Integrating Transversal Competencies in Policy and Practice（PHASE Ⅲ）

Report from Shanghai

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A reflective and informative Overview

Phase I and phase II studies help us to understand more about Shanghai's efforts and commitments made by policy makers and schools and how about our teachers for teachers preparedness and challenges for facilitating student TVC learning.

Phase III studies foucus on:
Teachers' actual daily teaching practices and their recognition of importance for student learning TVC as well as current preparedness for teaching TVC.

Methodology

Class videos observation

Stakeholder interview

ERI-Net questionnaire survey

"New Quality School" in Shanghai as our sampling schools

a total of 73 principals and 1490 teachers from 73 schools were surveyed

Sampling information

• **Gender:** Males(21.54%) Female(78.46%)

•**Subjects:** Chinese (16.91%), Math (14.97%) ,English (13.89%)

•**Position:** Principal (4.9%),Subject leaders (34.3%),Ordinary teachers (61.5%),Others(4.2%)

•**Working experience:** Over 60% of principals and teachers have over 5 years of teaching experience; about 33.3% of principal have less than 5-year working experiences as principal and 30.6% of principals have 5-10 working experience while 36.1% of them have over 10 working years.

•**Grade:** Primary school (49%) ,Lower secondary schools(51%)

What is & Why "New Quality School"?

Early in 2011, Shanghai Municipal Education Commission launched and implemented "new quality school" project
New quality school features as follows:
* Public schools
* Enrolling students where they live is nearby
* No selection of students based on their academic achievement

Why chosen as sampling school?
* Popularity. They are ordinary schools rather than high-performing or model and key schools and represents major part of compulsory education in Shanghai.
* Schools in transformation. School leaders are open to changes and eager for transforming their education concepts and teaching practices to make schools more attractive and competitive for students.

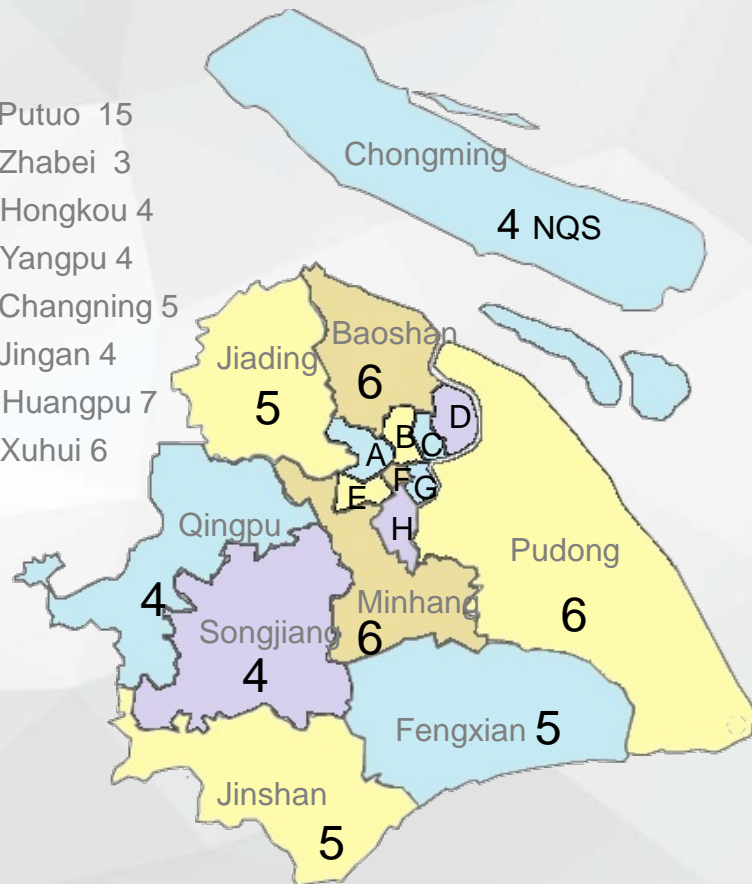A = Putuo 15
B = Zhabei 3
C = Hongkou 4
D = Yangpu 4
E = Changning 5
F = Jingan 4
G = Huangpu 7
H = Xuhui 6

Chongming
4 NQS

Baoshan
6

Jiading
5

A B C D
E F G
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Qingpu

Pudong
6

4

Songjiang
4

Minhang
6

Fengxian 5

Jinshan
5

In phase III study our research aims to explore:

- How teachers/principals think importance of TVC learning and what are most important TVC for students to develop
- How teachers feel about their preparedness for teaching TVC in their daily teaching practices
- How teachers feel about their professional learning or professional development provided by schools to facilitating their teaching TVC

TVC learning in increasingly connected world

•Policy review

•<u>Internationalization of education:</u> preparing students with skills for international understandings, international communication, cooperation and competition.

•<u>ICT and technology in Education:</u> provide students with more open and convenient learning environment

•<u>Transforming education mode with use of ICT:</u> improving students' information literacy and capacities for obtaining and analyzing information with modern information technology.

Outline of Shanghai Medium and Long term education reform and development plan (2010-2020)

•Enhancing students' capacities for identifying multicultural communication (multicultural literacy)

•Enhancing students' traditional culture literacy

•Improving coverage and impacts of moral education through using new media

•Improving attractiveness and effectiveness of moral education

Twelfth Five Year Plan for School Moral Education in Shanghai (2011-2015)

•School strategy

1) Several schools, which enroll both native students and international students, are encouraged to establish;

2) Some qualified schools are also encouraged to employ international teachers to teach;

3) Various delivering ways of international understanding education are explored in order to facilitate student learning cultural knowledge and enhance their international communications;

4) Improving teachers' bilingual teaching competence and delivering multiple language education;

5) Use of ICT in teaching needs to be improved by promotion of student digital bag and icloud-aid teaching program;

6) Special training programs for building and improving teachers' capacities for teaching with use of ICT have been implemented.

……

- **Case from Pudong District:**
  promoting international understanding education

Background

- **Increasingly diverse student population:** 41 private schools for students from migrant workers' families, 15 international schools (which enroll both native students and international students), another 17 international schools which directly enroll qualified overseas students from all over the world

- **Highlights of Pudong:** international Financial center, Shipping center and Trade center

Curricula Objective

- Improve students' knowledge of national culture and respect for multi-culture
- Preparing students with skills for using international language, multicultural communication, understanding and applying basic and international code of conduct
- Promoting students' engagement in international affairs
- Helping student to analyze and predict external economic and political impacts on development of our own country
- Guiding students to understand relationship between economic competition and cooperation, co-exist of multi-culture, peace and development, ecology and environment
- Fostering students' compassion, peace-loving and integrity
- Developing students' initiatives on undertaking responsibilities of global citizenship, including taking a perspective from global development and progress
- Enhancing students' understandings on holistic view of nature, society and human beings.

