

Webinar Briefing Paper

Session: 4 Beyond ASEAN: Innovative Approaches to Promote Equity through Teacher Education

Date: 30 October, 2021

Time: 13.30 – 14.35

Session Overview

Speakers

- Dr. Pamela Cantor, Turnaround for Children's Founder & Senior Science Advisor, Child and Adolescent Psychiatrist, USA
- Dr. Marita Neitola, University Lecturer in Department of Teacher Education in Rauma, University of Turku, Finland
- Mr. Tomio Ikoma, President and CEO, With us Corporation/Principal of Daiichi Gakuin High School, Japan

Moderator

- Ms. Thantida Wongprasong, Director of Innovations and Scholarships, Equitable Education Fund, Thailand

Session Summary

This session explained the how three countries outside of Southeast Asia are building a solid support system for teachers and educators in order to achieve equitable education. The speakers all focused on mental health and wellbeing of the students and teachers. Relationships between them give context to the experiences that the students have. Education is viewed as inclusive and all students are part of this.

Recommendations

Education for the whole child is important instead of teaching just one subject at a time. Engaging and motivating students is very important and developing communication skills, giving positive feedback, and supporting the mental health of students is key. Innovations that promote inclusive education shall be used as tools to customize individual student's learning in order to maximize their opportunities to learn. *(Ways to support children with behavioral disorders include adopting learning systems applied with adults of specific targets, including the medical treatment and support for education movement.)*

The wish lists for teachers and other education professionals are: (i) longitudinal studies to further education, coaching and mentoring; (ii) teacher education; (iii) research studies of teaching and learning focusing on the effectiveness of interventions; (iv) better multi-professional and cross-sectoral cooperation with stakeholders; (v) arts and narrative-based pedagogy; (vi) support for teacher-educators with special pedagogical competence and digital guidance skills; and (vii) family services.

Next Steps

As students return to schools, the relationships that students must be strengthened. Flexibility in schools is key as new skills for creating self-relying students is needed. Future changes should focus on promoting the education of the whole child as it is context that determines the outcomes.

Speaker Remarks

Dr. Pamela Cantor, Turnaround for Children's Founder and Senior Science Advisor, Child and Adolescent Psychiatrist, USA

"The message in the science is clear, we need a new design mapped to the way the brain grows and children learn. A design that combines positive developmental relationships, environments filled with safety and belonging, rich meaningful learning experiences so that students discover what they are capable of."

Dr. Marita Neitola, University Lecturer in Department of Teacher Education in Rauma, University of Turku, Finland

“We need more, different, vital, evidence-based measures to teach better and promote learning, as well as we also need more research and knowledge concerning the effectiveness of different kinds of interventions.”

Mr. Tomio Ikoma, President and CEO, With US Corporation/Principal of Daiichi Gakuin High School, Japan

“Our goal is...aiming to be the foremost educational institution at developing outstanding individuals who can play an active role in society.”

Key Evidence

Drop-out rates have increased especially for those in more socioeconomically disadvantaged areas. In addition, boys are over-represented in statistics of dropout rates and behavioral difficulties. Societal pressures and norms have also led students to emotion problems such as lower-self esteem and a lack of identity in students.

Challenges, good practices

Physical distancing due to the COVID-19 pandemic has led to a distancing of relationships that are key to a student’s mental health and learning capabilities. Bridging this gap and repairing these relationships can be difficult as the environments and experiences have changed in the post-pandemic education system.

Country Cases

The example of America

COVID-19 has led to learning loss in America, but the physical separation has also led to a separation of the relationships that help students prosper. They aimed to engage and motivate students by teaching to the whole child and helping create relationships, environments, and experiences that help students succeed.

The example of Finland

The Finish education system is inclusive and has sought to reach all students. Support for the teachers and students is given at all levels as there is no end to education. They have aimed to provide the tools necessary to engage students through things like interactive games and lessons to help learning with built-in assessment that allows teachers to focus on supporting students and other forms of intervention.

The Example of Japan

The rigidity of the structure of schools and cram-based education has become problematic, however, flexibility measures have been introduced to help alleviate this. Cultural difficulties are also present as schools try to help increase the self-worth of students, develop communication skills, and address differences in family situations and socioeconomic statuses. There is a need for well-balanced students with new skills to prepare them socially and occupationally to become self-relying citizens.