21st century Learners call for 21st century Teachers

21st century Teachers call for 21st century Teacher Educators
## Attributes of the 21st Century Teaching Professional

### V1 – Learner-Centered Values
- Empathy
- Belief that all children can learn
- Commitment to nurturing the potential in each child
- Valuing of diversity

### V2 – Teacher Identity
- Aims for high standards
- Enquiring nature
- Quest for learning
- Strive to improve
  - Passion
  - Adaptive & resilient
  - Ethical
  - Professionalism

### V3 – Service to the Profession and Community
- Collaborative learning and practice
  - Building apprenticeship and mentorship
  - Social responsibility & engagement
  - Stewardship

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

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

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The underpinning philosophy of teacher education at NIE which guides the design, delivery and enhancement of NIE’s programmes and courses.

The enhanced V³SK focuses on expanding the values perspective as a three dimensional paradigm that will permeate NIE’s programmes and curricula.
Strengthening the Theory-Practice Nexus – moving from knowing to doing

Strengthening current approaches which have been effective

Pedagogical tools that bring classroom into university

Experiential learning

School-based inquiry or research

Reinforcing T-P linkage

(1) Structured Mentorship Preparation Programme

(2) Strengthening Mentorship before, during & after Practicum

(3) Greater infusion of NIE-School interactions

(4) Secondment of practitioners to NIE

(5) Reflective Teaching Model

(6) LESSON STUDY

NIE/SPCS ©
Facilities design and technology are integrated to simulate school learning environments which facilitate innovative pedagogies.

**Student Teacher Notebook Scheme**
Facilitates immersion in a culture of pervasive and effective IT use early in their teaching careers. Ideal for gaining familiarity and experimentation with pedagogies that leverage on IT.

**Collaborative Tutorial Room**
Design of classroom facilitates a collaborative learning environment. Features include cluster seating, 1-to-1 computing facilities and collaborative spaces – both virtual and physical writing space.

**Primary English Language (PEL) Classroom**
Model classroom which uses current technologies for teaching or reading and writing.
Assessment Framework for 21\textsuperscript{st} Century Teaching & Learning

- NIE needs to produce teachers:
  - who have high assessment literacy levels
  - are able to adopt the best practices to effectively evaluate student outcomes

- Assessment Competency Framework provides a defined set of assessment literacy outcomes to bring about assessment of learning and for learning

Exploring a new approach to assessment

- **Portfolio** is a new direction and approach to assessment & validation of a graduate’s achievement of competencies, and is aimed at developing the reflective teacher.

- For **ITP**, assessment focuses on the development of student teachers from the start of their programme through to the end of the practicum.

- For **TPD**, a professional portfolio will be one of the key components of assessment for the Professional Inquiry Project, which is a graduation requirement for the Master of Teaching degree.
Transforming teacher education is a task NIE cannot achieve in isolation.

There is a need for unified commitment and alignment of efforts from all key stakeholders – NIE, MOE, and schools.

The Enhanced Partnership Model leverages on the proven strengths of NIE’s university-based approach, while emphasizing much closer collaboration with MOE and schools than what currently exists.