Curricula Content

Source: Pudong District Education Bureau (2010)

Schooling	Contents		Learning time
Primary School	Modular 1 Basic knowledge of international understanding education	• Concept of Global village • Self-respect and respect for others • international holidays	2 classes/week, 40 classes/term at least (35min/class)
	Modular 2 Foreign culture and exotic customs	• Constitution of five continents • Alien cultures, customs and tourism resources	
	Modular 3 International organization and collaboration	• Understanding of Major roles of UN • Common global issues	
	Modular 4 Global diversity and pursuit for peace	• Concepts of human right and peace • Diversity of nations and ethnic groups	
	Modular 5 China and the World	• Nation profile • Chinese traditional culture	

Lower secondary School	Modular 1		2classes/week 30 classes/term at least (40min/class)
	Linkages between current world and life	● Origin of global village ● Structure and functions of UN ● Basic profile of information age	
	Modular 2		
	Ecology environment	● Relationship between nature and human being ● Basic knowledge of earth and cosmos ● Consequences of global warming	
	Modular 3		
	Global civilization and multi-culture	● Origin and development of global civilization ● Dialogue and communication with multi-culture ● Caring for life	
	Modular 4		
	Cooperation and development	● Economic globalization ● Gap between the rich and poor ● Gap between developing country and developed country	
	Modular 5		
	Jointly Building a harmonious world	● China's contribution to the world ● China and international aid ● Confronting a uncertainty world	

| Upper secondary School	Modular 1 Economic globalization	● Globalization and global awareness ● World manufacturing and global cooperation ● Mutual benefit and win-win strategy	2classes/week 20 classes/term at least (45min/class)
	Modular 2 Ecologic environment	● Global environment issues ● Quality of human life ● International cooperation mechanism on environment protection	
	Modular 3 Human civilization	● Culture and value ● Co-exist of multi-culture ● Uniqueness, difference and unity of culture	
	Modular 4 International relationship	● Roles of NGOs ● Evolution of wars ● Non-traditional factors leading to international security	
	Modular 5 Meaning of life	● Origin and sustainable development of human beings ● Life science ● Respect for life and others	

- **Perceptions from teachers and school leaders**

Important skills for students in increasingly connected world
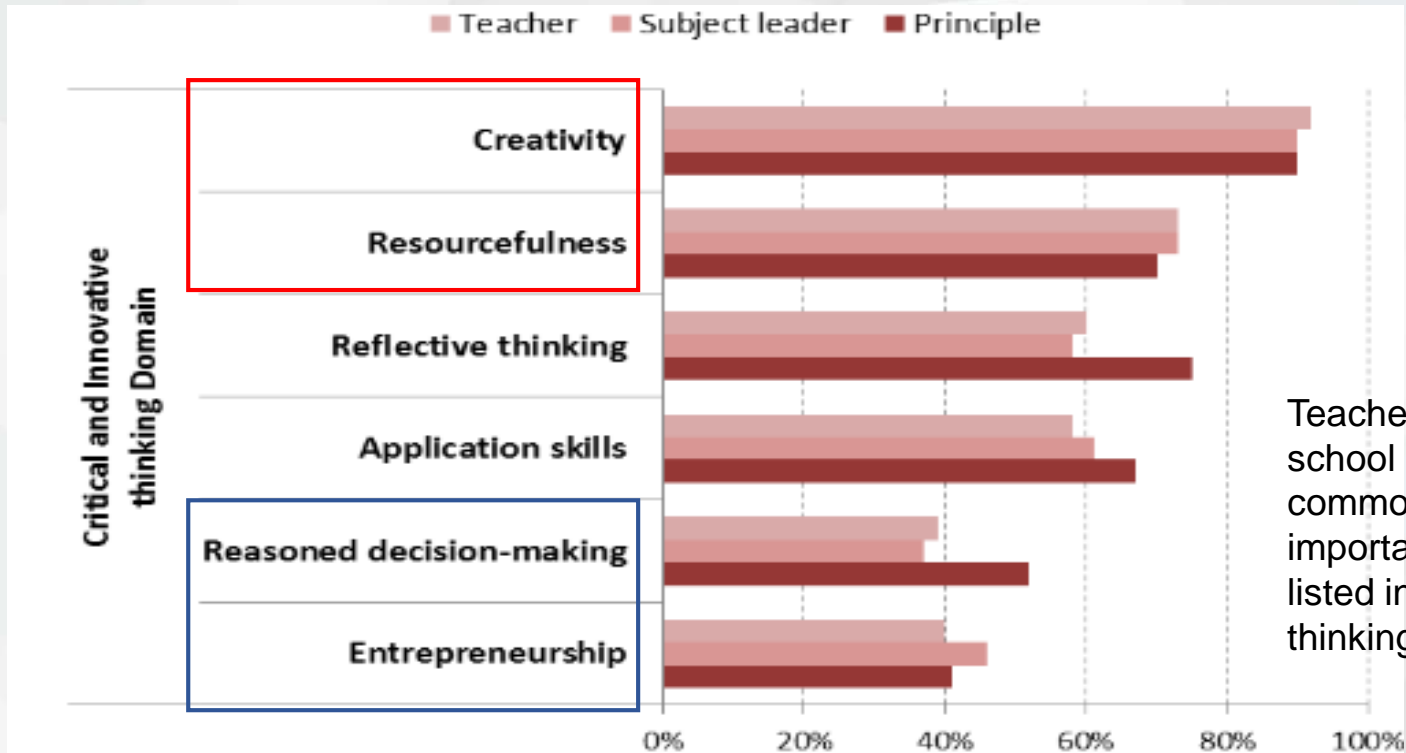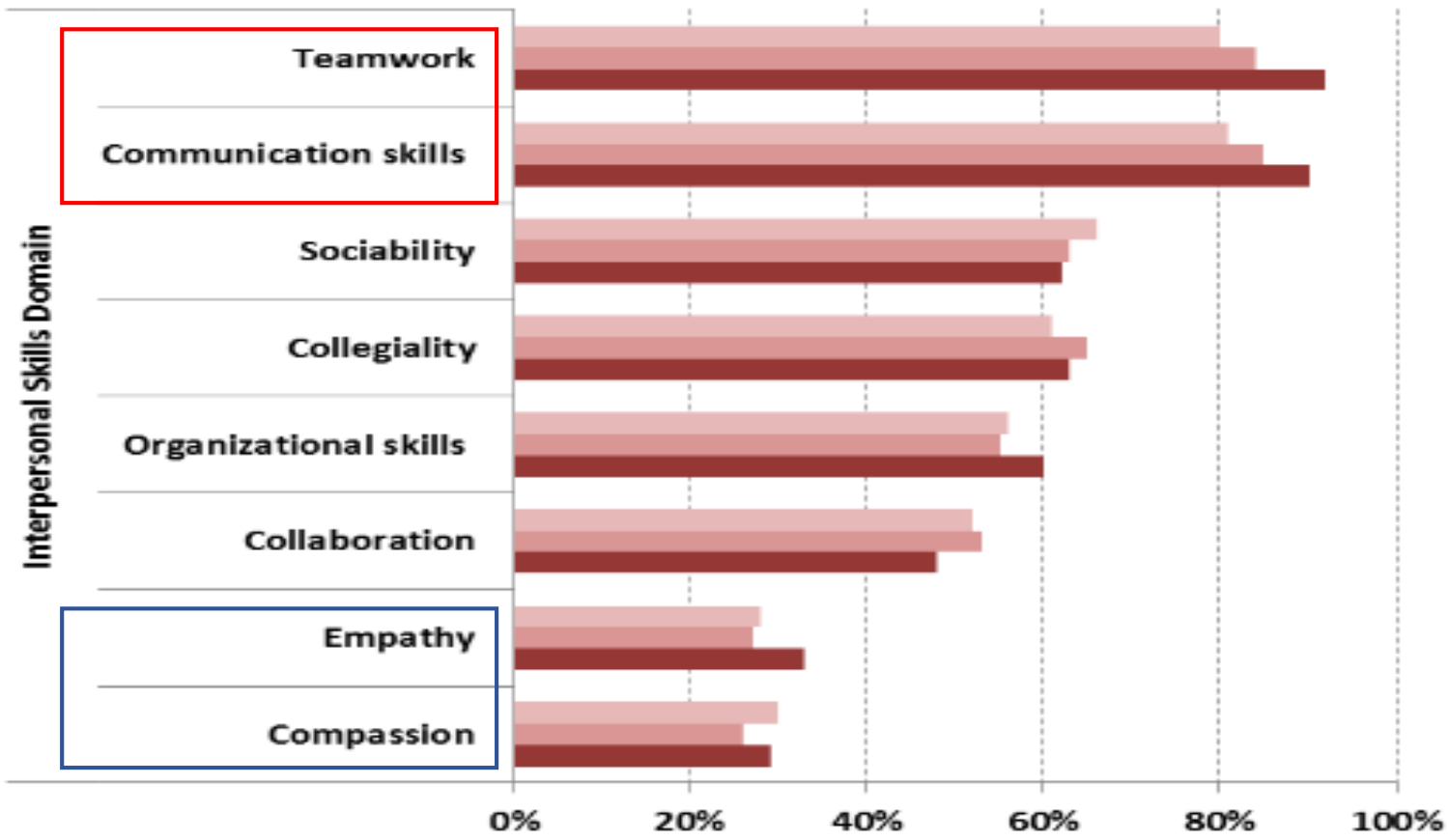

