was indeed, large. From the quantity perspective, 20% of teaching positions remains empty. Meanwhile, the qualities and capacities of our teachers also do not meet school leaders' expectations, for example, in terms of their classroom management skills. The research looks further into teaching as a profession in the Indonesian context, with its history of colonization and Soeharto regime for 32 years, hoping to find a comprehensive solution that not only attracts the top talents into teaching in order to have more teachers in classrooms, but also devises sound and appropriate teacher education programmes that would benefit the country in the long run.

The research recommends extensive in-service professional development programmes for current teachers, where regular observation and feedback sessions in actual classrooms would follow, hence ensuring the programmes' sustainability and effectiveness. Simultaneously, there needs to be multi-stakeholder advocacy to increase teachers' social status and improve public appreciation toward teachers.
2.B.2. Developing Effective Habits in Teachers
Abaida Mahmood, Administrator, Qurban & Surraya Educational Trust, Pakistan

Teachers are considered the most significant contributors in the overall development of the nation; their job is not only to deliver the curriculum but are also engaged in defining and reinterpreting the syllabus. They also contribute towards the intellectual, moral, social and academic development of children enabling them to become better citizens. They are the key players in the process of educational change and school improvement; Teachers being the power houses of education need nurturing and training to fulfill their full potential. Investing in teachers mean that not only do they develop themselves but we acquire teachers for the future that we want.

This paper helps teachers to explore their potential by understanding and polishing their effective habits that they practice in their classrooms. It was inspired by the idea of Stephen Covey who introduced the seven habits of highly effective people. The paper has adapted Covey's habits in detail and advice teachers on how to make use of these habits and leading to effective learning and teaching.

2.B.3. Rural School Improvement through Supporting Teachers' Professional Development – A Case Study from China
Jing Liu, Programme Specialist, UNESCO International Research and Training Centre for Rural Education, People’s Republic of China

How can rural school teachers be supported to engage in continuing professional development? How can they be supported to engage in school's continuous improvement? This paper summarizes the lessons learned from the implementation of the China-UK Southwest Basic Education Project aimed at improving school quality through supporting teachers' professional development. The key message of the paper is that rural school improvement could only be achieved through capacity building of teachers which enhance their professional competency and confidence to participate into the improvement process. This approach was particularly helpful in making teachers understand the need to shift teaching and learning from teacher-centred to learner-centred needs, as well as in helping them change classroom practices. The main condition for the effectiveness of this approach is continuity of the pedagogical support, which can be guaranteed through school leadership, school-based professional development activity and supportive inspection. This paper studies the interventions conducted in these three elements in the specific context of China Southwest rural counties and how they worked on teachers and school improvement. It also tries to identify the reform elements that could be replicable in rural schools elsewhere.

Thursday, 30 October 2014
Session 2C: Teachers for the Early Years
Room: Delta
09:00 – 10:30

2.C.1. Fostering Quality Teaching through Systematic Assessment of Children Entering Grade One
Dayalatha Lekamge, Dean, Faculty of Education, Open University of Sri Lanka, Sri Lanka
Badra Withanage, Education for All Unit, Ministry of Education, Sri Lanka

Commencement of schooling represents a critical period in child development (Entwisle and Alexander, 1998). Inability to create a balance between the two environments, home and school, would lead to “tensions between change and stability and between adjusting to new challenges and
preserving new patterns” (Rim-Caufman and Pianta, 2000: 505). Research suggests that teachers can optimize the development process of children by providing relevant and adequate psycho-social stimulations and creating environments that are significant and favourable for them. Therefore, Grade One teachers should be fully equipped with necessary knowledge, skills and attitudes to assist these children entering Grade One to manage this potentially challenging transition period and to make a positive start to schooling.

This paper reveals about a research study aimed at developing a mechanism to assess the readiness of children at school entry and to develop a deeper understanding among teachers about the strengths and weaknesses of the new entrants. Further, through this process, teachers will be empowered to diversify their teaching-learning methods and techniques in order to provide stimulating and challenging experiences for all children entering Grade One. The schools will also be compelled to review their readiness to support the smooth transition of children to primary school and promote learning for all children.

2.C.2. Coaching Strategies to Support Early Educators: A Catalyst for Improving High Quality Classroom Experiences during the Early Childhood Years
Melissa J. Wilhelm, Director, Fractal Educational Systems, United States of America
Hannah Trout, Education Coordinator, Fractal Educational Systems, United States of America

In the past decade, in the United States, early education programs for children aged 0-5 have expanded rapidly as a potentially powerful support for children believed to be vulnerable or described as ‘at-risk’. Along with this programme expansion has come a call to focus and support the accurate use of research-based/high quality practices in the classrooms, to improve the emotional supports and subsequent educational success of these children.

Professional development has been identified as one of the most practical ways to provide practicing teachers with training related to research-based practices. Supporting improvements to programme quality that focuses on the actual experiences of children, teachers’ behaviours in the classrooms and those specific teacher-child interactions has critical focus. This paper examines the effects and experiences of a one-on-one coaching model, utilizing the Classroom Assessment Scoring System (CLASS) and a distance learning programme, aimed at improving teacher-child interactions in the classroom. Utilizing a coaching cycle model, teachers observed and reflect upon their specific interactions with children using video and the lens of the CLASS. Observation and teacher report indicated overall, teachers improved their delivery of teacher-child interactions at the end of the coaching year.

2.C.3. Teacher Preparation for Identifying and Intervening Children at Risk of Developmental Disorders
Sin Kuen Fung, Director, Centre for Special Educational Needs and Inclusive Education, The Hong Kong Institute of Education, Hong Kong, People’s Republic of China
Yang Lan, Research Fellow, Centre for Special Educational Needs and Inclusive Education, The Hong Kong Institute of Education, Hong Kong, People’s Republic of China
Lui Ming, Assistant Professor, Department of Education Studies, Hong Kong Baptist University, Hong Kong, People’s Republic of China

Early childhood education is the cornerstone of an education system. However, to the population of children at risk of developmental disabilities (CARDD), challenges early childhood teachers need to face are not only early identification of these children, but also development and implementations of productive interventions to reduce influences of existing deficits on their personal development and maximize these children's potential to learn. According to a statistic report by World Health Organization (2011), in a majority of countries in the world, around 14%
to 35% of children aged between 2 to 9 years old are at risk of developmental disorders. Seeking to provide a good understanding of teacher preparation for identifying and intervening CARDD, the present study investigated: a) the confidence level of over 3,000 teachers in a wide range of instructional activities (e.g., confidence in facilitating teaching and learning, facilitating social development, collaborating with parents and other related personnel) across 238 kindergartens, and b) the needs of early childhood teachers in supporting CARDD in Hong Kong. The role of integrated programme placing/not placing in these investigated kindergartens is also taken into account in understanding potential differences of teachers' confidence in identifying, teaching and intervening CARDD. Implications to professional development, improvements of existing facilities and resources to assist early childhood teachers in identifying and supporting children with developmental disabilities are discussed.

Thursday, 30 October 2014
Session 2D: Collaborative Teaching and Learning
Room: Epsilon
09:00 – 10:30

2.D.1. Go Green Community: Reduce, Reuse, Recycle
Hesty Wulandari, Diponegoro I Senior High School, Indonesia
Lilis Mustyarropah, SPM LabSchool Kebayoran, Indonesia
Leela Pradhan, Tribhuvan University, Nepal
Rhodora I. Dela Rosa, Vilma M. Salas, Maria Francesca Coreen T. Frias, Ma. Ruby Hiyasmin M. Malicdem, Cleotilde Villanueva, Raffy Fajanela and Jonathan Carasco
Central Luzon State University, Philippines

The project Go Green Community: Reduce, Reuse, Recycle is an environmental protection campaign involving teachers and students from the Philippines, Nepal and Indonesia to promote the beneficial practices of reducing, reusing and recycling plastic materials and containers. The main objectives of the project are to instil among students the value of reducing, reusing, and recycling; extend this spirit to the local communities; and produce a student-initiated online bulletin (www.gogreencommunity.weebly.com) regarding the concerted civic actions of the schools and local groups in building a green community.

Using a project-based approach, the project team attempted to collaborate through a variety of ICT-based channels including a webinar on reusing waste materials, social network groups to facilitate interaction among teachers and students, as well as e-mail exchanges and video conference sessions the project participants.

The substantial limiting factors in optimizing telecollaboration in this project include: (i) differences in the school calendars resulting to difficulty in scheduling online learning exchanges; (ii) differences of the students’ age and school level (high school, college) which resulted in difficulty in designing mutual learning tasks to promote authentic telecollaboration. These factors further escalated when team leaders independently identified subject area or programme course to anchor/integrate the project/campaign, hence resulting in variations on students’ learning tasks. In the end, team leaders agreed to adopt flexible project plans and designs to suit the school context and age conditions of the participating groups, and readjusted the strategy to overcome the intervening conditions of each of the participating countries.

This presentation will highlight the lessons learned for teacher educators and teachers in working across borders to enrich the learning outcomes of their students.
2.D.2. Developing Intercultural ebook on Asian Local and Indigenous Knowledge Systems through Telecollaboration
Rohizani Yaakub and Norlida Ahmad, Universiti Sains Malaysia, Malaysia
Zanabazar Bayarchimeg, Mongolia State University, Mongolia
Magnolia A. Laus, Cherry F. Malaque and Aurelio Vilbar, University of the Philippines Cebu-High School, Philippines
Rossukhon Makaramani, Suan Sunandha Rajabhat University, Thailand

Addressing the need to preserve traditional cultures, this paper describes a project involving teacher educators, teachers and students from Malaysia, Mongolia, Philippines and Thailand to develop an intercultural ebook on Asian local and indigenous knowledge systems (LINKS) through telecollaboration. The following methodologies were used: (1) participatory action research which students gathered the LINKS in their country; (2) synthesis of LINKS; (3) telecollaboration with students meeting online to synthesize, compare and contrast the LINKS from the four countries; (4) developing the ebook; (5) final telecollaboration for critiquing; (6) evaluation of the telecollaboration project using questionnaire, reflections, and focus group discussion. Findings show that the students strongly agreed that the project promoted their understanding of Mongolian, Malaysian, Philippine, and Thai cultures; developed interest in learning about other cultures; and facilitated applications of learning about Asian cultures. Challenges encountered were different school calendars among four countries and weak internet connection which can be solved. The ebook will be used as an instructional material in learning Asian cultures in basic education.

