PLENARY DISCUSSION

SYNTHESIZING RESEARCH FINDINGS FROM CASE STUDIES (PHASE III RESEARCH): TEACHER DEVELOPMENT

Satoko Yano

Section for Inclusive Quality Education, UNESCO Bangkok

2016 ERI-Net Annual Meeting (23 February)

Outline

- Overview of phase III study
  - Research framework
  - Methodology & Research Coverage
- Preliminary findings
  - Teacher preparedness for TVC integration
  - Teacher preparedness for an inter-connected world
- Key messages
- Next Steps

Research questions

- To what extent <u>teachers feel prepared and supported</u> for integrating TVCs (TVCs) learning in the classroom?

- What are <u>the proven supports</u> that help teachers enhance their skills to facilitate TVC learning?

- What are <u>the challenges</u> in ensuring sufficient opportunities to prepare and support teachers for better TVC learning in the classroom?

- To what extent is <u>globalization influencing education reforms</u>, especially those related to TVC learning?

- What are <u>the policy implications</u> to ensure teachers are well prepared and supported to fulfill their roles?

Definition of TVCs

Domains	Examples of key skills , competencies, values and attitudes
Critical and innovative thinking	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Interpersonal skills	Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
Intrapersonal skills	Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect
Global citizenship	Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, ability to resolve conflicts, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging
Media and information literacy	Ability to obtain and analyse information through ICT, ability to critically evaluate information and media content, ethical use of ICT
(Optional) Physical health, Religious values	Appreciation of health lifestyle, respect to religious values

Working definition of TVCs for phase III research. Source: UNESCO ERI-Net Research Framework (phase III research) 2015.

Definition of TVCs

Domains	Examples of key skills , competencies, values and attitudes
Critical and innovative thinking	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Interpersonal skills	Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
Intrapersonal skills	Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect
Global citizenship	Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, ability to resolve conflicts, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging
Media and information literacy	Ability to obtain and analyse information through ICT, ability to critically evaluate information and media content, ethical use of ICT
(Optional) Physical health, Religious values	Appreciation of health lifestyle, respect to religious values

Working definition of TVCs for phase III research. Source: UNESCO ERI-Net Research Framework (phase III research) 2015.

Methodology & Research Coverage

☐ Data collection methodology

- Desk review of policy documents

- Interview with stakeholders

- Questionnaires

- Focus group discussions

- Observations of teacher training and in classrooms

☐ Selection of schools

- For consistency purposes, phase III researchers were encouraged to return to the schools sampled in phase II research, including between 5-10 general schools (or lower secondary and/or upper secondary schools).

Methodology & Research Coverage

Data collection methodology utilized in Phase III research

Country Case Studies	Data collection methods in Phase III research				Other data collection methods in Phase III		
	School Policy Review	Classroom Observations	Interviews with school leaders/ teachers	Questionnaires	National Policy/ Curriculum Review	Interviews with policy makers	Questionnaire &/or focus group discussions with students
1. Australia		●	●	●	●		
2. Beijing & Hong Kong, China			●	●	●		
3. Shanghai, China		●	●	●	●		
4. India				●	●		●
5. Japan	●	●	●	●	●	●	
6. Republic of Korea			●	●	●		
7. Malaysia	●	●	●	●	●		
8. Mongolia			●	●	●		
9. Thailand	●		●	●	●		
10. Viet Nam			●	●	●	●	

Methodology & Research Coverage

Data collection methodology utilized in Phase III research

Country Case Studies	Data collection methods in Phase III research				Other data collection methods in Phase III		
	School Policy Review	Classroom Observations	Interviews with school leaders/ teachers	Questionnaires	National Policy/ Curriculum Review	Interviews with policy makers	Questionnaire &/or focus group discussions with students
1. Australia		●	●	●	●		
2. Beijing & Hong Kong, China			●	●	●		
3. Shanghai, China		●	●	●	●		
4. India				●	●		●
5. Japan	●	●	●	●	●	●	
6. Republic of Korea			●	●	●		
7. Malaysia	●	●	●	●	●		
8. Mongolia			●	●	●		
9. Thailand	●		●	●	●		
10. Viet Nam			●	●	●	●	