Teachers, subject leaders and school principals hold a common views on which are important skills for students listed in critical and innovative thinking domain.
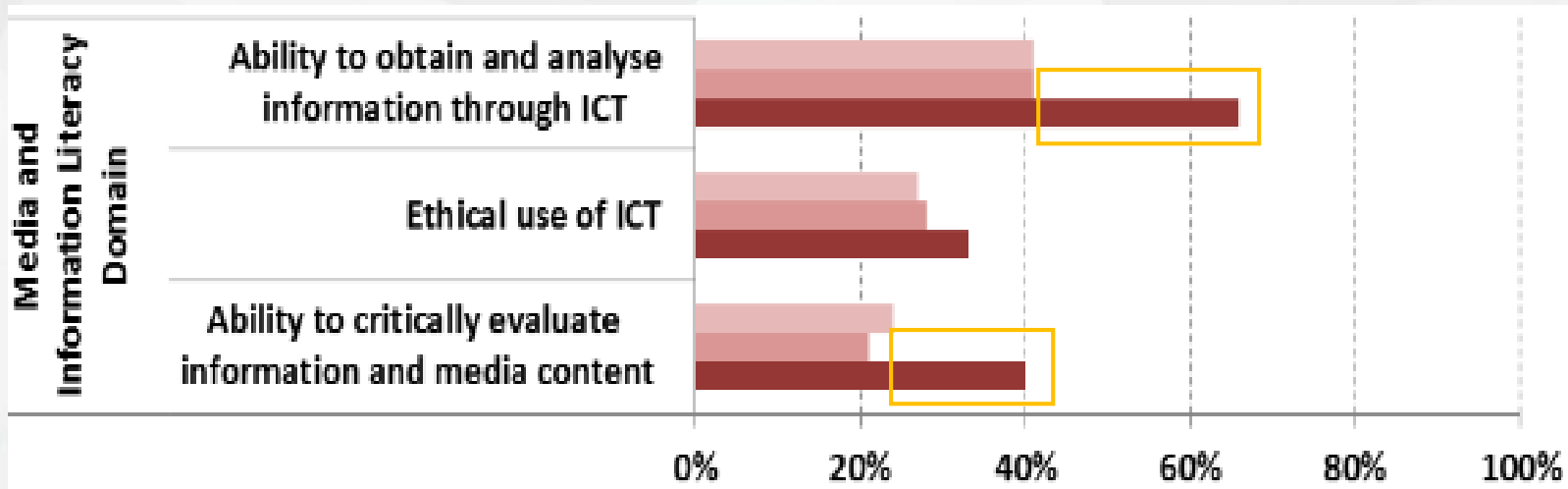
Compared to teachers and subject leaders, more **principals** consider "ability to obtain and analyze information through ICT" as important skill for students in increasingly connected world.
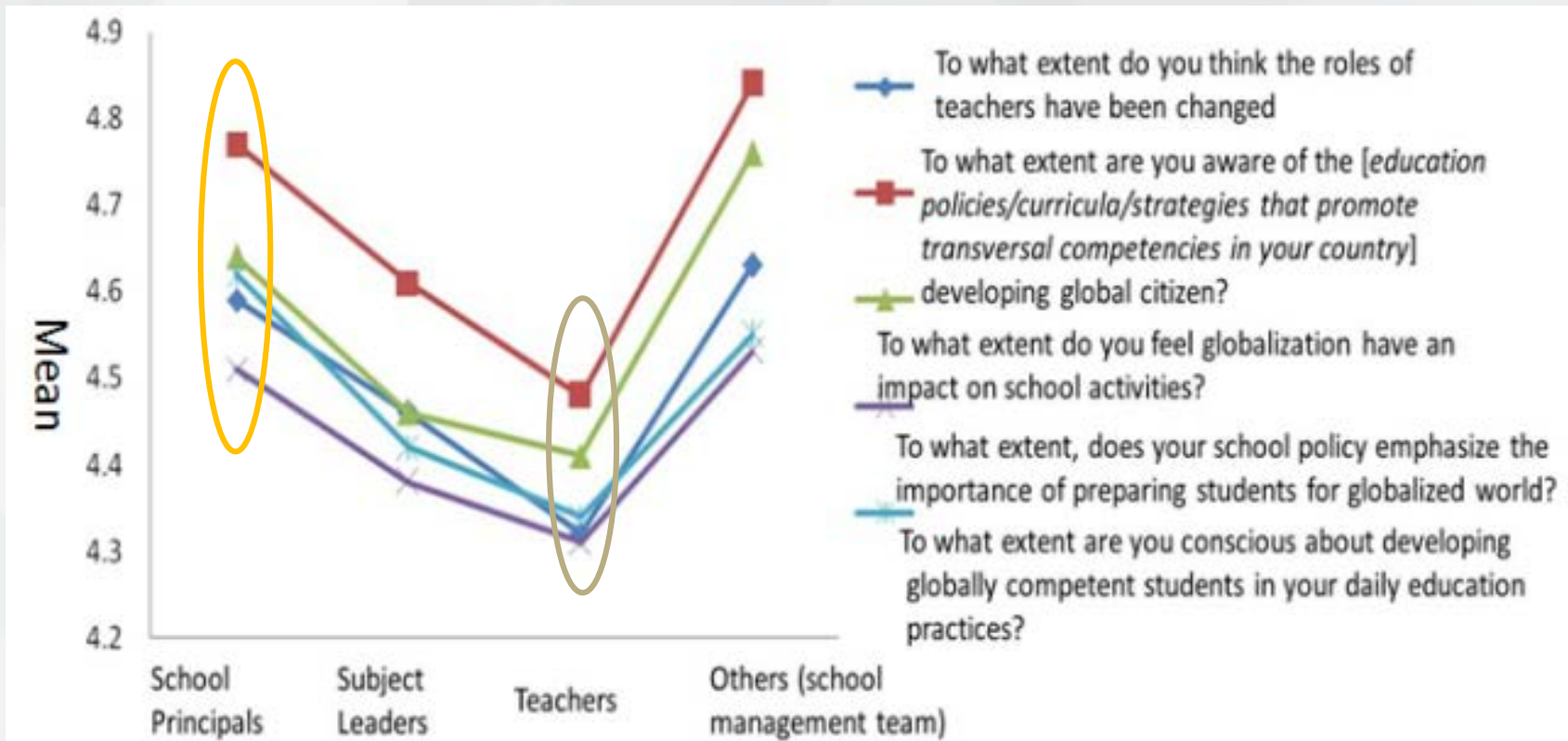
In conclusion, teachers and school leaders from Shanghai more focused on students' skills for establishing external relationship and adapting for changing world. How students deal with value issues derived from conflicts of multi-culture and information age are less addressed comparatively.
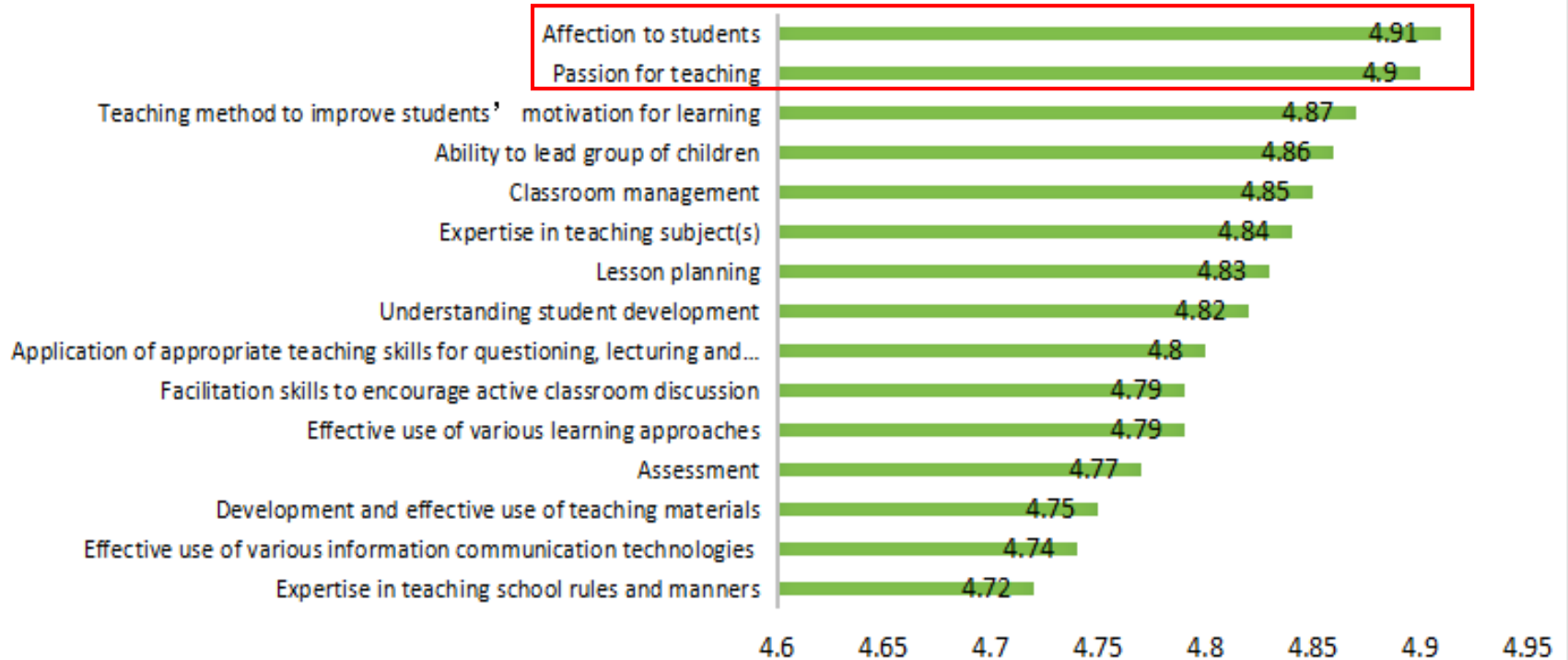
Teacher's recognition on impacts from globalization

