



# SUSTAINING EDUCATIONAL ACHIEVEMENT FOR ALL THROUGH RIGOROUS PRESERVICE TEACHER EDUCATION: THE SINGAPORE STORY

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An Institute of



TRANSFORMING TEACHING  
INSPIRING LEARNING

# SINGAPORE



**FROM WHO? TO WHO'S WHO!**

**Clear**



**&**



**People are  
the most  
precious  
resource of  
the nation**

**Developing  
that resource  
requires  
excellent  
schools and  
quality  
teachers**

**Strong  
commitment  
to education  
supported by  
continuous  
investment in  
education**

**Tied  
integrally to  
the bigger  
goal of nation  
building**

# THINKING SCHOOLS, LEARNING NATION

*“Thinking Schools, Learning Nation will redefine the role of teachers . . . Every school must be a model learning organisation. Teachers and principals will constantly look out for new ideas and practices, and continuously refresh their own knowledge. Teaching will itself be a learning profession, like any other knowledge-based profession of the future.”*

*Prime Minister GOH Chok Tong, 1997*

# SINGAPORE AS A CASE

**QUALITY TEACHERS:  
RECRUITMENT &  
PREPARATION**

# #1. RECRUITMENT

“Because of the large number of candidates seeking admission, we regret that no telephone or personal enquiries will be entertained.”

## *NIE ITP PROGRAMMES*

(NIE ITP Programmes, Retrieved from <http://www.nie.edu.sg/learning-sciences-and-technologies/programmes/initial-teacher-preparation-programmes>)

# *Funding Quality Candidates*

- Preparation completely funded
- Appointed as Education Officers from Day One
- Compensation commensurate with university graduates in engineering, business & law

# Selecting Quality Candidates



- 
- *Check for minimum qualifications:*
    - Academically, applicants should be in the top 30% of their age cohort
    - Applicants should have completed relevant school and university education
    - Applicants must show evidence of interest in children and education
- 
- *Check literacy:*
    - Applicants must have a high level of literacy
    - Evidence shows that teachers literacy effects achievement more than any other measurable variable
- 
- *Check attitude, aptitude and personailty:*
    - Conducted by a panel of three experienced headmasters
    - May include practical tests or activities
- 
- *Check attitude, aptitude and personailty:*
    - Teachers are monitored during their initial teacher training at NIE
    - A small number of candidates who do not demonstrate the required standards are removed from the course
-



# Providing Quality, University-based Preparation



**Sole** Teacher Preparation Institution  
Embedded in 1 of 4 Top Universities  
MORE ON THIS LATER...

## **#2. PREPARATION**

**“The adoption of the university-based model demonstrates that teaching is a profession, where the development of teachers is underpinned by evidenced-based learning, and where teachers require the award of a degree as a prerequisite for joining the profession.”**

**(National Institute of Education, 2009, p. 22)**

# *Comprehensive Preparation for All Teachers*

Academic Subjects Subject Knowledge	Content Knowledge (Academic and Pedagogical)
Education Studies	Educational Philosophy, Psychology, Professional Practice and Inquiry, Assessment, Information and Communication Technology
Curriculum Studies	Teaching Methodology (Discipline-Specific)
Character and Citizenship Education Group Endeavours in Service Learning Meranti Project	Character and Values Development
Language Enhancement and Academic Discourse Skills	Oral and Written Communication
Practicum (Teaching Practice)	Field Experience

**Content Knowledge and Pedagogical Content Knowledge in Tandem**  
**Primary—preparation to teach in 3 subjects; Secondary—2 subjects**  
**preparation begins at the beginning**

<http://www.nie.edu.sg/practicum>

# Curriculum Alignment: National Curriculum



Framework for 21<sup>st</sup> century  
competencies and student outcomes

## ***CURRICULUM ALIGNMENT: Teacher Preparation Review***

**“In 2009, NIE undertook a systematic review of our teacher education programmes in partnership with the MOE and the schools, using the revised National Curriculum and 21CC as a key guide.”**

