

SEAMEO-University of Tsukuba Symposium VII
Reform and Development in Teacher Education for the Digital Economy

Reforms in Teacher Education in Responding to Digital Economy: A Malaysian Case

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Challenges and Demands on Education for Digital Economy

Challenges



New Technologies

Global phenomenon;
concern the whole humanity



Changes

Physical and cognitive changes
(AI and transhumanism)



Knowledge

Knowledge is renewed
faster than generations



Information

Abundance of Information



Explosion of learning



Demands



Digital Skills



Digital *Navigation* Skills



Humanistic values

Gearing Education to Meet Digital Economic Demands



Transformation of Teaching Profession under Teacher and Principal Charter Initiatives

Teacher Charter Initiatives

Raising admission requirements and more stringent selection for entry into Institute of Teacher Education (IPG)

Deploying IPG Transformation Initiatives

Upgrading teacher quality via continuous professional development (CPD) programmes

Using Unified Instruments (UI) for teacher performance appraisal

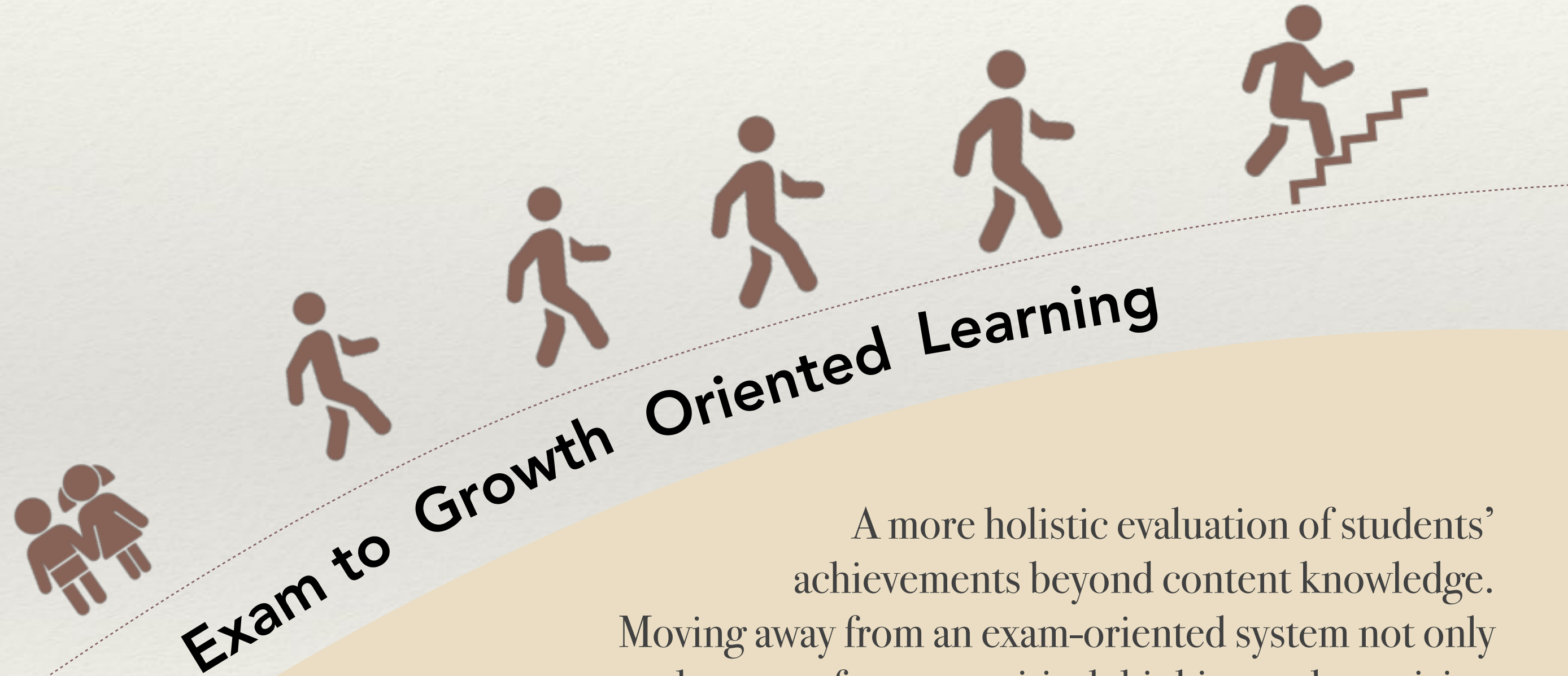
Implementing competency and performance-based career progression

Principal Charter

- Enhancing selection criteria and succession planning process for school principals
- Rolling out a New Principal Career Package with greater support and sharper accountability for improving student outcomes

New Narratives in Educational Practice

Meeting Needs and Demands of Digital Economy



A more holistic evaluation of students' achievements beyond content knowledge. Moving away from an exam-oriented system not only pushes us to focus on critical thinking and creativity, but can help put the spotlight on how we develop positive values and ideas of an individual who is balanced intellectually and socially.

Students
(Pedagogical change)

Teacher-centred → Student-centred

Teachers
(Capacity Building)

Stand-alone → Professional Support

Educational Leadership
(Management)

Top-down → Bottom-up

New Narratives in Educational Practice

Students (Pedagogical change)

Teacher-centred → Student-centred

- 70% of the curriculum involves **HOTS**
- Increasing **HOTS-question** proportion in national examinations

Teachers (Capacity Building)

Stand-alone → Professional Support

- Formalise & institutionalise Professional Support System
 - ✓ School Improvement Partners (SIP+)
 - ✓ School Improvement Specialist Coach (SISC+)
 - ✓ Educational Leaders & Instructional Team (ELIT)
- Professional Learning Community (PLC).

Educational Leaders (Management)

Top-down → Bottom-up

- School based Improvement Effort.
- Negotiation & Consultation
- Performance Dialogue

Challenges and Way Forward

Challenges



Learning gaps among students



Explosive of learning

Way Forward



Keeping key skills and competency relevant



Prioritizing policies to support 21st Century Skills



Collaboration between countries and industries

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