2.D.3. Technology for ALL: Nothing is Impossible
Dianne Chambers, University of Notre Dame, Australia
Vaibhav Jadhav, University of Pune, India
Dipak U. Tatpuje, Satara Polytechnic and Vidyadeep Foundation, Satara, India
M.G. Peiris, Uva National College of Education, Sri Lanka
Shesha Kanta Pangeni, Kathmandu University, Nepal
Horth Han, Kaneal Regional Teacher Training Centre / Kemrak University, Cambodia
Lorna Almocera, University of the Philippines Cebu, Philippines

Technology has been shown to improve the access of students with disabilities to the curriculum and social environment of the classroom (Brown, 2013). Technology for ALL: Nothing is Impossible was the focus of this project, with a key question being: what technology can be used to support children with disabilities in a mainstream classroom? Pre- and in-service teacher trainees from six countries – India, Sri Lanka, Nepal, Cambodia, Philippines and Australia, attempted to telecollaborate and use ICT to collate and evaluate information about technology that can be used in classrooms by teachers to support students with disabilities. Some of this information was collected and shared in a wiki and some was shared via Google and Facebook pages. The focus of the project was on technology that assists students with disabilities or learning challenges at all levels, particularly tools which are low technology (i.e. free or easy to construct), due to the difficulties teachers in some countries have with accessing expensive or internet-based assistive technology. The participants worked together in Bangkok during a telecollaboration workshop sponsored by Japan Funds-In-Trust and facilitated by UNESCO Bangkok.

Successful outcomes and challenges of the project will be discussed. Successes include the dedication and commitment of the participants to enhancing the Education for All Framework within their institutions through working with teachers or teacher trainees to include students who may not otherwise have been included, and increased knowledge of assistive technologies that can be used with students with disabilities to engage them in the curriculum. Challenges often centred around cultural differences and logistical concerns.
Thursday, 30 October 2014  
Session 3A: Improving Teaching Practices through School-based Reforms  
Room: Beta 1  
14:00 – 15:30

3.A.1. The Limits of Teacher Training: Understanding Teacher Incentive Systems  
David W. Chapman, Birkmaier Professor of Educational Leadership, University of Minnesota, United States of America

This paper posits that teacher preparation initiatives, even those with strong evidence of their effectiveness, often fail. The central premise of the paper is that government and education officials often misunderstand the actual incentive systems that influence teacher behaviour. The paper offers six reasons and supporting analysis for why teachers may resist adopting even demonstrably better teaching methods. (1) The training is poorly designed and/or delivered. (2) The training was adequately designed, but not delivered in a sufficient 'dosage' to effect the change in teacher performance. (3) The training was effective, but the teacher lacked administrative support to implement the new practices, once back in their school. (4) Parents and other community members did not understand the new instructional approach and brought pressure to bear on the teacher to revert to conventional instructional approaches that parents consider more appropriate. (5) The teacher lacked the textbooks and instructional materials needed to successfully implement the new approach. (6) The training was effective and the teachers understood it, but did not agree with the approach being advocated. The central argument of this paper is that teacher training is the answer only if lack of training is the real underlying problem.

3.A.2. From Structural Conflict to Sustainable Innovation in Schools  
Richard James Owens, Director of the Centre for Innovation in Leadership and Learning, Australian International School, Singapore

Structural conflict occurs when individuals find themselves working within two or more conflicting sets of systems and beliefs that have mutually exclusive goals or purposes (Senge, 2014). In many countries around the world, educators are finding themselves caught in the tensions that exist between a systemic drive towards greater standardization and accountability in schools, and a localized need to create personalized, creative spaces where innovation and experimentation can flourish (Shirley, 2013). Oscillating between these divergent objectives for administrators and teachers is often exhausting, demoralizing, and distracting from their core focus on improving teaching practice and student learning (Hargreaves and Fink, 2006). How do we resolve the damaging structural conflict currently being experienced by educators in many countries to create schools where innovation in curriculum, pedagogy and leadership can be explored and adopted to enhance the profession and our learning institutions?

This paper draws upon case studies of effective school-based reform from Singapore and Australia to highlight ways in which sustainable cultures of innovation can be created through systems thinking to enhance professional practice and student learning. In each setting, the school administrators and teachers were able to improve outcomes in relation to student learning, engagement or well-being by creating ontological spaces where they could collaborate, reflect and support each other's development. The paper argues that the current trend towards large-scale reform through increased accountability and standardization is misplaced, as it intrudes upon and limits the conditions that support innovation, experimentation and improvement in our schools. The paper recommends that more attention be given to supporting school-level reform and nurturing the types of inquiry, collaboration and leadership that will help create the future we want for education.
3.A.3. Linking Pre-service Teacher Education and In-service Teacher Training for Effective Results in Indonesia
Feiny Sentosa, Deputy Chief of Party, PRIORITAS, Indonesia
Rina Arlianti, Consultant, Indonesia

Teachers need ongoing professional development in order to ensure they deliver good quality education using teaching strategies appropriate with the changing needs of the students. They also need to ensure that they are implementing the curriculum in alignment with government policy. This paper touches upon three main areas in relation to teacher education and continuing professional development which are important areas of focus of PRIORITAS, a USAID funded basic education project in Indonesia (2012-2017). First, the paper looks at how the project ensures a 'whole school' approach to in-service teacher professional development through training and regular school cluster meetings. This approach to training offers practical strategies to putting in place student-centred teaching and learning which is both meaningful and fun. The paper also examines how the pre-service education programmes can be linked with in-service professional development which emphasizes practice. This is to ensure that the programmes provided by teacher training institutes can readily equip future teachers to teach effectively immediately after graduation. Lastly, good practices resulting from this teacher training need to be scaled up to be sustainable. This can be achieved through commitment and improved management and governance at the school and district levels.

Thursday, 30 October 2014
Session 3B: Re-imagining Teacher Development in Response to Globalization
Room: Beta 2
14:00 – 15:30

Al Karim Amir Ali Datoo, Research Co-ordinator, Institute of Ismaili Studies, United Kingdom

The proposed presentation argues for future teacher development aspirations and approaches to pay increased attention to the role imagination can play in bringing educational and positive social change. To support this point, insights will be drawn from the works of educator philosophers: Maxine Green, John Dewy and Eliot Eisner. Building upon this, an emphasis will be made for a need to employ 'new' and robust educational imagination which can be both sensitive as well as responsive to changing nature of youth's social imagination due to experience of globalization; an aspect which appears to be missed out in most of the current educational thinking. To substantiate the point, ethnographic findings based on two case-studies carried out in contexts of Tajikistan and Pakistan will be shared, analysing make-up of youth's social imagination as they interact with globalizing forces from their subjective particularities, and how this 'new' social imagination informs the value-choices these youth make as that has implications for the whole society. The presentation will further probe as to what kind of educational imagination is needed to guide the youth's future in such a manner where they could comfortably reconcile and employ elements from global and local, modern and tradition which can equip them to engage with universal and cosmopolitan values; through full comprehension of their locations in particular in order to create a world that is socially just, pluralistic, and loveable. To create such a possibility, the presentation argues and emphasises that future teacher development approaches (including teacher development curricula) need to be re-imagined in order to make teaching profession socially responsible and relevant for the future.
3.B.2. Globalization, Internationalization and the Imperatives to Reform Teacher Education: A Case of Singapore
Rita Zamzamah Nazeer-Ikeda, PhD Candidate, Waseda University, Japan

Teacher education is known for its nationally local orientation. Its key role in national development makes it especially important for teacher education to be heavily contextualized to national and local contexts. Recently, however, burgeoning academic literature is highlighting how globalization, and its emphasis on the knowledge economy, is nudging teacher education to open up to incorporate internationalized perspectives much like what has been observed in higher education. Yet, this emerging phenomenon has not been sufficiently problematized and discussed.

As part of a larger study, this paper reports qualitative data obtained in Singapore from key actors who put in place institutional policies (i.e. leaders at the nation-state's sole teacher education institute) and those at the frontline who implement these policies (i.e. classroom teachers). This paper analyzes the data using a framework adapted from established understandings on the internationalization of higher education.

Results show that the internationalization of teacher education distinguishes itself from other subsidiaries of higher education. Inevitably, due to teacher education's strong national obligations, the integration of international dimensions is limited and guided by local priorities. However, the imperatives to internationalize teacher education are stronger than expected. Albeit in differing degrees, these come in the form of expected academic, economic, socio-cultural and political benefits. Above all, the greatest motivation for teacher education reform is to realign itself to the contemporary demands placed upon the teaching profession.

3.B.3. Teacher Attitude, Learner Schema for a Globalized but Inclusive and Sustainable World
Paul D'Souza, Visiting Associate Professor, Pillai College of Education and Research, Mumbai University, India

What do we see in the foreseeable future? Life, industry and the society at large driven by cutting edge technology where the new generation will begin to expect everything material to be delivered on demand at the push of the button. It may not be totally unimaginable to expect the generations to come soon to un-apologetically expect reciprocal emotions to be ‘delivered on demand’. Can such a delivery-on-demand generation be the building blocks of an inclusive and sustainable society? With intrusive technology making our lives more unsustainable and less inclusive, it falls upon education to take concrete steps to maintain the sustainability and the inclusiveness quotient in this so called globalized world.

To understand the teacher’s role in preparing a globalized learner who develops into an inclusive and sustainable world citizen, this paper will introduce a FAME Multidimensional Model of Learner Development, also termed as DASHATAMODELA in the Anglo-Sanskritized lingua-fraca keeping in mind the central place the guru held in the Sanskrit world of ancient learning. The model will highlight the dependency of the learner’s self-esteem and self-efficacy on the attitude of the teacher – the powerhouse of education. It proposes that the teacher preparation must focus on building the understanding and the ability of teachers to power the self-esteem and self-efficacy of the learners who then in turn will march ahead to contribute to a globalized but inclusive and sustainable world.
3.C.1. Stakeholders Collaborative Partnership in the Introduction of Lesson Study as Continuing Professional Education Exercise: The Initiative, the Implementation, and the Impact

Marvin C. Casalan, University of Antique-Caluya, Antique, Philippines
Marmon A. Pagunsan, UNESCO Jakarta, Indonesia
Genevive G. Lim-Reyes, Local Government Unit of Caluya, Antique, Philippines
Levi E. Elipane, University of the Philippines-Diliman, Quezon City, Philippines
Charisse O. Joting-Quiman, University of Antique, Sibalom, Philippines

Caluya is the only island municipality among the eighteen towns of Antique Province in the Philippines. Although the place is considered remote, the Local Government Unit is hopeful for its total development through education. This can be seen through the budget allotment of the Local Government Unit to education among its array of priority programmes and projects. Collaboration with the stakeholders was then realized to plan out programmes which will empower and educate the youth and increase the number of professionals in the place. To attain this goal, the Local Government Unit and the University of Antique-Caluya Extension Campus became partners and initiated a program in their desire to uplift the science and mathematics performance of the learners in the locality. This paper will expose how the partnership and collaboration works particularly the processes, implementation, and on how an In-service Teachers Training was held and Lesson Study was introduced.