Key findings

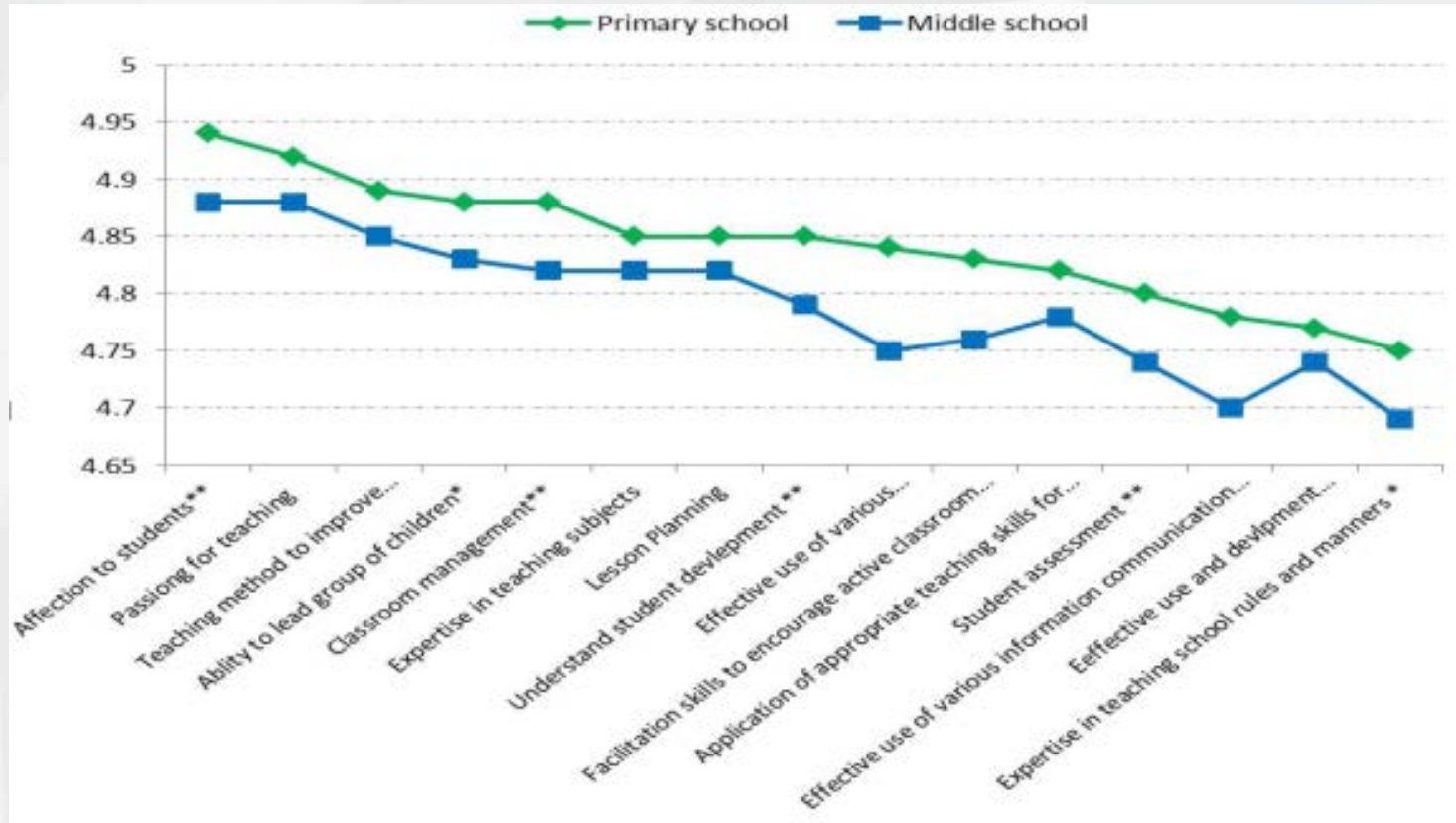*Teachers'preparedness for facilitating TVC learning*

# •Value and passion are more important than teaching techniques

• Primary school teachers have higher recognition on importance of all listed teaching skills and attitudes for facilitating TVC learning than teachers from middle school