**(Lee and Low, 2014, p. 55-56)**

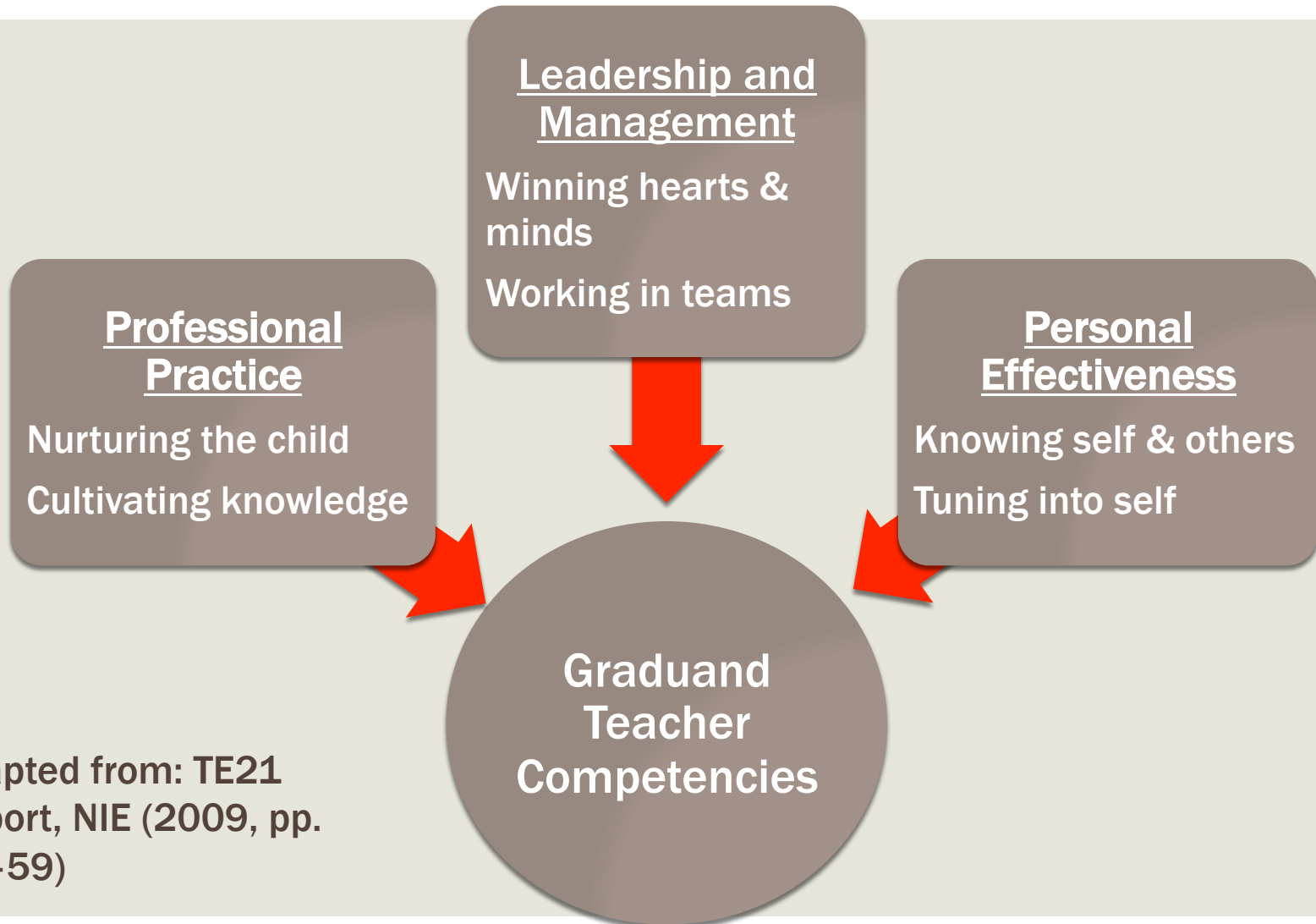
# Curriculum Alignment: Values At The Center of Teacher Prep



## Attributes of the 21<sup>st</sup> Century Teaching Professional

V1 - Learner-Centered Values	V2 - Teacher Identity	V3 - Service to the Profession and Community
<ul style="list-style-type: none"> <li>- Empathy</li> <li>- Belief that all children can learn</li> <li>- Commitment to nurturing the potential in each child</li> <li>- Valuing of diversity</li> </ul>	<ul style="list-style-type: none"> <li>- Aims for high standards</li> <li>- Enquiring nature</li> <li>- Quest for learning</li> <li>- Strives to improve</li> <li>- Passionate</li> <li>- Adaptive and resilient</li> <li>- Ethical</li> <li>- Professional</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborative learning and practice</li> <li>- Building apprenticeship and mentorship</li> <li>- Social responsibility and engagement</li> <li>- Stewardship</li> </ul>
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- Reflective skills &amp; thinking dispositions</li> <li>- Pedagogical skills</li> <li>- People management skills</li> <li>- Self-management skills</li> <li>- Administrative &amp; management skills</li> <li>- Communication skills</li> <li>- Facilitative skills</li> <li>- Technological skills</li> <li>- Innovation and entrepreneurship skills</li> <li>- Social and emotional intelligence</li> </ul>		<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Pupil</li> <li>- Community</li> <li>- Subject content</li> <li>- Pedagogy</li> <li>- Educational foundation and policies</li> <li>- Curriculum</li> <li>- Multicultural literacy</li> <li>- Global awareness</li> <li>- Environmental awareness</li> </ul>

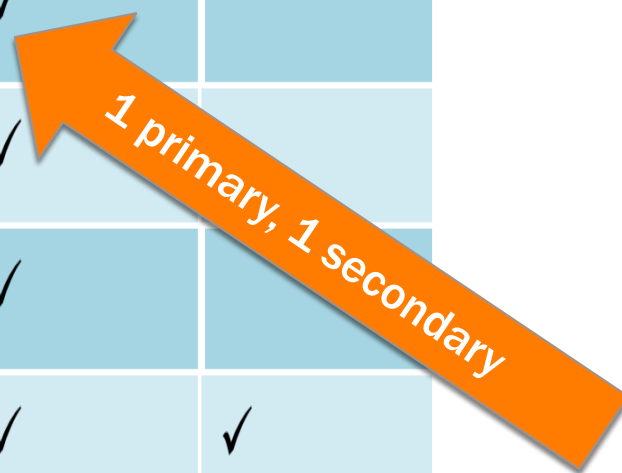
# *Curriculum Alignment: Responsive Teacher Preparation*