Methodology & Research Coverage

Number of school surveyed for Phase III research by country and school level

Country case studies	Schools by level			
	Primary school	Secondary school	Other	Total
1. Australia	4	2	-	6
2. Beijing & Hong Kong SAR, China	-	9	-	9*
3. Shanghai, China	-	73	-	73
4. India	-	-	-	–
5. Japan	12	7	-	19
6. Republic of Korea	-	6	-	6*
7. Malaysia	2	6	-	8
8. Mongolia	-	-	-	–
9. Thailand	-	-	283	283*
10. Viet Nam	2	-	-	2
Total	20	103	283	406

*Including five secondary schools in Beijing and four secondary schools in Hong Kong.
*This total includes five lower secondary schools and one upper secondary school for the Republic of Korea case study.
*Number of primary and secondary schools responding to questionnaires as part of the Thailand case study. A breakdown of this total by school level is not available.

Methodology & Research Coverage

Number of school surveyed for Phase III research by country and school level

Country case studies	Schools by level			
	Primary school	Secondary school	Other	Total
1. Australia	4	2	-	6
2. Beijing & Hong Kong SAR, China	-	9	-	9*
3. Shanghai, China	-	73	-	73
4. India	-	-	-	–
5. Japan	12	7	-	19
6. Republic of Korea	-	6	-	6*
7. Malaysia	2	6	-	8
8. Mongolia	-	-	-	–
9. Thailand	-	-	283	283*
10. Viet Nam	2	-	-	2
Total	20	103	283	406

*Including five secondary schools in Beijing and four secondary schools in Hong Kong.
*This total includes five lower secondary schools and one upper secondary school for the Republic of Korea case study.
*Number of primary and secondary schools responding to questionnaires as part of the Thailand case study. A breakdown of this total by school level is not available.

Research Coverage

Questionnaire respondents to Phase III research by country, profession and sex.

Country Case Studies	Questionnaire Respondents										
	Teachers	Sex		School Principals	Sex		Students	Sex		
		M	F		M	F		M	F	
1. Australia	57	-	-	29	-	-	-	-	-	86
2. Beijing & Hong Kong SAR, China	14	-	-	7	-	-	-	-	-	21
3. Shanghai, China	1490	320	1170	73	-	-	-	-	-	1,563
4. India	25	17	6	3	1	2	30	-	-	58
5. Japan	164	-	-	23	-	-	-	-	-	187*
6. Republic of Korea	202	-	-	-	-	-	-	-	-	202
7. Malaysia	113	-	-	8	-	-	-	-	-	121
8. Mongolia	60	5	55	-	-	-	-	-	-	60
9. Thailand	283	-	-	7	-	-	-	-	-	290
10. Viet Nam	157	-	-	-	-	-	-	-	-	157
Total	2,565	342	1,231	150	1	2	30	-	-	2,745

*Of the total number of respondents to the questionnaire for the Japan case study, 54.3 per cent were female and 45.7 per cent were male.

Research Coverage

Questionnaire respondents to Phase III research by country, profession and sex.

Country Case Studies	Questionnaire Respondents									
	Teachers	Sex		School Principals	Sex		Students	Sex		
		M	F		M	F		M	F	
1. Australia	57	-	-	29	-	-	-	-	-	86
2. Beijing & Hong Kong SAR, China	14	-	-	7	-	-	-	-	-	21
3. Shanghai, China	1490	320	1170	73	-	-	-	-	-	1,563
4. India	25	17	6	3	1	2	30	-	-	58
5. Japan	164	-	-	23	-	-	-	-	-	187*
6. Republic of Korea	202	-	-	-	-	-	-	-	-	202
7. Malaysia	113	-	-	8	-	-	-	-	-	121
8. Mongolia	60	5	55	-	-	-	-	-	-	60
9. Thailand	283	-	-	7	-	-	-	-	-	290
10. Viet Nam	157	-	-	-	-	-	-	-	-	157
Total	2,565	342	1,231	150	1	2	30	-	-	2,745

*Of the total number of respondents to the questionnaire for the Japan case study, 54.3 per cent were female and 45.7 per cent were male.