•Principals are more likely to consider teacher's skills for classroom teaching and student assessment most important than teachers.
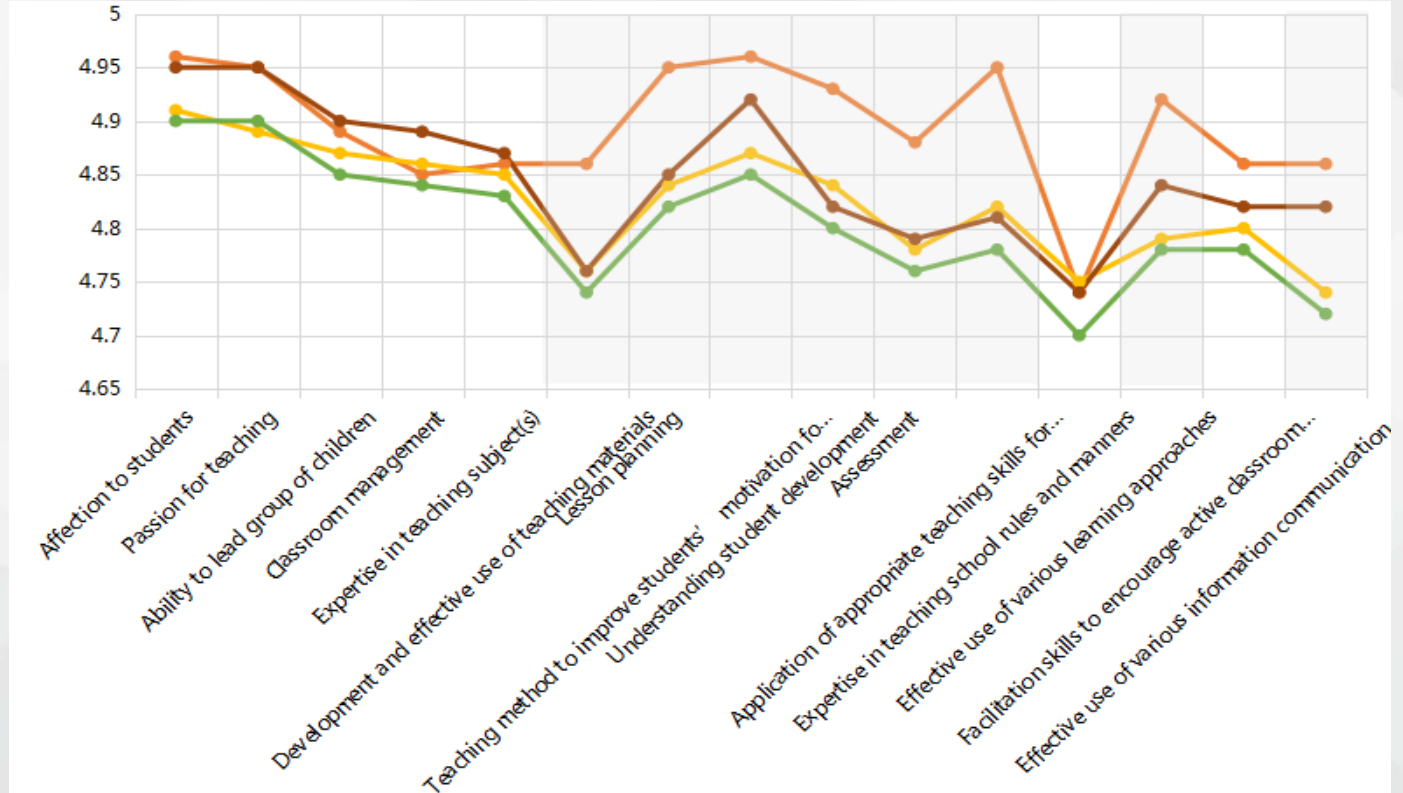
•Training for how to improve students'motivation for learning is commonly considered as necessary skills to be trained
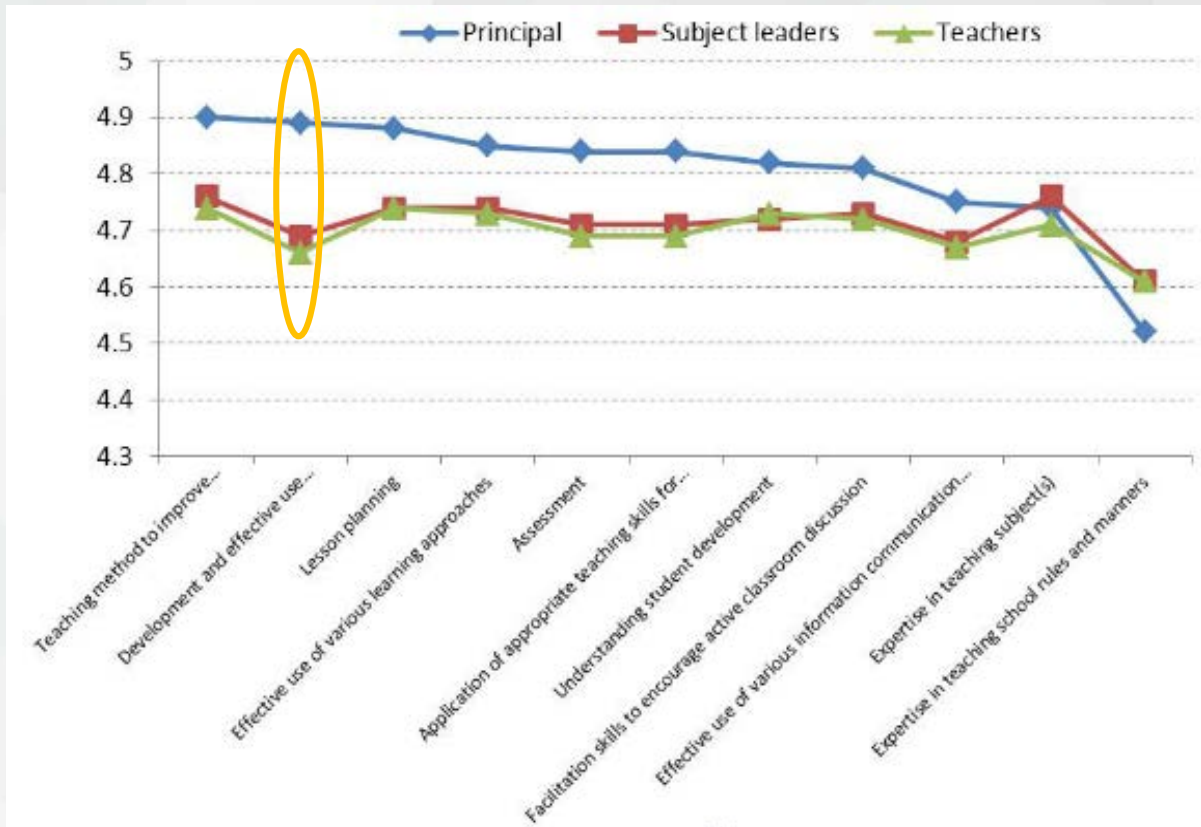
principals are more likely to think teacher's <u>skill for developing and effective use of teaching materials</u> as one of necessary skills to be trained than subject leaders and ordinary teachers.

