Teachers as Researcher: A Case for Initial Teacher Preparation

By
Dr Sallimah M. Salleh
INITIAL TEACHER PREPARATION: MASTER OF TEACHING (MTEACH) PROGRAMME

MODULES:
• PROFESSIONAL PRACTICE AND SEMINAR (PPS)
• TECHNOLOGICAL, PEDAGOGICAL CONTENT KNOWLEDGE (TPCK)
• RESEARCH EXERCISE

PURPOSES OF EACH MODULES

ASSESSMENTS : KEEP E-PORTFOLIO, RESEARCH EXERCISE REPORT; PROFESSIONAL PRACTICE OBSERVATION AND ASSESSMENT
STRATEGIES

• Experiential Learning Provision: TC are assigned to schools for 14 weeks. Each TC assigned a mentor, a Subject Specialist (area of specialization) and Clinical Specialist (Reflective Practice. They implement the lessons and conduct Action Research.

• Blended Learning: Lecture (face to face) & On-Line (LMS) for module delivery of TPCK. Weekly 2 hours lecture and 2 hours on-line discussion, video/audio conference. In TPCK Module: TC develops lessons using TPCK Framework (Declarative; Procedural, Schematic & Strategic) for Content, Pedagogy and Technology Dimensions.

• Professional Seminar: Every Fortnightly, a group of TCs present seminar on their reflective practices with the CS.

• Presentation of Research Proposal

INSTRUMENT: Brunei Teacher Standard Rubric
What types of support have been provided to motivate participants’ engagement at individual and institutional levels?

RE Supervisor: Teacher candidates (TC) get supervision for the Research Exercise in their area of specialization: Develop Proposal for RE & Conduct Action Research.

Subject Specialist observes the lesson implementation and comment on Content, Pedagogy and Technology.

Clinical Specialist observes the lesson implementation and comment on pedagogy and technology and facilitate TC discussions on their practice (lessons, students & staff interaction, etc).

Mentor in the TC school: Guide and develop TC holistically.
How do you monitor the progress / impact?

Monitor TC progress: From the a) Observations of TC in classroom reported by Mentor and SS), b) Assessment (by Mentor and SS) , c) Feedback on TC performance during Seminar by CS). Supervisor and Internal Examiner assess RE on TC Action Research Report of the effectiveness of the pedagogy and technology integrated lessons in the classroom

Indicators: Technology Integration Form, Observation Form, Assessment Form Rubric for Proposal; Research Exercise Rubric
Impact on Teacher Candidates as Teacher Researcher:

- Research-informed practices – constantly conduction action research in the classroom.
- Reflective Teachers using evidence-based practices

Indicators:

MTeach (2012-2013) Professional Practice and Seminar 1 Consolidated marks.

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Intake 2012-2013 Teacher Candidates' Results for RE

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Discuss challenges faced, lessons learned, good practices

Challenges: Key points

1. Challenging factors relating to Professional Practice and Seminar
2. Challenging factors relating to Research Exercise

Lesson Learned:

1. Partnership between school and university provides opportunity for collaborative research
2. Research on Pedagogy and Technology use in the classroom enrich data on their effectiveness in enhancing learning.

Good practices:

Mutual benefits between the TCs and Mentors. They collaborate and cooperate to conduct action research. They learn from each other about Reflective and Research-informed teaching and learning.
Describe plans for scaling up and sustainability.

Strategic initiatives for scaling up:

Introduce on-line Doctor of Education for Master of Teaching graduates who can take the degree while in-service

Sustainability:

For graduating teachers to continue practicing Research –Informed classroom teaching and learning, MoE introduces Special salary scale for teachers. They need to show publications in their CVs for applications to special scale.

MoE provides opportunities for teachers to present action-research presentation in National seminars and conferences; and in local teacher journals.