3.C.2. Looking Inside the Classroom Black Box: Examining Practices, Beliefs and Knowledge of Indonesia's 8th Grade Mathematics Teachers

Andrew Ballard Ragatz, World Bank, Indonesia

The study was a joint effort between Indonesia's Ministry of Education and Culture and the World Bank under a Dutch trust fund. It involved students and teachers participating in the Trends in International Mathematics and Science Study (TIMSS).

The Indonesia TIMSS video study of 8th grade mathematics teachers aimed to determine not only what takes place in the classroom, but to also gain a better understanding of why it takes place and how teaching practices relate to student learning. The study is, at its heart, an exploration of interplay among three components: teaching practices, teacher mathematical beliefs and mathematical knowledge in teaching. Detailed coding of videotaped lessons for 200 teachers provided insights on classroom activities. The use of video also allowed for in-depth explorations on key practices such as the handling of student misconceptions and the use of questioning. A mixed-methods approach was utilized: quantitative analysis involved multilevel modelling and 'data mining' to identify patterns of relationships, while the qualitative analysis mainly focused on case studies of ten relatively high-impact teachers to provide insights on specific practices and explore why they are used. While certain practices emerged as having a positive relationship with student learning, their effectiveness also tended to be highly dependent on the teacher, context and the method of delivery. A Congruency Model was developed to conceptualize the beliefs-knowledge-practices relationship. Research was turned into action through a teacher continuous professional development course based on the findings.
3.C.3. Inquiry-based Science Teaching
Hans Langendam, Education Advisor and Trainer, VSO Cambodia, Cambodia

VSO Cambodia has a project to improve the quality of secondary science education by increasing the capacity of science teachers (Biology, Chemistry, Physics, and Earth and Environmental Studies) in nine rural provinces. We want to develop inquiry-based science teaching that uses theoretical and interactive activities so that students will enjoy learning science, and more likely to continue studying those subjects.

VSO developed and distributed The Experiment Support Book for teachers of Lower Secondary Education Grades 7-9. Cambodian trainers, supported and coached by the project staff, made it possible for 350 science teachers of 139 lower secondary schools to use the book properly. The book contains experiments, games, observations and demonstrations that are matched to every lesson in the Ministry textbooks.

Every participating school received a package with materials that makes it possible to carry out these experiments and games. Most schools do not have electricity, piped water and gas available. But VSO provided simple materials, such as cooking stoves and chemicals that can be purchased locally. Evaluations show a change in teaching practice; 93% of teachers use the Support Book for lessons and 76% now use practical activities on a regular basis.

Thursday, 30 October 2014
Session 3D: Operationalizing Inclusion in Teaching and Learning
Room: Epsilon
14:00 – 15:30

3.D.1. Mega Policy Trends and Their Implications for Educational Inclusion
Tamo Chattopadhay, Associate Professor, Center for Policy Research in Higher Education, National University of Education Planning and Administration, India

There is hardly ever any consensus on what constitutes mega trends – especially when it comes to international educational development. However, a set of strategic policy directions are increasingly encountered in the discourse and practice of international education, as the development community deliberate on the post-MDG agenda. The current presentation zeroes in on some of these major policy themes, and examines them critically with regards to educational inclusion of vulnerable and underprivileged children. Specifically, the presentation will explore:

1. Emergence of new technologies and the way they are altering how teachers learn and teach, how students learn, and in general how schools are organized as learning spaces;
2. Policy focus on teacher development systems and innovations such as residency model and mentoring practices, along with critical perspectives on alternative teacher accreditation approaches;
3. Growing emphasis on large-scale assessments of learning and its implications for educational inclusion (and marginalization) of children from underprivileged backgrounds;
4. Internationalization of the School Choice debate, and the potential of public-private-partnerships (PPP), in its various forms, to promote educational inclusion;
5. Randomized evaluation as the methodological choice in the quest for “evidence”; and the limits and possibilities of “what works” research in enhancing educational inclusion.

The presentation will highlight theoretical insights and practical issues surrounding each of these areas.
Ian Kaplan, Director, Enabling Education Network CIC, United Kingdom

Research and practice initiatives related to inclusive education tend to focus more on access to learning rather than access, participation and achievement in/through learning. This short presentation, then, looks at recent literature and personal research experience from the Asia-Pacific region and beyond to discuss promising practices (and gaps) in inclusive teaching/learning processes. Further, this presentation contends that in order to understand and address the challenges in realising inclusive teaching and learning, there is a need to focus on the connections between: social inclusion; the policy/practice of schooling; teacher education; and school and classroom practices.

Kazuo Kuroda, Professor, Graduate School of Asia-Pacific Studies, Waseda University, Japan

Ever since the movement was launched at the World Conference on Education for All in 1990 in Jomtien, and the adoption of the Dakar Framework for Action in 2000, much has been achieved by the international community until present. However, the failure to reach the marginalized has deprived many children from their right to education. The issue of equity encompassing even the last five to ten percent of the population who continue to be disadvantaged and vulnerable remains to be a major issue for the post-Dakar agenda. On the other hand, international attention is now more on learning outcomes of education and international practices to monitor students’ academic achievements, such as PISA, became a new powerful means of educational global governance in recent years. The Salamanca Statement in 1994 has also become the impetus to the notion of equity, quality and inclusion suggesting radical changes to the form of integration, which signified a new concept to accept a diverse range of special needs or excluded groups. Moreover, inclusion is regarded as improving and enriching the quality of education in classrooms in a way that children with special needs would stimulate and influence those without special needs in a positive way, learning from one another, eliminating discriminatory attitudes and embracing diversity. Backed by these international policy trends and considerations, the international community is now actively discussing the post-2015 education agenda. This presentation illustrates the conceptual relationships among internationally pursued goals of equity, quality and inclusion of education and tries to propose monitoring mechanisms of policy process toward these goals as a possible contribution to the international efforts to formulate the post-2015 global governance framework of education.

3.D.4. Future Teacher We Want for Inclusive Classrooms
Padoong Arrayavinyoo, Professor, Faculty of Education, Suan Dusit Rajabhat University, Thailand

Since inclusive education is a global trend, a number of theories and practices have been invented in order to achieve this ultimate goal in inclusive education. The author devised a model entitled “AFDAC”, standing for Attitude Changing, Facilitating, Differentiating, Accommodating, and Cultural Adapting. In the first element of this model, the Attitude Change, the teachers must be able to change their attitudes towards education practices, which are for every student, not excluding the students with disabilities. The teachers, the school personnel and the community members are to bear these attitudes. In the second element, Facilitation, the teachers are seen as the ones who initially ignite the learning process, cause the learning to occur, and carry it onward, not serving as those who instruct. Differentiation, the third element, describes how teachers in the future can teach the students in different ways, in harmony with each individual’s capabilities. In the fourth element, the Accommodation, the teachers must be able to adapt a number of areas to
suit the students’ learning styles, interests, brain dominance, multiple intelligences, etc. In the last element, the *Cultural Mind*, the teachers will be oriented towards cultural adaptations, particularly for the students who come from different cultures, philosophies, beliefs, i.e. the difference between western and eastern cultures and beliefs on inclusion. Otherwise, inclusive education practices in teaching and learning may not be readily successful. The teacher training for the future has to be reformed accordingly.

3.D.5. Teacher Preparation for Inclusive Education  
*Basu Dev Kafle, Professor, Faculty of Education, Tribhuvan University, Nepal*

If we define inclusive education as quality education for all which is delivered in a learning friendly environment, the teacher factor and its preparation stands above all other factors. As the popular saying goes that no education system of a country can be any better than its teachers, attracting promising workforce to teaching profession, pre- and in-service teacher training and retention of professionally sound and qualified teachers should form the base of preparing teachers to face what we call today the challenge of inclusion. Inclusive education is much talked about over the two decades; little policies are made and thus less practiced. So is true, more or less with teacher preparation.

Teacher preparation for regular or inclusive education (as regular education is often equated with inclusive education) has some common characteristics: visionary, promising, adaptive and reflective as well as leading. Classrooms of today have changed so much that the teachers are finding it difficult to catch with the time and manage it. They have lagged behind to adopt and benefit from the merits of the use of IT and growing pressure on provision of quality education for all, not only education for all, has shaken the very base of teachers and the profession they belong to. Challenges are there for all from teachers to policy makers to curriculum designers to create enabling learning environment that is well resourced to meet the needs of all learners.

Nepal's case of teacher preparation for inclusive education has been not only sporadic in nature but also poorly legalized. Recently, the apex educational training organization, NCED, has come up with eight most common competencies which also include the competency of inclusion. They are basically for general teachers as we do not have inclusive education teachers per se. Given this and similar situation in many countries, the presentation seeks to establish common core policies for preparing teachers for inclusive education with a strong legal base which goes into the school culture in the form of an informed practice.

Friday, 31 October 2014  
Session 4A: Status of Teachers and Strategies to Retain and Motivate Effective Teachers  
Room: Beta 1  
09:00 – 10:30  

4.A.1. The ILO/UNESCO Recommendations on Status of Teachers 50 years On!  
*John C. Friend-Pereira, Head of Programmes, VSO, Cambodia*

The ILO/UNESCO Recommendations concerning the Status of Teachers were adopted on the 5th of October 1966 nearly 50 years ago. The Recommendations set forth the rights and responsibilities of teachers and the international standards for their pre-service and in-service training, recruitment, and employment and participation in educational decision making through
the established formal mechanisms for consultations and negotiations between teachers and other key stakeholders.

In short the Recommendations provide an international frame of reference with regards to a range of issues impacting the professional and labour rights of teachers. In addition, they are designed to provide a basis for national laws or practices concerning teachers within national cultural contexts. While the Recommendations are not legally binding, all member states of the ILO and UNESCO are obliged to be familiar with the provisions and are encouraged to apply the Recommendations in their country.

It is against this context and with the 50th anniversary of Recommendations approaching that this paper will focus on reviewing several thematic provisions and their application in the country specific case of Royal Kingdom of Cambodia and provide general overview of the implementation of recommendations generally in the Asia-Pacific region.

4.A.2. Growing Teacher Retention with Collaborative Creativity
Debra Lord, Chair, High School of Commerce English Department, Springfield Public Schools, United States of America
Celeste Femia, M.S., High School of Commerce Associate Principal, Springfield Public Schools, United States of America

While national reform efforts focus on teacher recruitment, many school systems continue to lose teachers every year as teachers leave the field of teaching or change schools in pursuit of better working conditions.