Key findings

Teacher's Professional Development for facilitating TVC learning

•Background for Teacher's PD system in Shanghai

The teacher development system in Shanghai has three components:

In-service training & development

Municipal level
District level
School level(school-based)

Teacher career ladder

Performance appraisal
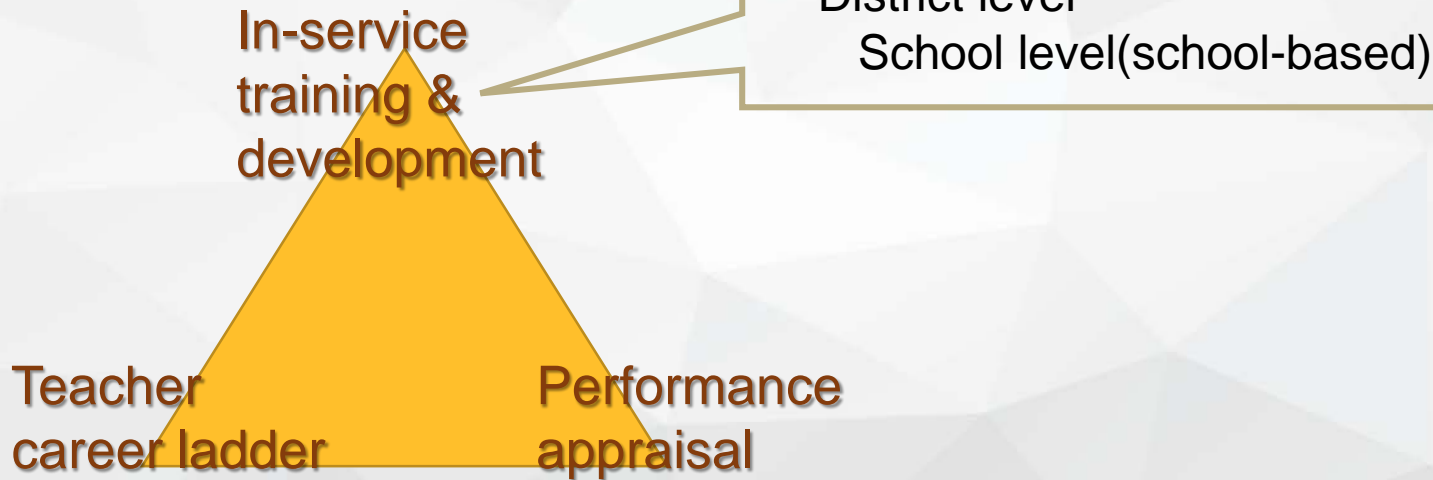
•Plan for teacher training and professional development at schools

Over 90% of teachers reported teacher development such as training and professional development is clearly mentioned in the school documents and is organized by the school
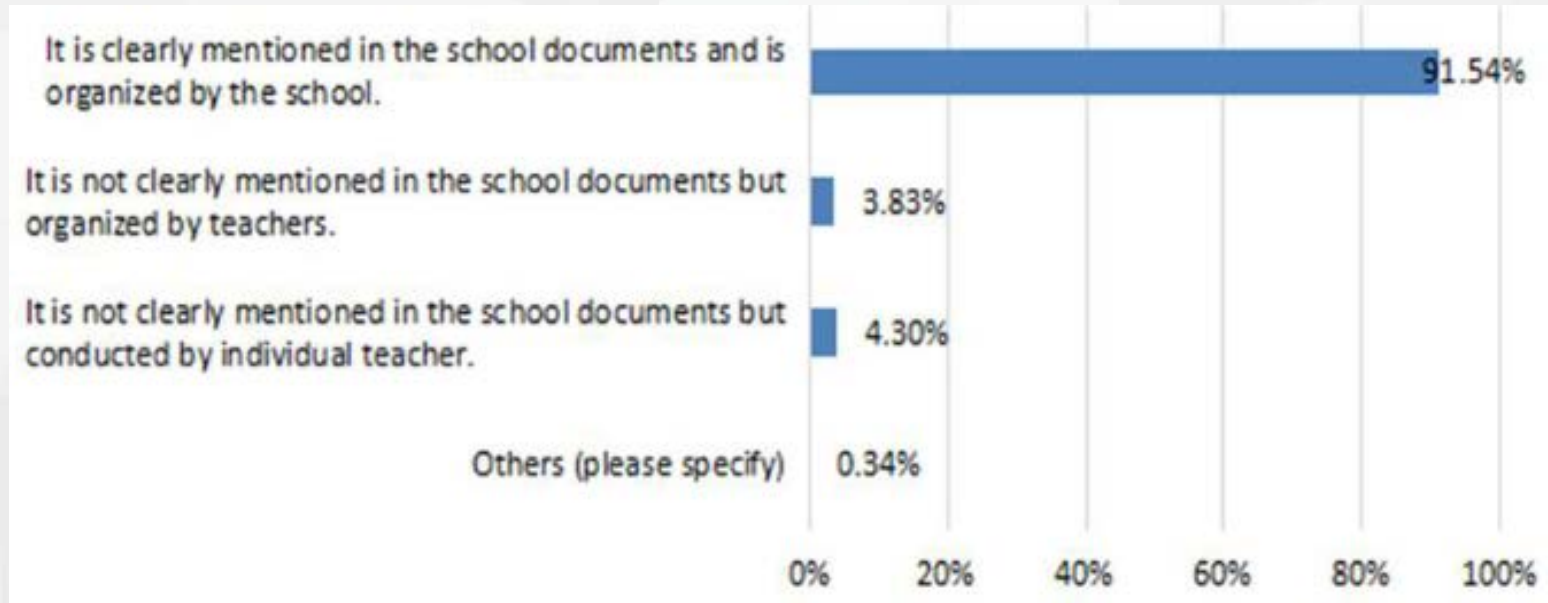
• Motivation and driving force for teacher's PD

Motivation

- to increase subject-specific knowledge — 86.85%
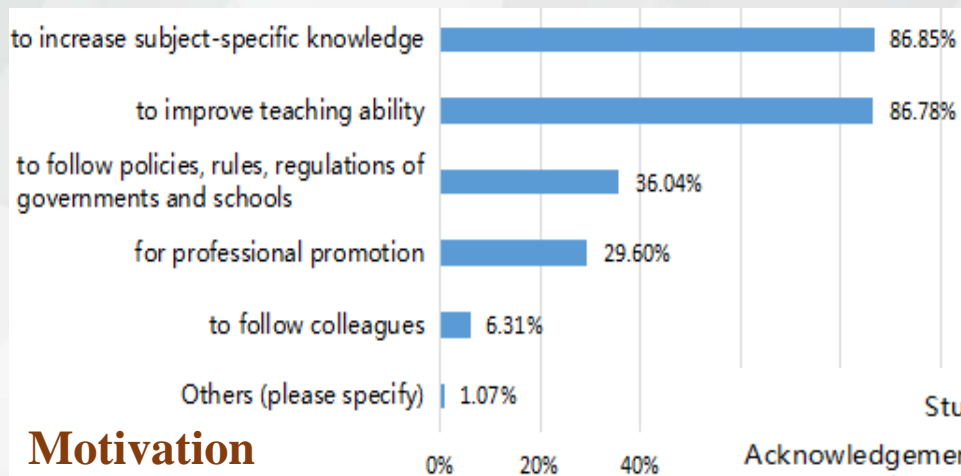- to improve teaching ability — 86.78%
- to follow policies, rules, regulations of governments and schools — 36.04%
- for professional promotion — 29.60%
- to follow colleagues — 6.31%
- Others (please specify) — 1.07%

Driving force

- Students' overall progress — 83.96%
- Acknowledgement and appreciation from parents and community — 51.48%
- Students' progress in academic achievement — 46.85%
- Acknowledgement and appreciation from school — 43.62%
- Incentives such as salary and promotion — 33.62%
- Teacher commendation/teaching awards — 25.37%
- Others — 4.23%

•Opportunities and effectiveness for teacher's PD

School-based training: school-wide training	87.45%
School-based training: training sessions by subject	76.85%
School-based training: lesson study (including...	66.17%
Exchanging ideas with colleagues (other than listed...	64.56%
Visiting other schools	53.89%
Online learning	53.15%
Mentoring	49.26%
School-based training: training sessions by grade	44.23%
Training organized by national/local governments)	41.01%
Self-directed professional development	34.90%
Others	0.47%

Opportunities

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Effectiveness

Chart data points — primary school (blue): 4.48, 4.41, 4.62, 4.65, 4.61, 4.57, 4.5, 4.41, 4.31, 4.48

secondary school (orange): 4.29, 4.14, 4.47, 4.48, 4.51, 4.47, 4.38, 4.19, 4.15, 4.4

Categories: School-based training: school-wide…, School-based training: training sessions…, School-based training: training sessions…, School-based training: lesson study…, Exchanging ideas with colleagues (other…, Mentoring, Visiting other schools, Training organized by national/local…, Online learning, Self-directed professional development

Legend: ● primary school ● secondary school

According to data, subject group training, lesson study, exchanging ideas with colleagues and mentorship are frequently considered as **most effective** ways of professional learning.