Research Coverage

Questionnaire respondents to Phase III research, level of professional experience

Country Case Studies	Level of professional experience of respondents							
	Teachers (%)				School Principals (%)			
	<5 years	5-10 years	10-20 years	>21 years	<5 years	5-10 years	10-20 years	>21 years
1. Shanghai, China	-	-	-	-	33% (24)	31% (23)	36% (26)	-
2. India	16% (4)	12% (3)	36% (9)	36% (9)	-	33% (1)	-	67% (2)
3. Japan	3.2% (6)	4.9% (9)	20% (37)	51.4% (95)	72.7% (8)	18.2% (2)	0% (0)	9.1% (1)
4. Republic of Korea	-	-	68% (137)*	-	-	-	-	-
5. Mongolia	40% (24)	28% (17)	23 % (14)	9% (5)	-	-	-	-
6. Thailand	11.3% (32)	23.7% (67)	61.8 (175)*	-	-	-	-	-

*Note that 251 teachers out of 283 respondents answered the question relating to years of experience posed in the Thailand country case study. There is no breakdown provided of the 6.1.8 (175), as this is listed in the country case study as 'more than 11 years, with no indication of what percentage/number had more than 21 years experience.

*Note that no breakdown of the years of experience of the remaining 32 per cent of respondent teachers was given in the Republic of Korea case study.

Research Coverage

Questionnaire respondents to Phase III research, level of professional experience

Country Case Studies	Level of professional experience of respondents							
	Teachers (%)				School Principals (%)			
	<5 years	5-10 years	10-20 years	>21 years	<5 years	5-10 years	10-20 years	>21 years
1. Shanghai, China	-	-	-	-	33% (24)	31% (23)	36% (26)	-
2. India	16% (4)	12% (3)	36% (9)	36% (9)	-	33% (1)	-	67% (2)
3. Japan	3.2% (6)	4.9% (9)	20% (37)	51.4% (95)	72.7% (8)	18.2% (2)	0% (0)	9.1% (1)
4. Republic of Korea	-	-	68% (137)*	-	-	-	-	-
5. Mongolia	40% (24)	28% (17)	23 % (14)	9% (5)	-	-	-	-
6. Thailand	11.3% (32)	23.7% (67)	61.8 (175)*	-	-	-	-	-

*Note that 251 teachers out of 283 respondents answered the question relating to years of experience posed in the Thailand country case study. There is no breakdown provided of the 6.1.8 (175), as this is listed in the country case study as 'more than 11 years, with no indication of what percentage/number had more than 21 years experience.

*Note that no breakdown of the years of experience of the remaining 32 per cent of respondent teachers was given in the Republic of Korea case study.

Research Coverage

Questionnaire respondents to Phase III research, level of professional experience

Country Case Studies	Level of professional experience of respondents							
	Teachers (%)				School Principals (%)			
	<5 years	5-10 years	10-20 years	>21 years	<5 years	5-10 years	10-20 years	>21 years
1. Shanghai, China	-	-	-	-	33% (24)	31% (23)	36% (26)	-
2. India	16% (4)	12% (3)	36% (9)	36% (9)	-	33% (1)	-	67% (2)
3. Japan	3.2% (6)	4.9% (9)	20% (37)	51.4% (95)	72.7% (8)	18.2% (2)	0% (0)	9.1% (1)
4. Republic of Korea	-	-	68% (137)*	-	-	-	-	-
5. Mongolia	40% (24)	28% (17)	23 % (14)	9% (5)	-	-	-	-
6. Thailand	11.3% (32)	23.7% (67)	61.8 (175)*	-	-	-	-	-

*Note that 251 teachers out of 283 respondents answered the question relating to years of experience posed in the Thailand country case study. There is no breakdown provided of the 6.1.8 (175), as this is listed in the country case study as 'more than 11 years, with no indication of what percentage/number had more than 21 years experience.

*Note that no breakdown of the years of experience of the remaining 32 per cent of respondent teachers was given in the Republic of Korea case study.

Preliminary findings
Teachers' preparedness for TVC integration

- Teacher perspective
  - The majority of teachers recognise the inherent value of either implicitly or explicitly teaching TVCs to their students.
  - The **top three skills** identified by teachers for teaching TVCs:
    1. Communication skills
    2. Organisational skills
    3. Passion for teaching, facilitation skills, creativity, reflective thinking
  - The **bottom three skills** identified by teachers for teaching TVCs:
    1. Effective and ethical use of ICT
    2. Reflective thinking
    3. Skills to design and modify curricula

Preliminary findings
Teachers' preparedness for TVC integration

- Teacher perspective
  - The **top three skills** identified by teachers that they are equipped with to some or to a greater extent:
    1. Passion for teaching
    2. Communication skills
    3. Comprehensive knowledge of subject matter
  - The **bottom three skills** identified by teachers that they are equipped with to a little extent or not at all:
    1. Effective and ethical use of ICT
    2. Critical thinking
    3. Reflective thinking, assertiveness, flexibility in teaching practice – conveyors, rather than co-creators of curriculum (India)

Preliminary findings
Teachers' preparedness for TVC integration

■ Teacher professional development: **pre-service training**

- Most of the case studies examined the extent to which pre-service training was relevant to teachers for TVCs learning (e.g., India, especially for younger teachers).