Successful retention of high quality teachers requires school communities to provide working environments where jobs can be more rewarding. When teachers are genuinely engaged in data-driven conversations, exploring challenging questions about student learning and effective teaching with peers, teamwork is transformed into a teacher-owned enterprise of ownership and accountability.

This paper will present an effective, cost efficient, and sustainable teacher retention model using collaborative creativity.

Kengo Shirogane, PhD. Student, Graduate School of Education, Kyoto University, Japan

The Vietnamese government promotes inclusive education by encouraging children with special needs to attend regular classrooms under the Law on Persons with Disabilities. However, there are numerous practices that undermine the government’s efforts. One solution was to provide teachers with an allowance for each child with special needs in the classroom, but has this child allowance really increased teacher’s motivation? This paper presents a study that examined appropriate incentives to increase teacher’s motivation through the (1) literature review; (2) observations in the classrooms; and (3) interviews with the teachers. Initial findings revealed that teachers continue to implement lesson plans with little regard to children with special needs. The tendency to regard children as monetary motivation causes teachers to overlook individual children’s special needs. This study proposes alternative ways for the government to ensure teachers’ financial security, such as providing social welfare and encouraging leave of absence to promote an environment where teachers can improve their teaching practices.
4.B.1. The Challenges of Providing Culturally Inclusive Quality Education in South Korea in an Era of Rapidly Increasing Globalization and Multicultural Diversity

Seongdok Kim and Gerald W. Fry, University of Minnesota, United States of America

Korea, noted for its strong national identity and homogeneous society, has been experiencing rapid development in recent decades, which has been termed "the miracle on the Han River". During the past two decades, there has been an increasing influx of migrants to Korea creating a new more multi-ethnic Korea. As reaffirmed by Education for All in 1990 and Dakar World Education Forum in 2000 by UNESCO, there was a call for inclusive education for all in schools, regardless of ethnicity, gender, and socioeconomic status. Though ample international literature stresses the importance of inclusive teachers' education and culturally relevant curricula, these key elements are not adequately reflected in current pre- and in-service teacher education programmes in Korea. This paper, drawing upon the theoretical/conceptual framework of cultural democracy, examines critically pre-service and in-service teachers' training and curricula in Korea with the aim of enhancing culturally sensitive teaching and creating more inclusive learning environments. To achieve this goal, education for international and cultural understanding as a compulsory course at Korean universities of education is recommended. The provision of need-based workshops for in-service teachers is also considered. The paper examines creative ways to improve teacher education to better serve marginalized groups in Korea.

4.B.2. Education for People with Disability: Learnings from Inclusive Education in Lao PDR and a Longitudinal Study of Technical Vocational Education and Training (TVET) in Australia

Stian Ho Yong Thoresen, Errol Cocks, Angela Fielding and Sue Gillieatt, Curtin University, Australia

Education is fundamental for development and a significant contributor to social and economic inclusion of disadvantaged groups. People with disability experience significant social and economic disadvantage throughout the world. Poor or inadequate access to the education system, including Technical Vocational Education and Training (TVET) is a common barrier. Furthermore, teachers and trainers require both formal (technical or vocational) and informal (soft) skills to support students with disability complete their education and training.

This paper presents findings from two studies: it outlines some of the key learnings of inclusive education efforts in Lao DPR over the past two decades, as identified through a structured scoping review of the literature. Secondly, it presents barriers and facilitators for course completion among a cohort of apprenticeship and traineeship graduates in Australia. These were identified a national longitudinal postal study (n=403). The learnings from these two studies are then combined to provide valuable insight into the teacher skills and competencies required to support people with disability to basic and TVET education. While Lao PDR and Australia are very different educational systems, the studies suggest that soft skills, such as attitudes and the willingness to provide personalised support, is crucial to provide good outcomes.
4.B.3. In-service Teachers Learn Better from their Students and Colleagues: Sharing Experiences of Working in the Districts of Gaya and Patna of Bihar, India
Sanjeev Rai, National Thematic Manager-Education, Save the Children, India
Bharti Kanubhai Chauhan, Programme Coordinator, Bihar State Programme, India

Once teachers are motivated and made to realize their commitments towards most marginalized children, they themselves take many initiatives to bring innovations in teaching learning processes despite all odds at their working environments. One instance of such initiative has been the formation of 'teacher forum' where teachers with positive mindset gather once in a month on a holiday to discuss and exchange ideas to improve learning ambiance and also about ensuring retention amongst children. This forum supplements and compliments the effort systemic structure of cluster resource centre and block resource centres (CRC-BRC). Weekends/Off day has been decided for the forum's meeting to avoid disruption in the teaching process in schools.

Unlike normal NGO/GO supported forums, here teachers decide their own agenda, venue and facilitate the discussion at the forum themselves. This is one of the platforms where everyone is the leader and participant as well. Currently, 60 teachers get together once in a month. They do not ask any remuneration or transportation cost from NGO or GO as they have felt the requirement of investing their time and energy to their own learning, professional development and respect in the society at large. This case is a significant point of departure as most of the similar processes are being controlled either by GOs (CRC/BRC) or NGOs.

Moreover, community linkages and children's participation bring a lot of value in their novel initiative. Felicitation of the teachers by children and community also contributes in motivating teachers to be more committed and professionally competent. Better school-community linkages, teacher-student bond help teachers to identify what they must learn and know to serve children effectively. If replicated or scaled, such initiatives may bring a quantum of change towards ensuring quality education to most deprived children in society.

Friday, 31 October 2014
Session 4C: Use of ICT in Teacher Education Programmes
Room: Delta
09:00 – 10:30

Greta Gudmundsdottir, Researcher, Department for ICT in Kindergarten and Teacher Education, Norwegian Centre for ICT in Education, Norway
Ove Hatlevik, Department for ICT in Kindergarten and Teacher Education, Norwegian Centre for ICT in Education, Norway
Geir Ottestad, Head of Department for ICT in Kindergarten and Teacher Education, Norwegian Centre for ICT in Education, Norway
Lene Karin Wiberg, Senior Advisor, Department for ICT in Kindergarten and Teacher Education, Norwegian Centre for ICT in Education, Norway

Teacher education plays a key role in assisting teachers to develop a realistic understanding of their profession. In Norway, ICT is a prioritized area in the national curriculum and Norwegian schools have good ICT access. Similarly digital competence is considered as one of five basic skills all students should gain integrated with subject knowledge through basic education. This is what meets new teachers when entering the classroom.
This paper presents data from a nationwide survey of 362 new teachers concerning the use of ICT in their teacher education programmes and how well prepared they consider themselves to use ICT when starting teaching. The findings show that they are critical to the lack of ICT focus in their teacher education. New teachers experience discrepancies between the expectations to their profession and the realities meeting them when they start teaching. This is challenging as early experiences of teachers are crucial in determining teachers’ attitudes towards their profession, their professional development, their classroom practice and not the least their endurance in the profession.

The study confirms that there is a need for further exploration of teacher education programmes and how they shape new teachers' perceptions and effective integration of ICT in their teaching.

4.C.2. Teachers-to-be Project: Learning and Sharing Ideas to Stimulate ICT in Education
Hiromi Uwabo, Graduate School of Media Design, Keio University, Japan
Daisuke Akatsuka, Mozilla Japan
Keiko Okawa, Keio University, Japan

In the 21st century, ICT tools are making classes more effective. Teachers and students use PCs and tablets in classes and self-studying, with many trials being practiced by each school. However, the best practices are not shared enough to be reproduced by every teacher. In addition, they have limited chances to learn how to use ICT tools in teacher education.

To address the problems above, this paper proposes a) to use web-making tools for educational programmes, b) a platform for sharing the course design called "class recipe" among teachers-to-be around the world, and c) an inter-connected workshop designed to encourage teachers-to-be to design their own class recipe and share them among various area in Asia through a hands-on and discussions.

The project started in September 2013 and the first session took place on December 7, 2013. This project is ongoing; in the first session, participants faced difficulties and took long to learn how to use each tool. As a part of the improvements, the next session will focus on making and sharing teaching recipes, in order to stimulate more communication and interaction among participants.

4.C.3. E-portfolios and Sustainable Engagement: A Necessary but Challenging Relationship
Christopher Charles Deneen, Assistant Professor, Nanyang Technical University, Singapore

E-portfolios are increasingly positioned as a high-value innovation in teacher preparation and development. One reason for this is the purported ability of e-portfolios to enhance three core areas of teacher education: reflective learning, meaningful assessment, and sustainable, professional competencies. A significant body of research suggests that development of these areas, especially in relationship to each other is essential for effective, modern teacher preparation and career-long success. This paper adopts a critical, research-based inquiry in to the efficacy of e-portfolios in accomplishing their intended goals. A two-year, grant-funded study was carried out at a Hong Kong higher education institution. Using survey, interview and focus group data from a large-scale teacher education programme, significant relationships among assessment, technology, work product and stakeholder perception are explored. A key finding is the importance of sustained engagement to achieving the desired praxis of assessment, learning and competencies. Results suggest that achieving sustained engagement requires curriculum planning in and among four key areas. Areas are discussed in relationship to existing research and potential best practices. Implications and ways forward are discussed in relationship to teacher education development and
the core conference theme of "researching and identifying innovative curricula, pedagogies, technologies and tools to enhance the teaching profession."

Friday, 31 October 2014
Session 4D: National Efforts towards Inclusion: The Asian Experience
Room: Epsilon
09:00 – 10:30

Mahashram Sharma, Former Secretary, Government of Nepal, Nepal

Every child has a fundamental right to education and must be given opportunities to achieve and maintain an acceptable level of learning. Inclusive education is the most effective means for combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. To achieve the goal of education for all, National Plan of Action (2001-2015) has added social equity as one of the key strategic objectives for Nepal. Interventions were made towards achieving equity in education and it has been able to bring positive changes as well. However, equity in education has remained as a constant challenge in the Nepalese education sector.

Special education has been a special agenda of education in Nepal targeting the needs of children with disabilities. Education Act 2071 has provided an important legal base for providing free education to disabled children through the provision of free education. In order to promote inclusive education for children with disabilities, the government of Nepal has implemented special education policy 1996 which has provided a frame to promote special education system in the country and contributed to bring the concern of education for disabled children into the limelight. At present, special schools, integrated schools and resource centres have been running for disabled children.

