CASIE 2014
Teacher Education Model for the 21st Century (TE21)
Dr Goh Chor Boon, NIE
Why Singapore’s education is a high-performing education system:

Quality Teachers + Quality Principals = Quality Education
21st Century Learners: Who are they?
They are the EPIC Learners
Experiential
Participatory
Imagery
Connectedness
21\textsuperscript{st} Century Teacher Education: What it is like?
Six key characteristics:

- A Holistic NIE V3SK Model
- Graduand Teacher Competencies (GTC) Framework
- Theory-Practice Nexus
- Pedagogical Repertoire
- 21\textsuperscript{st} Century Assessment Framework
- Pathways for Professional Development
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 and resilient
- Ethical
- Professionalism

V3 - Service to the Profession and Community
- Collaborative learning and practice
- Building apprenticeship and mentorship
- Social responsibility and 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 and entrepreneurship skills
- Social and emotional intelligence

KNOWLEDGE
- Self
- Pupil
- Community
- Subject content
- Pedagogy
- Educational foundation and policies
- Curriculum
- Multicultural literacy
- Global awareness
- Environment awareness
# NIE’s Graduand Teacher Competencies

<table>
<thead>
<tr>
<th>Performance Dimensions</th>
<th>Core Competencies</th>
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| **Professional Practice** | 1. Nurturing the whole child  
2. Providing quality learning of child  
3. Providing quality learning of child in CCA  
4. Cultivating Knowledge:  
   i. with subject mastery  
   ii. with reflective thinking  
   iii. with analytic thinking  
   iv. with initiative  
   v. with creative teaching  
   vi. with a future focus |
| **Leadership & Management** | 5. Winning Hearts and Minds  
   i. Understanding the Environment  
   ii. Developing Others  
6. Working with Others  
   i. Partnering Parents  
   ii. Working in Teams |
| **Personal Effectiveness** | 7. Knowing Self and Others  
   i. Tuning into self  
   ii. Exercising personal Integrity and legal responsibilities  
   iii. Understanding and respecting others  
   iv. Resilience and adaptability |
Theory-Practice Nexus

Pedagogical tools that bring the classroom into the University

Theory → Reflection

School-based enquiry or research

Experiential Learning

Practice
Core Pedagogical Approaches

- Instructional
- Inquiry
- Problem-based
- Simulation/Scenario-based
- Experiential/Open
- Self-Directed
- Collaborative

21st Century T&L requires that teachers are no longer mere providers of information. They are now facilitators who are enable students to make use of information towards higher-order thinking.
Collaborative Classroom
## Assessment Framework for 21st Century T&L

<table>
<thead>
<tr>
<th>Types of Assessment Modes</th>
<th>Examples of Assessment Activities / Tasks</th>
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<tr>
<td><strong>Reflections</strong></td>
<td>• Reflection Logs</td>
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<tr>
<td>To develop the capacity for self-assessments for reflective and self-directed learning</td>
<td>• Journals</td>
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<td>• Case Studies</td>
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<td>• Portfolios</td>
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<td><strong>Practical Assessments</strong></td>
<td>• Micro Teaching</td>
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<td>To apply theoretical concepts in stimulated/actual classroom situations</td>
<td>• Field Trips</td>
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<td></td>
<td>• School based practical assessments</td>
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<td></td>
<td>• Classroom activities</td>
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<tr>
<td><strong>Exams/Tests</strong></td>
<td>• Exams</td>
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<tr>
<td>To gauge the competence level in theoretical foundations and content knowledge</td>
<td>• Tests (Summative and Formative)</td>
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<tr>
<td></td>
<td>• Paper and Pen Assessments</td>
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<tr>
<td><strong>Analyses/Syntheses</strong></td>
<td>• Unit and Lesson Plans</td>
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<td>To strengthen theory-practice linkages</td>
<td>• Research Papers</td>
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<td></td>
<td>• Class Tests – Analysis of Test Items</td>
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<td>• Role Plays / Simulation Packages</td>
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Linking PD programme to formal certification

**PhD / EdD**

**M Ed, MA (by coursework or research)**
**MSc (by coursework or research)**

**BEd (Part-time), BA (Ed), BSc (Ed)**

- Advanced Diploma
- Selected PD Courses
- Advanced Diploma

**Professional Development Continuum Model (PDCM)**

**Selected Professional Development Courses**

**Graduate Teacher with PGDE, BA/BSc (Ed)**

**Non-graduate Teacher with Dip Ed or Dip PE**
The 21st Century Learner - the heart of our teacher education goals

VALUES³

SKILLS

KNOWLEDGE
Why the NIE/Singapore TE21 model is successful?
Thank You for Your Attention