- The practicum teaching component of pre-service training was identified by teachers as being the most relevant to their learning of how to facilitate TVCs. However, time given for training is not sufficient.

- On the job training (in-service training) identified as the most effective way of learning how to integrate TVCs into teaching practice.

Preliminary findings
Teachers' preparedness for TVC integration

- Teacher professional development: **in-service training**

  Teacher satisfaction with in-service training:

  - Overall a majority of teachers are satisfied with current in-service training in facilitating TVCs.

  - However there exists a sizeable minority of teachers that are not satisfied with the in-service training they currently receive.

  Availability of in-service training:

  - All teachers across all case studies have access to some form of in-service training.

  - Lectures are the most available modality of in-service training, followed by lesson studies.

  - Training only available for public school teachers (India)

  - Time constraints and other obligations limiting the access to support

Preliminary findings
Teachers' preparedness for TVC integration

- Teacher professional development: **in-service training**

    Relevance of in-service training:

    - Teachers hold differing views on what forms of in-service training are most relevant, but clear examples, lesson studies, and professional conversations are considered useful in general.

    - Lectures are considered most relevant by some while considered least effective by some

    - Funding support to enroll in university identified as least relevant

    - The most relevant and available training is school-based training

    Effectiveness of in-service training:

    - Although the majority of teachers across the country case studies agree in-service training is based on their needs and is necessary for improving student learning of TVCs, there are notable gaps in these and other measures of effectiveness.

Preliminary findings
Teachers' preparedness for TVC integration

- **∎** Teacher professional development: **in-service training**

    Effectiveness of in-service training (cont'd):

    - Some cases show teachers do not think that the training is based on their needs

    - Cascade model of training may not be effective (India)

    - Methodologies for effective training may be different by teachers' experiences (Australia)

    Further in-service training needs of teachers:

    - Specific training on integration of TVCs, with practical guidance and enriched learning materials.

Preliminary findings
Teachers' preparedness for TVC integration

- **School and system-level support**

  School plans

  - The majority of teachers agree TVCs are reflected in school plans, including professional development for teachers.
  - There are notably differing views as to whether TVCs are reflected in school plans between school leaders and teachers in some countries.

  School budgets

  - Teachers say they need more budget for teaching TVCs, and regular allocated budget for in-service training.
  - No budget allocation for training can lead to difficulties in accessing training to support TVC integration.

Preliminary findings
Teachers' preparedness for TVC integration

- **School and system-level support**

  School curriculum

  - Many schools do not have school curriculum that explicitly references TVCs, and few have detailed guidelines for teacher implementation.

  Assessment frameworks

  - There is typically no separate assessment framework available for teachers to measure student attainment of TVCs.

  - TVCs are typically evaluated as part of assessments for traditional subjects (integration).

  - It is important to have clear guidelines for expected learning outcomes and how they can be assessed.

Preliminary findings
Teachers' preparedness for TVC integration

■ School and system-level support

School leaders

- School leaders are generally supportive of teachers' efforts to integrate TVCs in their classroom practice, and of undertaking professional development training.

- Teachers identified a crucial role for school leaders in 're-balancing' the school environment towards TVCs.

- Some difficulties with school leader attitudes about the teaching of TVCs, supervisory techniques and a lack of knowledge about TVCs were identified by teachers.

Preliminary findings
Teachers' preparedness for TVC integration

■ School and system-level support

School community

- Student interest and parental support identified by teachers as two of the most influential factors for enabling the effective teaching of TVCs in schools. Parents are supportive "as long as the grades don't drop".

- Diverse views from teachers on whether TVCs are understood by students and parents.

- Teachers identify a lack of understanding by parents and students of TVCs as a significant challenge to implementation.

Education authorities

- Research highlights the importance of local education authorities setting a vision for education, to enable progressive teaching and learning practices, like TVCs.