School sector reform plan (2009-2015) is a major programme provisioned to provide scholarship to all students with disabilities including free residential facilities and free education materials to severe disabled children and to other disabled students as well. Despite progress with several interventions in terms of policy and advocacy by the government, there are still some challenges to improve the system which includes appropriate physical facilities, flexible curriculum, appropriate training for teachers. This presentation will discuss the present challenges, current policy practices and try to suggest future strategies to improve the situation.

Samart Ratanasakorn, Chief of Curriculum and Instruction Division, Bureau of Special Education Administration, Office of the Basic Education Commission, Ministry of Education, Thailand

The key principle of EFA is that all children should have the opportunity to learn. For children with disabilities, this educational opportunity becomes more meaningful and crucial when they learn together with the others, i.e. inclusive practice. In order to promote inclusive and special education, the Royal Thai Government has launched 3 legislations, namely: the Constitution of the Kingdom of Thailand, B.E. 2550 (2007), the National Education Act B.E. 2542 (1999), and the Education for Individuals with Disabilities Act B.E. 2551 (2008). Currently, there are 351,600 students with disabilities in 21,975 mainstreamed schools nationwide; these institutions receive support and consultation from special education centres located in their respective provinces. In addition, pre-service and in-service teacher training programmes on inclusive education are available and constantly revised to assure that future and present teachers master the professional
skills to meet diverse needs of students with disabilities. This presentation reveals these relevant programmes and activities along with challenges from their implementation and practices.

Prasad Wijayakumara Sethunga, Professor, Department of Education, Faculty of Arts, University of Peradeniya, Sri Lanka

The purpose of this presentation is to present good practices in inclusive education that are currently in operation and recognize the reasons of the slow progress of inclusive education in Sri Lanka. Firstly, how a school with very limited resources has adapted itself to include children with disabilities into the mainstream will be discussed. However, it has been recognized that the teachers of Sri Lanka are yet unaware of the concept of inclusive education. In an effort to overcome this drawback the presenter who is a university academic has taken the initiative to include the concept of inclusive education to the curriculum of the Postgraduate Diploma in Education (PGDE) at the University of Peradeniya since 2001. Secondly, the presenter discusses the method of implementation of the above course content. It has also been observed that the main barrier for the implementation of this concept at the school level is the highly competitive "Grade 5 Scholarship Examination" at the last stage of the primary cycle in Sri Lanka. Finally the presenter will discuss the above barriers and current policy practices including few suggestions for further development of the inclusive education in Sri Lanka.

Le Thi Tam, Researcher, Research Centre for Special Education, Viet Nam National Institute for Educational Sciences, Viet Nam

According to the national census in 2009, there are about 1,329,000 children with disabilities in Viet Nam, accounting for 1.55% of the total population and 4.43% of the population of the same age. In reality, creating conditions for these numbers of children with disabilities to have access to education is a challenge for the educational sector of Viet Nam. After considering many factors, the Ministry of Education and Training, decided to choose inclusive education as a vital way to educate children with disabilities. This presentation will introduce some strategies to enhance inclusive education in Viet Nam including increasing awareness of management at different levels and sectors, teachers and parents of children with disabilities; and improving quality of general education in schools which implement inclusive education. Specifically, the presentation will highlight two practical strategies: 1) developing the resource room in general schools in which special educators can provide special services to students with disabilities during their study at inclusive schools, and 2) gradually changing from specific centres or schools to supporting centres for inclusive education which play an important role in assisting general schools before and during the time the children with disabilities participate in the school.

Rayhana Taslim, Associate Professor in Mathematics, Government Teachers’ Training College, Bangladesh

With a population of 130 million, Bangladesh has around 19 million children of primary school age (ages 6-10). Almost half are girls. Tremendous efforts in the past decade have been successful in getting more girls into school, resulting in gender parity in enrolments in primary and lower secondary schools, but the percentage of girls begins to decline in the later secondary years. When the girl dropouts are added to the number of girls who have never enrolled, there are still approximately 1.5 million primary school age girls out of school. The poor quality of education
results in low achievement levels for girls and boys, and limited options for girls and women within the greater society exacerbate the problems of inadequate schooling for girls.

During the 1990s, Bangladesh recorded a remarkable achievement in primary education with net and gross enrolments and completion rates all increasing by over 20 per cent. Girls’ enrolments increased by over 30 per cent during the period. Girls’ net enrolment in 2003 is 84 per cent (compared to 81 per cent for boys) However, 10 per cent of girls and 15 per cent of boys of the primary school age group have never been enrolled in school, and the poor quality of education is reflected in poor attendance, high repetition rates, high drop-out rates (37 per cent for girls and 38 per cent for boys) and low achievement. This results in just over a quarter of girls of the age group completing primary education with a minimum level of the expected competencies. Of the total cohort, 10 per cent never enrol, 34 per cent drop out, 28 per cent complete but do not achieve the minimum expected learning outcomes and only 28 per cent complete with satisfactory achievement. (The corresponding pattern for boys is 15 per cent, 32 per cent, 25 per cent and 28 per cent respectively.)

4.D.6. Inclusive Education for Migrant Children in China
Yin Changchun, Deputy Director-General, Department of Teacher Education, Ministry of Education, China

Since the establishment of the People’s Republic of China, especially after 1958, China has implemented a rural-urban dual differentiation household registration system to restrict migration between rural and urban areas. Since the economic reform and market opening in the late of 1970s, especially after 1992, the restriction on rural-urban migration has been gradually removed. A great number of rural people flooded into cities. In order for them to have compulsory education equally as their counterparts in the cities, the Chinese government has made great efforts. Firstly, increasing policy support; secondly, constructing a financial provision guarantee mechanism; thirdly, scientifically planning schools’ arrangements; fourthly, promoting a fully dynamic management; and fifthly, facilitating education equity. But we are also confronted by many challenges. Firstly, challenges of the supply and demand contradiction; secondly, challenges from insufficient policy implementation; thirdly, challenges of administration. And the future vision on empowering Chinese migrant children’s education is that to enhance categorization supervision, increase financial guarantee, and promote successful school models.

Fata No, Lecturer, Master of Education Programme and Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia

By 2012, Cambodia had a population of 14.86 million, of whom 5% are ethnic minorities, according to the estimation of the World Bank. Most of these minority groups normally live in their communities and there are few of them residing with the majority group, the Khmer. Regardless of their residence sites, their rights are guaranteed by the national constitution. They have equal rights to free basic education as the majority group. However, due to much focus on the expansion of the education access for all Cambodian citizens, the Ministry of Education, Youth, and Sport (MoEYS) did not realize great barriers that those minority children had when studying the uniform curriculum in public school. By understanding the linguistic challenges of those minority children via much research it had carried out in 2003, CARE Cambodia, an international organization, started piloting the first bilingual schools in a northern province of Cambodia. It was when some of those minority groups received their true rights to basic education. CARE Cambodia developed textbooks, and formulated a new model of school boards to ensure the quality education for those children. By observing concrete achievement of bilingual education provided by CARE...
Cambodia, under financial supports from UNICEF, MoEYS started to employ the CARE bilingual education model to three provinces where there lived many minority groups and then in 2008, two provinces were covered. Up to date, MoEYS provides bilingual education (of five minority languages) in 54 schools in 54 villages. There are 205 bilingual education teachers, and 4,162 ethnic minority children enrolled in bilingual education, and 78 textbooks were produced. Some of those children passed secondary school exams and worked throughout the country. Though much achievement has been recognized, many challenges such as an urgent need of expansion to other minority languages, shortage of bilingual teachers, and high dropout of minority students, need to receive much more support from the government and development partners.

4.D.8. Inclusive Education for Children from Ethnic Groups in Lao PDR
Yangxia Lee, Deputy Director-General, Department of Preschool and Primary Education, and Director, Inclusive Education Centre, Ministry of Education and Sports, Lao PDR

Lao PDR is a country consisting of several ethnic groups. A study of Lao ethnologists classified the Lao community into 49 ethnic groups and four linguistic branches. The Government of Lao PDR (GOL) recognizes that education is a basic right of its citizen, a centrepiece in human resource development, and a key for sustainable national socio-economic development. The GOL is fully committed to education development by translating relevant International Conventions into local legislations. To ensure equitable access of quality, inclusive education for all children, the National Policy on Inclusive Education (2010), and the National Strategy and Plan of Action on Inclusive Education (2011-2015) were developed.

To graduate the country from Least Developed Country status by the year 2020, and to achieve EFA and MDGs, the education targets are prioritized for remote areas, ethnic communities, areas with gender disparity, and children with special needs, areas with low net enrolment, high school dropout and class repetition rates, and areas with socio-economic indicators below the country’s standards. To realize these goals, different strategies, programmes, projects and activities have been implemented inclusively in recent years. For example, the country promotes the recruitment and deployment of local/ethnic teachers to address the shortage of teachers in marginalized areas and ensure that all children are able to access to education. In the context of equitable recruitment and deployment of qualified teachers for underserved areas, the scholarship providing 100% covering of fees are given for lower secondary graduates to take up the teaching profession after graduating.

Moreover, the inclusive education strategy is an accelerated strategy of the Ministry of Education and Sports. There have been multiple projects and practical activities from 2008 to benefit the marginalized children and a number of capacity building activities have also been completed to transfer practical skills at local level and broaden the concept of inclusive education. For example, trainings of trainers on inclusive education for teacher educators, provincial educators, and teachers in ethnic boarding schools were completed during 2013-2014 with a key focus on the quality of teaching Lao language to ethnic children.

Dandii Odregel, Lecturer, Teacher’s School, Mongolian State University of Education, Mongolia

Since the 1990s, ideas and principles of inclusive education have an impact on the development of education policies in Mongolia. In 1994-1995, there were three educator study visits organized by UNESCO-APEID followed by a national workshop on inclusive education, and reforms in secondary education with special education component by DANIDA (1996-2000). Lately, the Inclusive Education Unit in the Ministry of Science, Education and Culture supported by UK’s Save the Children was established. In 2003, the policy document on Inclusive Education
Programme of Children with Disabilities was approved by the Ministry of Education (435/302/173). Experiences from the education reforms indicate that societal attitude towards children of marginalized groups are changing. However, a recent workshop discussing the UNESCO guidebook on inclusive education revealed that teachers perceive inclusive education mainly as including children with physical disabilities into mainstream schools (other categories are not defined). There are other groups of marginalized children, such as those from nomadic families who are migrating from rural to urban areas due to economic growth and development in the mining and construction sectors; children as well as their families with changing nomadic lifestyles who face societal, cultural, education and health problems. Another minority group of children are those having cultural and language problems after returning from other countries. Therefore, further actions are needed to realize inclusive education values into school practices to respond to the various needs of marginalized groups in Mongolia.