Those kinds of PD **features in:** subject teaching-oriented and problem solving-based through making best use of support from experienced teachers and peer group.

- **Basic profile of school-based training**

At least three types of school-based professional development groups are in operation:
——Teaching and research groups (TRGs)
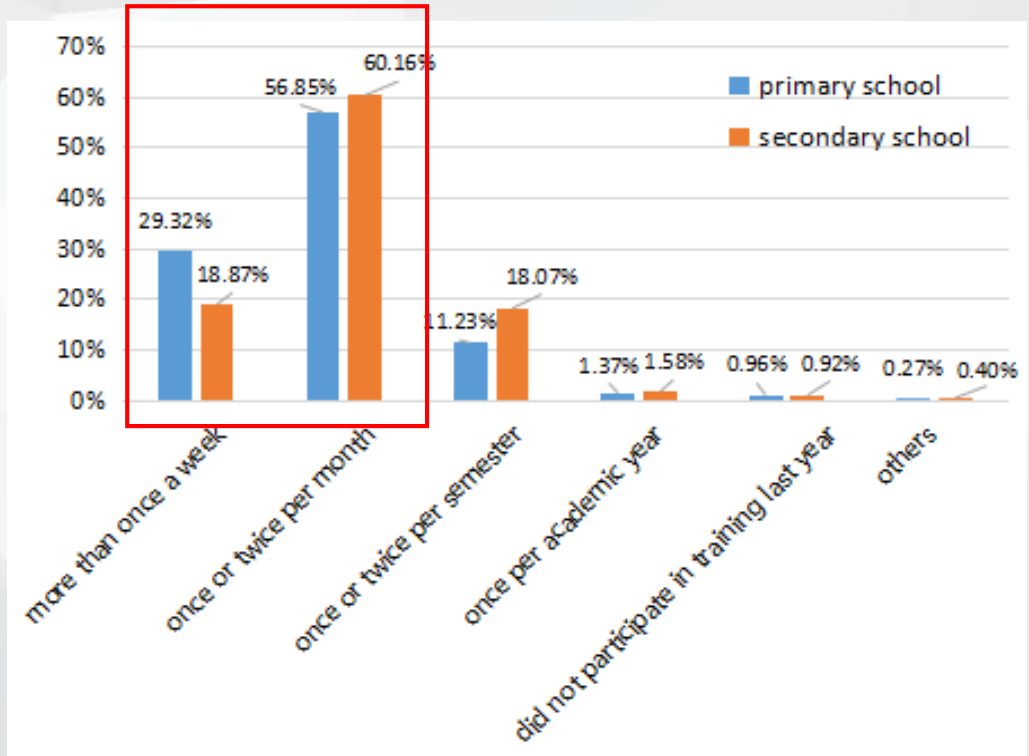——Lesson preparation groups (LPGs)
——Grade groups (GGs)

· Majority of school-based teacher training are organized by teaching affair division or training section at school while about 80% of teachers reported that they take part in school-based training at least 1-2 times a month

0.34%   5.17%   10.94%   11.41%   72.15%
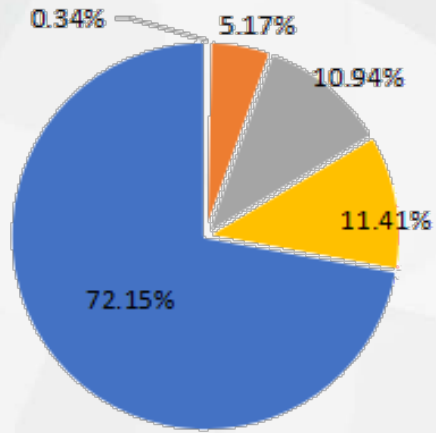
- Others
- Teachers take turns in organizing a training session
- Incorporated in daily education practices
- Coordinated by a team by topics of the training
- Coordinated by academic affair division /training section

29.32%   18.87%   56.85%   60.16%   11.23%   18.07%   1.37%   1.58%   0.96%   0.92%   0.27%   0.40%

primary school
secondary school

more than once a week | once or twice per month | once or twice per semester | once per academic year | did not participate in training last year | others