Preliminary findings

Teachers' preparedness for an inter-connected world

- ■ Globalisation, regional integration and TVCs
  - Creativity, communication skills and the ability to obtain and analyse information through the use of ICT are skills identified as the highest priority by teachers for students to navigate an interconnected world.
  - Entrepreneurship, organisational skills, empathy and collegiality, and the ability to critically evaluate information and media content are skills identified by teachers as the lowest priority for students in an increasingly globalised world.

Preliminary findings

Teachers' preparedness for an inter-connected world

- **Globalisation, regional integration and TVCs**
  - Across the country case studies there is a medium to high level of awareness amongst teachers of whether their school's policy emphasizes the importance of preparing students for a globalised world.
  - Teachers struggle to identify good practice examples of school activities developing students' TVCs for a globalised world;
  - In some countries teachers have very limited awareness of the change in their role in response to 21st century demands.
  - Differences of focus may be due to specific country contexts (e.g., ASEAN countries for regional integration, China for global competitiveness and adaptability, Australia for intercultural understanding)

Key messages

1. Teachers are committed and passionate about students' learning, but overburdened by other competing tasks

2. TVCs teaching is not separate from subject knowledge, but based on it

3. Gaps in perception between teachers and school leaders may be one of the reasons between policy-practice gap

4. Both pre-service and in-service teacher training can be reformed to align with the expected learning outcomes

5. More resources at schools needed to ensure teachers are well prepared for TVCs learning

6. Many of TVCs are considered important especially in the context of globalization and regionalization
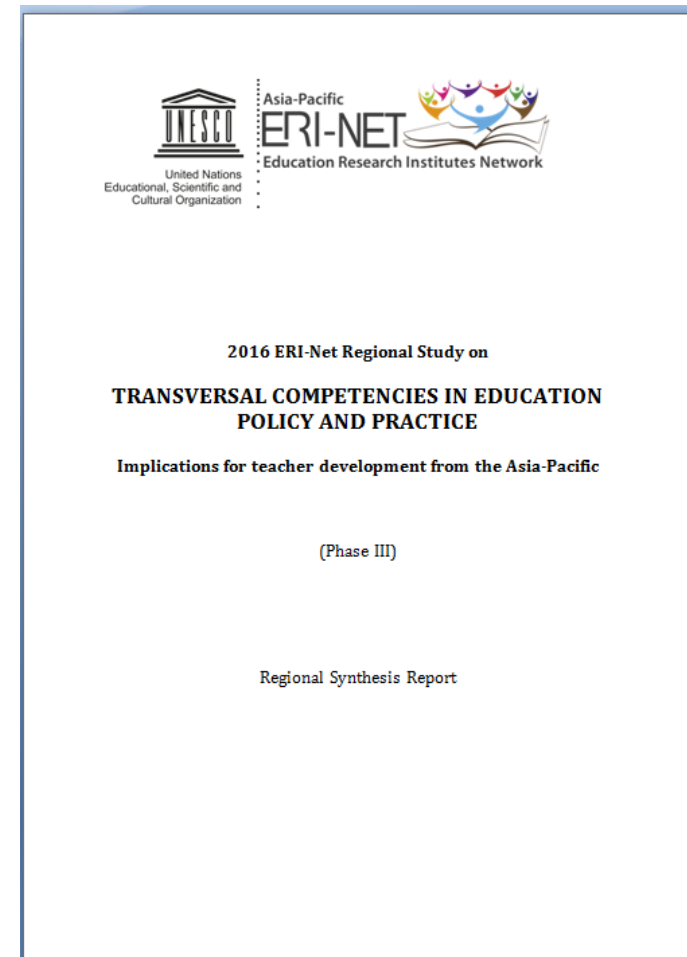
Next Steps: timeline

- **Country case studies (phase III)**
  - FINAL draft: March 2016
  - Uploaded to NESPAP July 2016

- **Regional synthesis report (phase III)**
  - First draft: March 2016
  - FINAL draft: October 2016
  - Official Publication: December 2016

- **Other related studies**
  - Assessment of TVCs

2016 ERI-Net Regional Study on

TRANSVERSAL COMPETENCIES IN EDUCATION POLICY AND PRACTICE

Implications for teacher development from the Asia-Pacific

(Phase III)

Regional Synthesis Report

Next Steps: future research

1. What further questions are raised by Phase III research?

2. Are there issues that need further research to better enable the integration of TVCs in the classroom?

3. If so, what are these key issues for future consideration, and how best should they be investigated?

4. What can be done with the research findings?

22 Thank you very much!