Friday, 31 October 2014
Session 5A: Reinforcing Critical Thinking and Research-based Teaching and Learning Practices
Room: Beta 1
14:00 – 15:30

5.A.1. Academic Culture and Habit of Mind
Muhammad Yasir Pirzada, Federal Board of Revenue and Quality Education Forum, Pakistan
Afshan Huma, Allama Iqbal Open University, Pakistan

As a part of a huge intervention in teacher education programmes in Pakistan, we had a first-hand experience of how the "habits of mind" hinder in changing the practices and cultures of teachers and institutions respectively. It has been a part of traditional teaching in Pakistan that only one text book is followed by teachers and students as the only source of knowledge. This not only provides limited knowledge but also inculcates the habit of rote memorization and reproduction of text in exams. No critical thinking and critical pedagogy is adopted. It was tried in the Pre-STEP initiative by USAID and HEC to change this culture at the teacher education institutions. New course guides were developed to initiate research-based teaching and learning. We talked to the teacher educators at six institutions twice with a gap of six months to see how they adopted the new culture and what stopped them to change their practices. This paper highlights and identifies what teachers think of innovative modes of teaching and learning but what stops them from adopting these modes.

5.A.2. Scenario-based Learning – A Paradigm for Transformative Teacher Education
Jyoti Bawane, Associate Professor, Indian Institute of Education, India
Satyawati Rawool, Founder Member of I-CONSENT, India

Dynamic developments in societies constantly pose new and several challenges for educational systems, which most often gradually unfold complex teacher roles and hence demand reforms and new landscape of teacher education. Apparently, the teacher education programmes have not been fully responsive and competent to face the challenges of such dynamic societies due to their resistance to change their approach of teacher preparation. The dominant belief of teacher preparation programmes being courses and content from different disciplines, have insulated teacher education systems to explore alternative paradigm that are more based on social realities and transformative education. With this background, the current paper would make an attempt to share an alternative paradigm that was chosen for teacher preparation, wherein the whole approach towards teacher preparation was based on narrations of social scenarios that facilitated teachers to develop competence related to a specific role or function. The courses in this programme hence
were teacher role or function-driven, embedded with more social scenarios than content. The paper would highlight on adopted scenario-based learning framework, its challenges and achievements, and essentially the relevance of this paradigm for preparing teachers to be autonomous and function as social transformers, which is the need for tomorrow.

5.A.3. Changing Paradigms in Education and Teacher Training: From the Traditional Trial and Error Teaching and Learning Model to the Alternative Model which is Research or Evidence-based (a Case for Thailand)

Intira Sriprasidh, The English Clinic, Thailand

This paper explores the urgent need for Thailand's education policy makers and teachers training college administrators to shift their paradigms in education and teacher training: from a traditional 'one size fits all' mass production of graduates who do not know how to learn nor love learning to individualized custom-made production that produces inquisitive lifelong learners. Comparison is made between the two teaching and learning models. How this alternative teaching model can be effectively implemented in the classroom need immediate action classroom research so that teachers can creatively create an instruction design that is evidence or research based. They would know what works or what does not work in the classroom and how to adopt and adapt new teaching strategies instead of continuing with any methods by trial and errors. Lack of comparative education research so far has made Thailand miss out on latest good evidence-based developments in education. For example, the Montessori approach as an alternative childhood education has not been given due attention, and the concept and pedagogy of "peace education" originally mooted by Maria Montessori has never been adopted in any Thai classroom, even in a few so-called "Montessori classrooms". This is one of the many reasons why the country is still full of political and social conflicts (I believe).

The need for teachers to be bi-lingual (Thai & English literate) is emphasized so they could be lifelong learners who could read English with ease to take advantage of educational research which is in abundance in English and obtain mastery in their specialist subjects. Best practices of training bilingual teachers are outlined based on our experience in training over 2,000 Thai teachers to teach science, maths, and other subjects in English to Thai students (instead of importing native speakers of English to teach,) during the years 2007-2014.

The need to upgrade classroom educational technology at all levels is also discussed in order to make full use of advance in digital technology which is fast changing. Research should be carried out on how to integrate free world class k12 and college courses into the teaching platform so that quality content is assured. The "flipped classroom" instruction model should be tested to see if it works in the Thai context.

It is only through teachers' direct experience as students being taught with evidence-based innovative instructional designs in a well- prepared environment of a teachers' college that future teachers (fit for our 21st century environment) will be born; who in turn would know how to create an evidence-based dynamic and enriched learning experience for their students, who would finally become inquisitive lifelong peace loving bilingual learners who could thrive well in a peaceful or conflict-ridden globalized environment of today and the future.
Friday, 31 October 2014
Session 5B: Assisting Teachers to Respond to Diverse and Multi-cultural Needs
Room: Beta 2
14:00 – 15:30

5.B.1. Teaching for Cultural Diversity: Australian Indigenous Perspectives in Curriculum and Workforce Quality
Peter Buckskin, Dean, Indigenous Scholarship, Engagement and Research, University of South Australia, Australia

Governments across Australia recognize Aboriginal and Torres Strait Islander people as the First Australians with the oldest continuing cultures of humanity. Strategies to improve the quality of teaching and learning are central to reducing the current gap in education outcomes between Indigenous people and all Australians. This paper reflects upon national curriculum and workforce reforms, aimed at increasing the cultural diversity of Australian teachers to reflect the backgrounds of the students they teach. The paper also examines the professional capabilities required by all teachers to respond to the learning needs of students from diverse backgrounds. Leading Indigenous educator Professor Buckskin will argue that collaborative action is crucial to achieve lasting reform in teacher quality.

Two recent projects in schooling and teacher education that exemplify effective partnerships include: More Aboriginal and Torres Strait Islander Teachers Initiative, a national 4-year $7.5m initiative to increase the number and professional capacity of Indigenous teachers in Australian schools. Respect-Relationships-Reconciliation (RRR), a national network of 26 universities utilizing digital technologies to support education faculties to better prepare graduates to be effective teachers in Indigenous education. The critique will include extensive research evidence on the profile of Australian teachers, and the lessons learned for nations with school children from diverse backgrounds.

5.B.2. Teachers' Perceptions on the Learning Difficulties of Multicultural Pupils in South Korea
Hye-Won Lee, Korea Institute for Curriculum and Evaluation, Republic of Korea

This paper is a contribution to our understanding of teachers' perceptions on the learning difficulties being experienced by multicultural pupils and to teachers' professional development system in South Korea. Korea has been rapidly transforming into a multicultural society in recent years and the number of pupils with multicultural family backgrounds has been growing. Various educational interventions have been implemented to accommodate the contextual changes; however, multicultural family backgrounds have been identified as a negative role in pupils' academic achievement, while many teachers are less prepared to teach pupils from diverse ethnic, cultural and educational backgrounds.

Based on a survey conducted with 1,600 teachers in 320 middle schools throughout the country, this paper discusses the difficulties being experienced by multicultural pupils, as perceived by their teachers, in their English language learning as a curricular subject. It draws attention to findings such as some mismatched difficulties perceived by the teachers and their pupils.

Systematic support from both governmental and local levels is claimed to empower teachers with professional knowledge and skills so that they can become more confident in their teaching of pupils from diverse backgrounds and, at the same time, enjoy their teaching profession in this globalized and sustainable society.
5.B.3. An Innovative Pedagogy: Promoting Intangible Cultural Heritage to Reinforce Education for Sustainable Development in the Asia-Pacific Region
Vanessa Achilles, Programme Officer, UNESCO Bangkok, Thailand

Intangible Cultural Heritage (ICH) means the practices, expressions, knowledge, skills that communities recognize as part of their heritage. ICH is constantly recreated by communities, and provides people with a sense of identity. In order for ICH to remain alive it must be transmitted between generations, a process recognized as being threatened in many communities today. Education for Sustainable Development (ESD) underscores the interdependence of environment, economy, society and cultural diversity towards a more sustainable world.

This pilot project brought together teachers, students, communities and curriculum developers to explore ways to incorporate ICH and ESD into the teaching and learning practices. Multi-sectoral teams in Palau, Pakistan, Uzbekistan and Vietnam developed customized methodologies and trained teachers to create lesson plans and teaching materials. ICH content was incorporated into the secondary school curricula, with contribution from community members in providing local knowledge and wisdom.

Participating teachers acknowledged the benefits of such process, which re-connected students with their local knowledge systems and environment. This innovative teaching and learning methods rooted in local content enhanced teachers and students' engagement and appreciation of their ICH. The outcomes will be synthesized for adaptation or replication in other countries, and incorporation in formal teacher education.

Friday, 31 October 2014
Session 5C: Professional Teacher Development: Viewpoints from Diverse Perspectives
Room: Delta
14:00 – 15:30

5.C.1. Considering the Development of Inclusive Teachers: Two Case Studies from Thailand and Lao PDR
Dr. Peter Grimes, Canterbury Christ Church University, United Kingdom

This paper explores the barriers to and opportunities for supporting the development of inclusive teachers, based on a case study describing two schools in Bangkok, Thailand and Vientiane Province in Lao PDR. Data was collected between 2003 and 2014 using an ethnographic approach whereby the author, positioned as a consultant-researcher visited and worked alongside teachers in the schools several times a year during this period. The case study indicates that there are significant challenges to a view of teacher development for inclusion which suggests that teacher training is a core component, such as the model presented recently by the World Report on Disability (WHO, 2011). The cultural world of school leaders and teachers needs to be taken into consideration when trying to understand the ways in which inclusive teacher development can be effectively supported. In the case studies, the cultural world of the school principals gives them resources which they then use, as an agent, to directly promote teacher development. They also recognise that teachers need to be supported and then enabled to take ownership of their own development through the creation of spaces which allow meaning to be constructed at a local level, both in the school and in the classroom. These spaces are also facilitated through the author's role as a consultant-researcher, supporting the development of reflexive dialogue with teachers in the schools. Implications for those concerned with the development of inclusive teachers would suggest that policy initiatives are more likely to be successful if they actively aim to enable
teachers and all those who support and work with them, to construct meaning at a local level through dialogic space and facilitated reflection.

Hanif Abdul Rahman, Mabel Yong Chooi Cheng, Benjamin Tan Su-Jim, MOE/PESTA, Singapore

Professional development (PD) opportunities are seen as critical mechanisms to facilitate teacher learning. Although research on PD with classroom teachers has increased significantly in recent years, very little of the work has focused on the PD needs of physical education (PE) teachers with the exception of a few researchers such as Kathleen Armour and Nate McCaughtry.