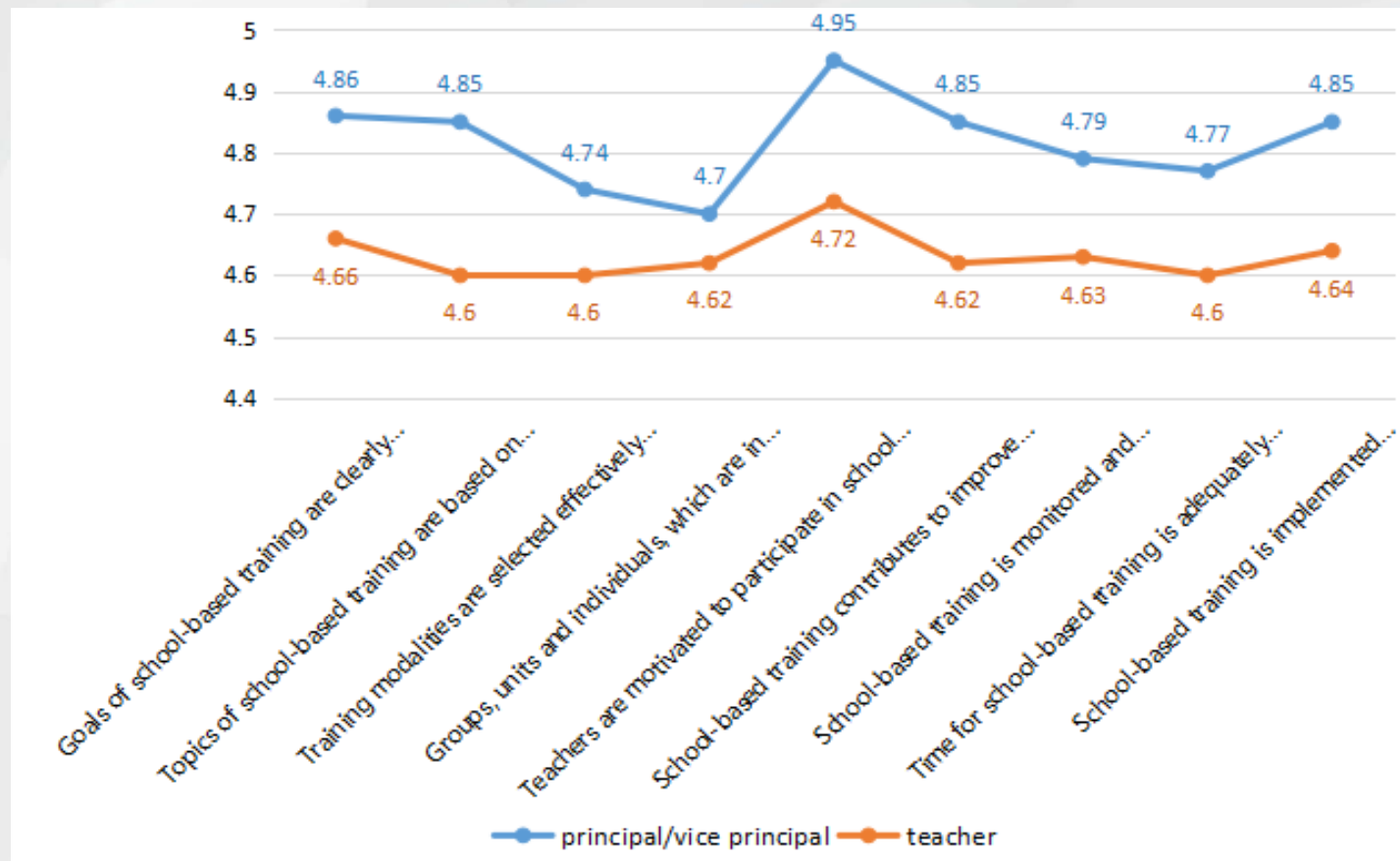- Teaching methods and subject knowledge are still dominating topics of school-based training.
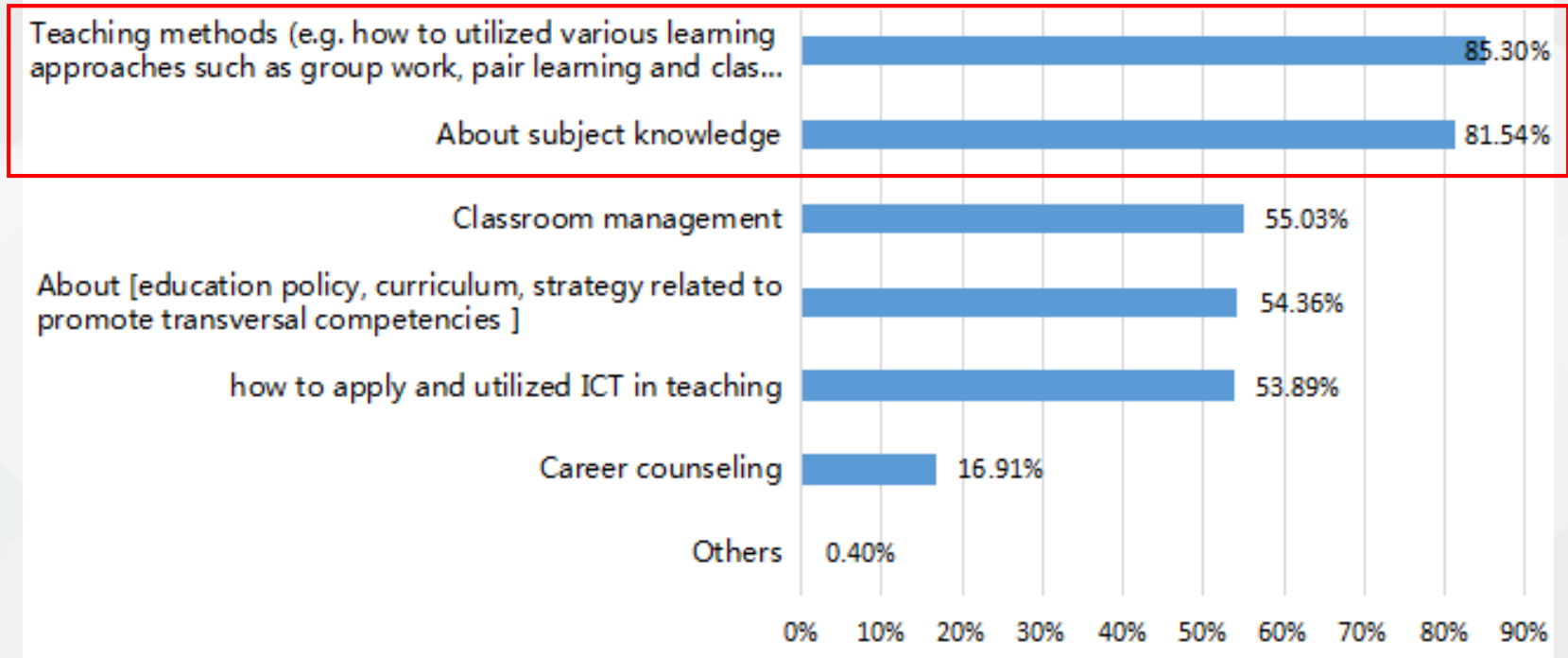
•Expert knowledge and experience are most needed support for teachers.
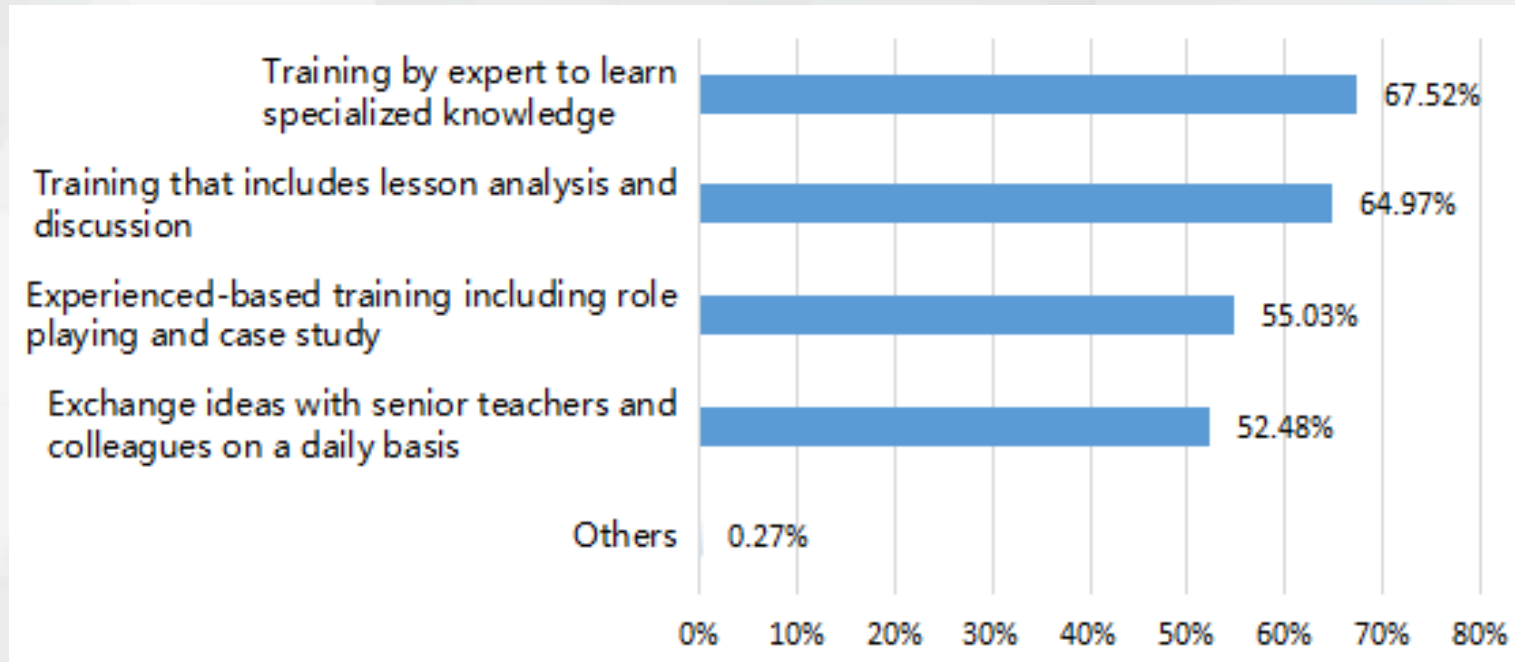
• Principals have higher recognition of school-based training than teachers

Policy and Implications

- Teacher's engagement in TVC learning and teaching needs to be strengthened.

- Definition and goals of TVC teaching needs to be clearly demonstrated in teacher's professional development plan at levels (municipal/district/school).

- Expert knowledge about TVC teaching and models for TVC teaching and assessing practices need to be collected and shared among teachers.

Thank you!