Adapted from: TE21  
Report, NIE (2009, pp.  
56–59)

# Field Experiences Integrated Throughout

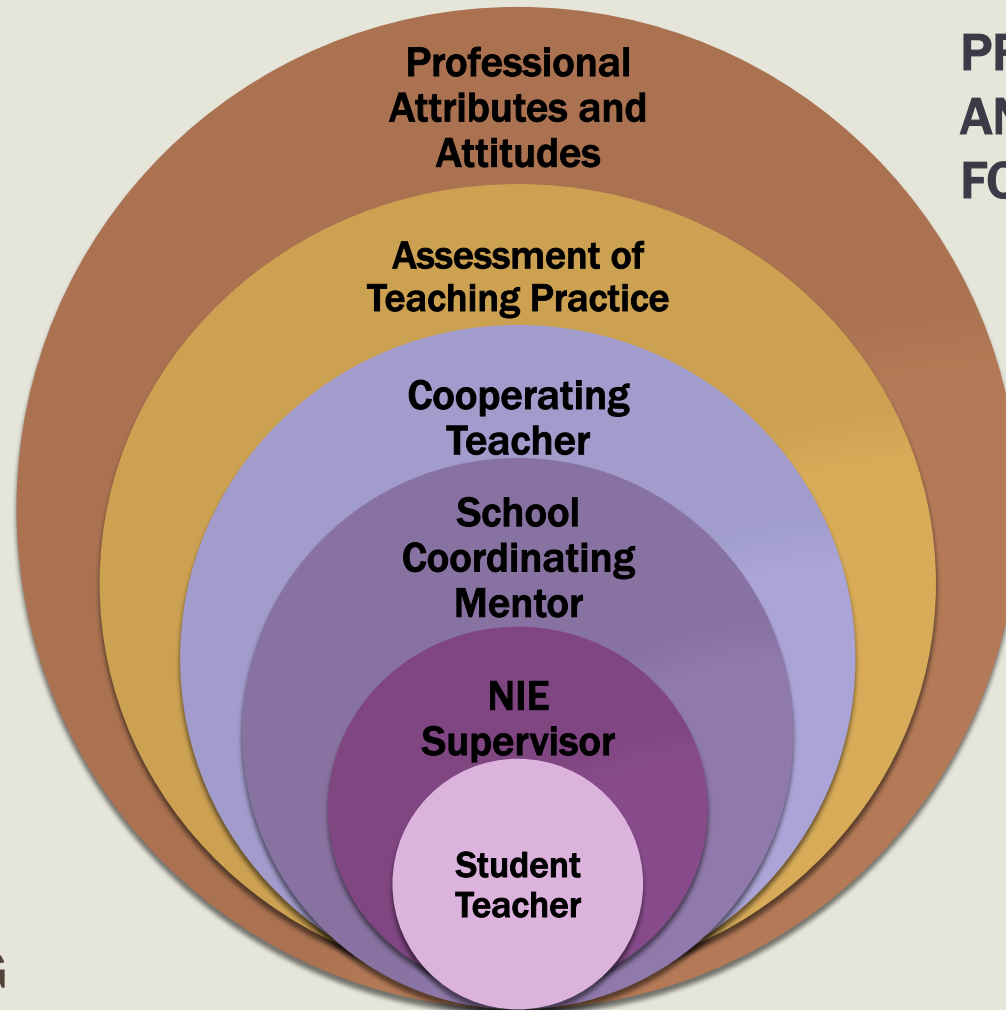
Type (Duration)	Duration	BA/BSc (Ed)	PGDE
School Experience	2 weeks	✓	
Teaching Assistantship	5 weeks	✓	
Teaching Practice 1	5 weeks	✓	
Teaching Practice 2 / Teaching Practice	10 weeks	✓	✓



Practicum Structure for the BA/BSc (Ed) and the 1-year PGDE  
<http://www.nie.edu.sg/practicum>



# *School and University Work in Partnership*



**PREPARATION  
AND SUPPORT  
FOR PARTNERS**

**COLLABORATIVE  
DECISION-MAKING**

# #3. TEACHING AS DESIRABLE

- Teachers as nation builders
- Teachers as thinking professionals
- Teaching as a fraternity
- Teaching as a respected and viable career

# GO BEYOND

- **Beyond learning for grades, to learning for mastery;**
- **Beyond learning in school, to learning throughout life;**
- **Beyond learning for work, to learning for life.**

**(MOE FY 2015 Committee of Supply Debate)**

**THANK YOU!**



**2015 AERA  
Annual Meeting  
Chicago, Illinois**