Given the dynamic nature of PE, designing effective PD opportunities for PE teachers is a challenging and problematic task. The Physical Education and Sports Teacher Academy (PESTA) was set up in 2009 by the Ministry of Education (Singapore) to address this concern. Specifically, through the intentional influencing of teachers' values, skills and knowledge within its PD courses, PESTA seeks to build community capacity within and across schools that enable individuals, departments and schools to develop the confidence, understanding and motivation required to provide our students with a quality PE experience.

This paper details the organizational structures and support processes of PESTA in enhancing the professional practice of PE teachers through effective PD. Notably, PESTA has developed the PE Lesson Observation Tool (PELOT) – a developmental tool that provides PE teachers with a detailed guide in lesson planning, observation and reflection, to help achieve this aim.

5.C.3. Industry-led Teacher Training in the Philippine IT Sector
Robert S. Keitel, Associate Professor, Asian Institute of Management, Philippines
Melissa Dorothy Ledesma, Senior Researcher, Asian Institute of Management, Philippines

The Philippines has experienced recent phenomenal economic growth of more than 7%, second only to China in the Asian region. One of the economic drivers has been the Information Technology and Business Processing Management Industry which will add 400,000 new jobs and contribute $25 billion to the economy by end of 2016. The IBPAP, the industry association, slogan is "Work Abroad, Live at Home" captures the high paid, skilled jobs which compete with the traditional brain drain.

However, the picture of positive growth prospects is clouded by the challenge to find sufficient qualified workers with the necessary skills to compete this global market. Previous research points to "educational flaws (that) stemmed up from poor curriculum, inadequate teacher's training, and low public and private investment in education" (http://www.tesda.gov.ph/program.aspx?page_id=65). While the IBPM industry recognized this systemic problem, waiting for change was not an option. The IBPAP engaged government, local IT councils and academic institutions to develop innovative teacher training to upgrade the standards of education in the Philippines and help match industry demand for well-trained graduates.

The intent of this paper is to describe industry-academe initiatives in the IT-BPM sector focused on teacher development or teacher training and method. This paper draws from the experiences of the two sub-sectors namely, Game development and software development. The paper reveals insights into industry-driven curriculum development and teacher training. Further research needs to address educational reforms to achieve scalability to meet market demand.
Friday, 31 October 2014  
Session 5D: Preparing for the World of Work: The Role of the Teachers  
Room: Epsilon  
14:00 – 15:30  

5.D.1. Integrating CSR and Lean Teaching for Becoming a Social Responsible Teacher  
Shirley M. C. Yeung, Assistant Professor/Quality Assurance Director, Hang Seng Management College, Hong Kong, People’s Republic of China  

The purpose of this study was to explore the elements for developing a social responsible teacher for the future under the dynamic business environment. Through comparing the seven dimensions in ISO 26000 CSR guidelines (corporate governance, human rights, labour practices, fair operating practices, environmental issues and community involvement) and Lean related concepts, for example, Six Sigma, Lean Management and Lean Teaching with 10 interviews from scholars in Hong Kong, Macau, Malaysia, Korea, US, UK on sustainable curriculum for economic, social and environmental impacts, it was found that the following characteristics were desirable for a social responsible teacher:  

1) Knowledge and Intellectual Skills - Multi-disciplinary knowledge and multi-thinking with a mindset of change  
2) Processes - Value creation and waste reduction via curriculum review and revision, adoption of lean teaching and system thinking to make course contents relevant to students  
3) Autonomy, Accountability and Application - Acceptance of professional responsibility with people respect and continual improvement via continual exposure to the outside world and bringing in partnership for demonstrating how to be a life-long learner to students  
4) IT, Numeracy and Communication - Using technology and information with environmental concerns in teaching and curriculum design for building dialogue, for interactive discussion, and for co-producing meaningful outcomes with different stakeholders  

Now and in the near future of digital age, teachers need to help diversified groups of students through traditional classroom setting and virtual learning environment to motivate students as co-producers for meaningful curriculum with mutually support in each other's learning, promoting a high level of committed engagement with shared vision, with cross-disciplinary knowledge, with reliable partners, with accommodative flexibility, and a mindset of change for motivating students to learn, to sustain critically and creatively.  

5.D.2. The Impact of Blended Teaching Approach in Developing the Cognitive Learning Competencies of the Miriam College High School Students in Business and Trades: An Analysis  
Glenda Remolano Villanueva, Department Chairperson, Business and Trades, Miriam College, Philippines  

This study analysed the impact of blended teaching in developing the cognitive learning competencies of Grade 10 students at Miriam College High School (MCHS), Philippines in SY 2013-2014 using the Objectives-based Systems Analysis (OBSA) and the Revised Bloom's Taxonomy of Objectives as conceptual frameworks. The research instrument MCHS Evaluation of Student's Cognitive Learning Competencies in Business and Trades was facilitated among 363 student-respondents before and after the intervention of blended teaching to determine its impact in developing the students' cognitive skills: 1) remembering; 2) understanding; 3) applying; 4) analysing; 5) evaluating; and 6) creating. Findings revealed a significant increase of scores in the post test. The over-all rating of very good denotes that the learning competencies are performed
very satisfactorily after the intervention of blended teaching. Furthermore, the emerging themes derived from the open-ended questions and focus group discussion explained the impact of blended teaching in the context of learning interaction and communication, learning facilitation and collaboration, learning resources, and learning assessments. Action plans were recommended based on the outcomes, its implications, and conclusion for the improvement of blended teaching and other practices used for teaching and learning Business and Trades.


Zen Parry, PhD. Candidate, RMIT University, Australia
Craig Baird, Curtin Business School, Research and Development, Curtin University, Australia

Often when students enter employment in their field of study they find a gap between their graduate skills and the work world they are entering. Although in many institutions there has been a shift from rote learning to experiential, student focused learning, work environments require an even broader suite of skills and abilities. One framework to bridge this gap is to integrate work related skills at the curricula, pedagogical and technologies level for teachers and students. Identifying work related skills and understanding how the learning practice and technologies work together in inclusive and sustainable societies is vital for teachers and students. This paper will discuss an approach to enhancing the teaching profession and student learning experiences to align with what graduates need when commencing employment in their chosen professions. Discussion will include how the practice and technology reflects an understanding of learning, how work integrated learning practices create benefits for teachers and learners, and the how these benefits are valued in the job market.
BIODATA OF PLENARY SPEAKERS
PLENARY SPEAKERS

Gwang-Jo Kim  
**Director, UNESCO Bangkok, Thailand**

An education expert, Gwang-Jo Kim has worked in various capacities for the Government of the Republic of Korea. As the Deputy Minister of Education and Human Resources Development, he initiated the Global Human Resources Forum aimed at providing an international platform for sharing information, knowledge and best practices in human resources issues among leaders. He also worked in the Office of the President of the Republic of Korea where he played a key role in an education reform that contributed to the restructuring of the entire Korean educational system. From 2001 to 2003, he was seconded as a senior education specialist to the World Bank working mainly in the Latin American and Caribbean regions. He served as a professor at the Graduate School of Education at Keimyung University in Korea before joining UNESCO Regional Bureau for Education in Asia and the Pacific in early 2009. Mr. Kim has a Bachelor’s degree in Public Administration from Korea University. He also holds a Master’s degree and Doctor of Education in Economics of Education from Harvard University in USA.

Koji Tawara  
**First Secretary, Japanese Embassy, Bangkok, Thailand**

Mr. Koji Tawara joined the Embassy of Japan in Thailand in 2012 as the First Secretary (Education). Prior to this assignment, he served in various positions, including the Deputy Director of the Scientific Research Institutes Division, Research Promotion Bureau in the Ministry of Education, Culture, Sports, Science and Technology (MEXT); Deputy Secretary General of the Planning Promotion Section in Ishikawa Prefecture; Director of the Higher Education Promotion Office in Ishikawa Prefecture; Deputy Director of the Private Education Institution Management Division, Higher Education Bureau in MEXT; Unit Chief of the Copyright Division, Agency for Cultural Affairs; and the Unit Chief of the Intellectual Property Policy Office, Ministry of Economy, Trade and Industry, among many others.

Chaiyosh Imsuwan  
**Inspector-General, Ministry of Education, Thailand**

Chaiyosh Imsuwan is the Inspector-General of Ministry of Education, Office of the Permanent Secretary for Education. He has been engaging in Thailand’s non-formal and informal education, especially in planning, policy and curriculum development at both the ministerial level and the Office of the Non-Formal and Informal Education (ONIE) level as the former Deputy Secretary-General of ONIE. He led the development of Non-formal Basic Education Curriculum B.E.2551 (2008), in addition to performing duties as a senior member in various committees for the relevant organizations such as Office of the Basic Education Commission, Office of the Education Council, Office of the Permanent Secretary for Education and Prime Minister's Office.
H.E. Br. Armin Luistro FSC
Secretary, Department of Education, Philippines

Born in Lipa City, Batangas, Br. Armin finished his elementary and high school education at De La Salle Lipa, and earned his Bachelor of Arts degree in Philosophy and Letters at De La Salle University, Manila. In this same university, he earned his Master’s Degree in Religious Education and Values Education. His Doctor of Educational Management degree was completed at the University of St. La Salle, Bacolod City. He was conferred an Honorary Doctorate in Humane Letters (honoris causa) by La Salle University in Philadelphia, USA. A true-green La Salle boy, he has now pledged to see to the education concerns of every Filipino child of every school colour and affiliation. Br. Armin served various other non-La Salle institutions as Board trustee, chairperson, or director, such as the Catholic Education Association of the Philippines (CEAP), the Asian Institute of Management (AIM), the ASEAN University Network (AUN), Assumption College, the International Association of University Presidents (IAUP), the Association of Southeast Asian Institutions of Higher Learning (ASAIHL), and the SIDHAY Foundation for street children, to name a few of his many involvements. He has given countless speeches on education, university development, stewardship, responding to national crises, and networking, among others. Recently, he was awarded as an Outstanding Manilan for Advocacy on Social Consciousness by the City of Manila.

