Reorienting Teacher Education at Universiti Pendidikan Sultan Idris (UPSI) to Address Sustainability

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INTRODUCTION

1922  Sultan Idris Training College (SITC)
1957  Maktab Perguruan Sultan Idris (MPSI)
1987  Institut Perguruan Sultan Idris (IPSI)
1997  Universiti Pendidikan Sultan Idris (UPSI)
TEACHER EDUCATION PROGRAMMES IN UPSI

Pre-service teacher education courses leading to a **B.Ed degree**, specialising in one particular area of study offered by the 8 faculties.
TEACHER EDUCATION PROGRAMMES IN UPSI

1. Faculty of Science and Technology (Biology, Chemistry, Physics, and Mathematics)

2. Faculty of Arts and Music (Arts, Music and Living skills)

3. Faculty of Cognitive Sciences and Human Development (Guidance and Counselling, Early Childhood Education, Primary and Special Education)

4. Faculty of Information Technology and Communication (Information Communication, Multimedia, and Computer-Aided Design Technology);
TEACHER EDUCATION PROGRAMMES IN UPSI

5. Faculty of Business and Economics (Accountancy, Economics, Business and Educational Management);

6. Faculty of Sports Sciences (Sports Science, and Psychology Science);

7. Faculty of Social Science and Humanities (Geography, History, and Moral Education);

8. Faculty of Languages (Malay, Malay Literature, and TESL or Teaching of English as a Second Language).
SUSTAINABLE DEVELOPMENT

“Sustainable development is development that meets the needs of the present without compromising [or, impairing] the ability of future generations to meet their own needs [or, to enjoy similar, if not better, quality of life and opportunity as ours]”

In the context of teacher education, the second thrust of ESD (e.g., reorient existing education at all levels to address sustainable development) entails rethinking, readjusting, and revising education to include more principles, skills, perspectives, and values related to sustainability in social-cultural, environmental, and economic dimensions.
UPSI’s Initiatives/Programmes in ESD

The underlying belief and conviction in UPSI’s ESD-related programmes is that, leaders and decision makers across all sectors of society of our future generation are educated at the university. Hence, the importance of inculcation of values, provision of quality training, preservation of culture and heritage, and capitalisation of leading-edge technologies to address sustainability.
(a) Conceptualisation and Internalisation of UPSI’s Unique Values

1. Integrity (Trustworthy, Transparency, Accountability, & Fairness);
2. Professional (Committed, Love for Knowledge, Competent, & Ethical);
3. Teamwork Spirit (Consensus, Goal Focused, Respect, & Proud of UPSI);
4. Client Oriented (Responsive, Proactive, Approachable, & Quality);
5. Sympathetic to Staff Welfare (Empathy, Appreciation, Environmental Comfort, & Opportunity to Advance); and
6. Creative and Innovative (Continuous Improvement, Added Values, Seize Opportunity, & Inventive)
(a) Conceptualisation and Internalisation of UPSI’s Unique Values

Inculcated through a 5-day BITARA Programme held in one of the motivation camps in the country and by batches, the aims were to make the managerial, academic, and support staff aware of, and generate interest in, these unique values with the ultimate hope that they would ‘buy-in’ these values at the end of the programme. Subsequently, other programmes which focus on change of habits and culture transformation would be implemented.

Corollary that stems from such programmes is that sustainability is achieved through the inculcation of UPSI-perceived universally accepted unique values amongst its staff who, upon internalisation that is exemplified through change of habits and practices, would be role models for the currently enrolled future teachers to emulate.
Compulsory Morning Exercise
SILAT – the Malay Art of Self-Defence
CREATIVE AND INNOVATIVE
TEAMWORK
Institute of Malay Civilisation in UPSI plays a key role in sustainable development in showcasing, researching, preserving, and promulgating the beauty and rich Malay culture and heritage for the learning and appreciation of the present as well as the future generation, given its mandated functions in research, publication, documentation, organisation of lectures, seminars, conferences and exhibition, academic networking, and recognition (for individuals/organisations who/which have contributed in propagating Malay civilisation).
(c) Preservation of Old and Significant Buildings

UPSI has its colourful history which could be traced back to its inception in 1922. In particular, there are a number of old buildings which existed in the past, yet perpetuated into the present. These buildings have been designated by UPSI’s management as old buildings which need to be conserved through adequate structural and physical maintenance. Among these old yet significant buildings, as depicted in the corresponding pictures, are: (1) Residence of SITC Principals; (2) Teachers’ Residence (which has been renamed as University Guest House); (3) Surau An-Nur; (4) Alumni House; and (5) Za’aba House
Teachers’ Residence
Residence of SITC Principals
Surau An-Nur
Alumni House
Za’aba Residence
(d) Enhancing the Quality of Teaching and Learning

New lecturers, regardless of their educational and experiential background, are given adequate mandatory training on teaching and learning in higher institution.

Meetings to share and cross-fertilise ideas through intellectual discourse amongst the academic staff are held regularly.

The quality of teaching and learning is further enhanced by the supporting infrastructure that is in place. (E.g., every lecture room is technologically equipped with a computer, LCD projector, electronic whiteboard and a visualiser for the lecturers to capitalise on in their lectures and tutorials. Picture 6 shows a typical lecture room in UPSI.)
A Typical Lecture Room in UPSI
(e) Optimising the Leading-Edge Technologies

UPSI prepares and equips the future teachers with the knowledge, skills, abilities and values to address the educational needs of our future generation within a technologically-based learning environment.

For example, apart from the range of ICT courses available to pick and choose according to one’s needs and in addition to the face-to-face contact time in lectures/discussions, students are mandated to participate in the e-learning which takes various forms, notably the forum discussion posted by the respective lecturers in the UPSI Teachers’ Portal.
Conclusion

While UPSI does have on-going programmes ranging from instilling amongst its staff six perceived unique values, setting up of an institute that preserves and promulgates the Malay Civilisation, conserving of old yet significant buildings within the university, increasing the quality of teaching and learning, to optimising the use of information and communication technology, there are obviously many more rooms for adoption and adaptation of ESD ideas or programmes into the whole system. We definitely look forward to sharing with, and learning from, other delegates in this Experts Consultation Meeting with regard to innovative and creative ways in reorienting teacher education to address sustainability.
Terima Kasih
(Thank You)