Ibrahim Ahmad Bajunid
Deputy President/Deputy Vice Chancellor, INTI-UC Laureate International Universities, Malaysia

Professor Datuk Dr. Ibrahim Ahmad Bajunid is the Deputy President/Deputy Vice Chancellor of INTI-UC Laureate International Universities and Professor of Management, Education and the Social Sciences. Dr. Ibrahim was the first Director of UNESCO-Regional Center for Educational Planning at Al Sharjah, United Arab Emirates. For more than two and a half decades, he has been a key figure in the field of educational management and leadership in Malaysia. He is a prolific writer as well as an editor and editorial advisor for several educational journals, locally and internationally. Dr. Ibrahim exercises many leadership roles and has provided services as a consultant in policy-making governmental committees, private sector and non-government organizations. He is the National Advisor/Consultant for Asia-Europe Initiative on Lifelong Learning in Malaysia and is currently engaged in several research project, apart from supervising Masters and Doctoral scholars. He has been involved in the National Accreditation Board and Malaysian Qualifications Agency processes both as practitioner and as a member of the wider policy making community.
Fatimah Kelleher  
Social Development and Equalities Consultant, United Kingdom

Fatimah Kelleher is a social development consultant and women’s rights advocate with fourteen years international experience working on gender and other equality issues through education, economic empowerment, and health. As an educationalist, Fatimah has worked widely on universal basic provision, including girl-child access and retention, strategic approaches for adolescent girls, boys’ underachievement, reaching marginalized communities, education in small states, and on the teaching profession. Fatimah also specializes in pro-poor economic growth and women’s economic empowerment. This includes focus on gender and trade policy, women’s employment, market access, access to finance, and enterprise development. She has worked with a variety of stakeholders, including the Commonwealth Secretariat, UN agencies, national governments, international NGOs, and local civil society, and has worked in several countries including Sudan, Nigeria, Uganda, Liberia, Ethiopia, Pakistan, Guyana and India. She is published in several areas, including on teacher deployment, education for nomadic communities, boys’ underachievement, and on women and the teaching profession.

Paitoon Sinlarat  
Vice President for Research and Dean of College of Education Sciences, Dhurakit Pundit University and President, Teachers’ Council, Thailand

Paitoon Sinlarat is the Vice President for Research and Dean of College of Education Sciences, Dhurakit Pundit University. He is also President of Teachers’ Council of Thailand. He received his B.Ed. and M.Ed. degrees in Education from Chulalongkorn University in Thailand. He earned his Ph.D. from the University of Pittsburgh. He has conducted research mostly on history and philosophy of Thai education. His recent publications include Creative and Productive Higher Education, Redesigning Thai Teacher Education: Creative and Productive Teacher Education, ASEAN Teachers’ Professional Standards, 21st Century Skills: Must Overcome the Trap of the West.

Gregory Perez  
Design Director at IDEO Asia (China and Japan)

Greg is a strategic storyteller whose craft spans brand strategy, digital experience, service design, communications design and education. His work at IDEO has included accelerating startups in Tokyo, building internal innovation capabilities for Australian corporations, repositioning multinational apparel brands for India, rethinking governmental service design in Singapore and rethinking the future of English education in China. At the heart of his craft is the ability to translate human experiences and insights into business impact through compelling, vivid stories which connect products to people. He is also passionate about teaching Design Thinking, and has worked closely with many educational organizations around the world such as Aalto University in Helsinki, Finland; The Universidad Nacional Autónoma de México and Tecnológico de Monterrey in Mexico; Tongji University and China Europe International Business School in Shanghai, China.
Martin James
Assistant General Manager, Australian Institute for Teaching and School Leadership (AITSL), Australia

Martin is currently Assistant General Manager at the Australian Institute for Teaching and School Leadership (AITSL). He works in the area of teacher quality and practice with a focus on improvement and innovation. He has responsibility for the Australian Professional Standards for Teachers, the Australian Teacher Performance and Development Framework and the Australian Charter for the Professional Learning of Teachers and School Leaders. Prior to joining AITSL Martin held several principal positions in New Zealand as well as undertaking a range of facilitator roles including supporting schools with implementing professional standards for teachers and principals, mentoring first time principals and managing ICT professional development clusters. Martin has also worked in Qatar supporting the establishment of independent public schools as well as the registration, accreditation and licencing body for their Supreme Education Council.

Zhao Yuchi
Programme Specialist and Administration Officer, INRULED, China

Zhao Yuchi is a programme specialist and the administration officer of UNESCO International Research and Training Centre for Rural Education (INRULED) which is based in Beijing (Beijing Normal University). He designed and started the project on teacher education in INRULED. Before joining INRULED, he worked in the International Department of Ministry of Education of China for 7 years, with 2 years on international cooperation and exchanges in education and 5 years as the project manager of China-UK Southwest Basic Education Project, with a grant of 23.7 million pounds from UK government. For three years from 2001 to 2004, he worked as a research assistant in Research and Training Centre for Literacy Education, Southwest University. He has a doctor degree in education and finished his post-doctoral study on Support System for Rural Teachers’ Continuing Professional Development in 2013.

Dennis Sinyolo
Senior Coordinator, Education International, Belgium

Dr. Dennis Sinyolo is Senior Coordinator, Education and Employment, at Education International. He is in charge of EI’s education and employment portfolio, including EFA, school leadership and the Quality Educators for All project. He is a member of the Commonwealth Teachers’ Group (CTG); the Commonwealth Advisory Council on Teacher Recruitment, Mobility and Migration; the Global Unions Working Group on Migration; UNESCO’s EFA Global Monitoring Report (GMR) Advisory Board and represents EI on the Steering Committee of the International Task Force on Teachers for EFA and the Global Partnership for Education’s Strategy and Policy Committee. Dr. Sinyolo has written several papers and publications on education and holds a doctorate in Education Management from the University of South Africa.
Rangsun Wiboonuppatum  
Chief, Education Section, UNICEF, Thailand

Dr. Rangsun Wiboonuppatum has been working with UNICEF since 2007, and has been overseeing and supporting various educational development projects; multi-grade teaching and learning, mother-tongue-based/multi-lingual education, life skilled education, education for disadvantage groups of children including the educational reform efforts in Thailand. Prior to joining UNICEF as the Chief of Education section, in additional to his teaching experience at primary levels, he was also an educator at district, provincial and Ministry of Education levels in total for 23 years, implementing various projects related to ICT in education, for instance Intel Teach (Intel), Partner in Learning (Microsoft), ThinkQuest (Oracle). In addition, he was a consultant for UNESCO on teacher education development programme monitoring and evaluation, and a consultant for World Vision for Thailand on Disaster Risk Reduction in education. During his Ph.D study, he worked as an evaluation specialist at the Leon County School, Tallahassee, Florida, USA. He also served as thesis and dissertation committee for many universities both Thailand and oversea universities, a national ICT coordinator to strengthen the ICT for school and ASEAN school net project and members of professional associations, i.e. American Evaluation Associations. He has a Ph.D in an International/Intercultural Development Education Program from Florida State University, Master of Education in Measurement and Evaluation from Khon Kean University and Bachelor of Education in Elementary Education (1st Class Honour) from Khon Kean University.

Sabrina Ongkiko  
Teacher, Culiat Elementary School, Quezon City, Philippines

Sabrina Ongkiko is a public school teacher at Culiat Elementary School, Philippines. She finished her Master of Education from the University of Melbourne as an Australia Leadership Awardee and received the John and Elizabeth Robertson prize for Best Research Essay in Education. She earned her Post Graduate Diploma in Education from the National Institute of Education, Singapore, as part of the Leaders and Educators in Asia Programme. She was a Biology graduate from Ateneo de Manila University and served for a year as a Jesuit Volunteer. She is a 2014 awardee of the Many Faces of the Teacher given by the Bato Balani Foundation and won the Best Teacher award by the Department of Education – National Capital Region. Sabrina heads a teacher community called "Kape't Guro" and advocates for teacher empowerment through telling stories – encouraging and opening doors for other teachers to reflect on, articulate, and share their own stories.
Sheldon Shaeffer  
Consultant and Former Director of UNESCO Bangkok, Thailand

Sheldon Shaeffer was the Director of UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok for seven years. A citizen of Canada, he was educated in history (B.A.), anthropology (M.A.), and comparative international education (Ph.D.) at Stanford University. He has taught, done research, and worked in development programmes in Southeast Asia for over 30 years – as a teacher in Malaysia, an anthropologist and an education programme officer for the Ford Foundation in Indonesia, and the regional education advisor for UNICEF in Bangkok. He was for 10 years the Director of Education and Population Programmes for the International Development Research Centre in Canada and was a senior research fellow at the International Institute for Educational Planning (UNESCO) in Paris. Before moving back to Bangkok, he was head of UNICEF’s education programme in New York for three years.

Yong Hak Lee  
Director, Teacher Welfare and Training Division, Ministry of Education, Republic of Korea

Dr. Yong Hak Lee is a Director of Teacher Welfare and Training department at the Ministry of Education in the Republic of Korea. He completed his Ph.D. at the Florida State University in the United States. His major was Adult Education and Human Resource Development (HRD). His research interests are adult education, teacher professional development programme, and improving competitiveness for higher education in research. He has been working for the Ministry for more than 15 years. So, he has a rich variety of work experience in education area including educational information policy, educational facility financing, enhancing research capacity in higher education, and but not limited to teacher preparation policy.

Maki Hayashikawa  
Chief, Section of Learning and Teachers, UNESCO, France

Maki Hayashikawa is the Chief of the Section of Learning and Teachers in the Division for Teaching, Learning and Content, based in UNESCO Headquarters in Paris, France. She has more than 20 years of development experience in the areas of education, early childhood care and education and gender, with 15 years of her work being in the Asia-Pacific region with UNESCO, UNICEF and JICA. As Section Chief, she is currently responsible for UNESCO’s global programme on teacher education and development, which focuses on teacher policy support and institutional capacity building of teacher training institutions. She holds a BSc in International Relations from the London School of Economics, an MA in Education Planning from the Institute of Education, University of London, and an MEd in Early Childhood Education from South Australia University. She is currently pursuing her EdD degree with the National Institute of Education, Singapore, with a focus on the status of female teachers.
Wang Libing
Chief, APEID, UNESCO Bangkok

Libing Wang is the APEID Coordinator and Senior Programme Specialist in Higher Education in the UNESCO Asia and Pacific Regional Bureau for Education. Prior to joining UNESCO, he was Assistant President and Professor of Comparative Education at Zhejiang University, People’s Republic of China. He had served as the Director of UNESCO-APEID Associated Centre at Zhejiang University for more than ten years. He was the Secretary of the Global University Network for Innovation: Asia and the Pacific (GUNI-AP) from 2002 to 2012, and had coordinated the operation of the regional network since its inception in 2002. He was a member of the Asia-Pacific regional follow-up committee to the 1998 World Conference on Higher Education and a long-time consultant to the Chinese National Commission for UNESCO. Mr. Wang received his doctoral degree in Comparative Education in 1994 at Hangzhou University, People’s Republic of China. He was a visiting fellow at the University of Sussex and University of Warwick in the United Kingdom in the early and late 1990s. He published widely in the areas of comparative education, higher education policies, and teacher education.

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I touch the future.
I teach.

Christa McAuliffe (1948–1986)
Teacher and Space Shuttle Challenger Crew Member