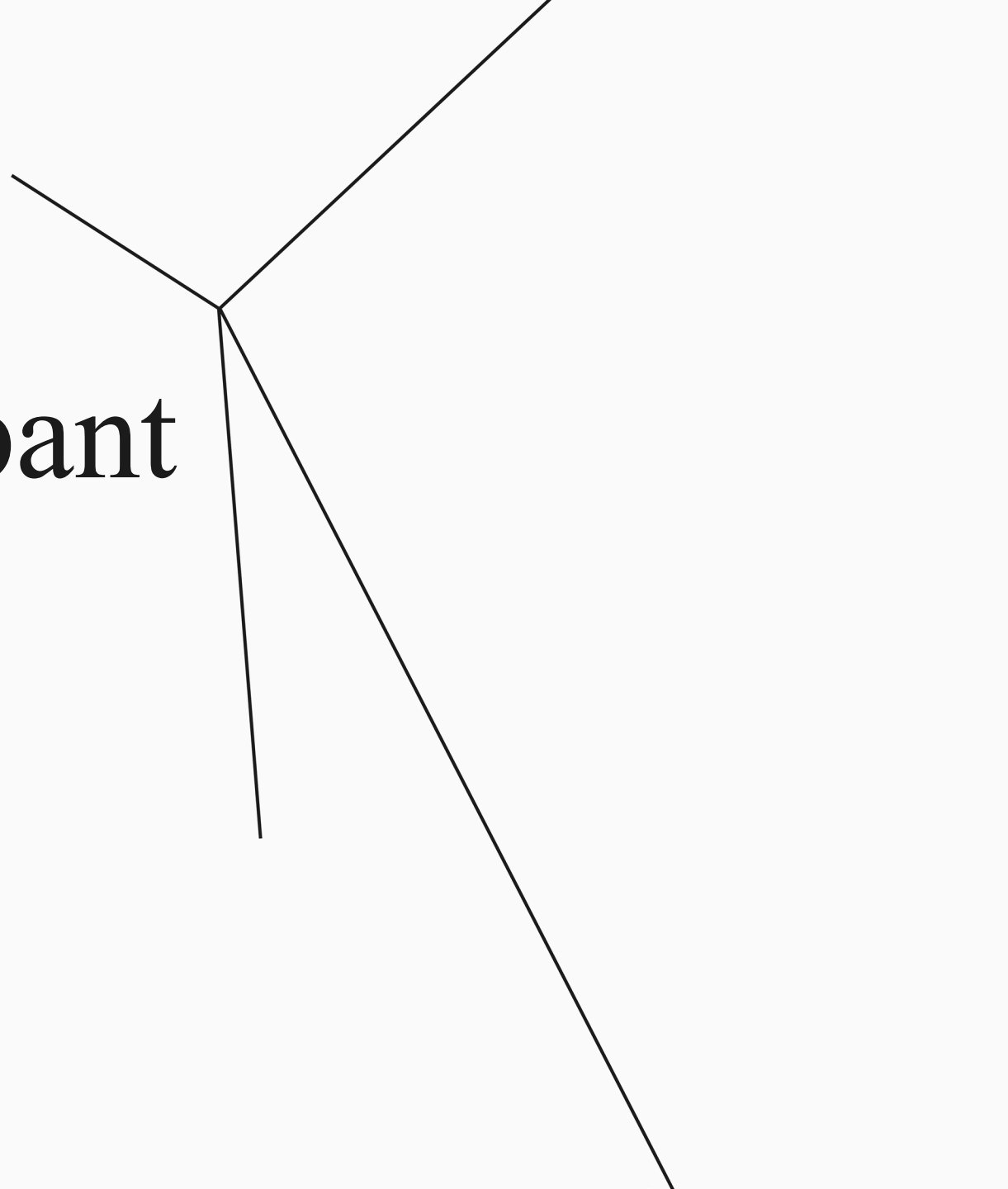
Teacher Training in Malaysia – Developing Teacher Identities in an International Context

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Project and participant context



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Contexts

Global:

By the end of 2024, UNHCR estimates there will be more than 130 million forcibly displaced persons worldwide.

75% of those people live in low- or middle-income countries

Access to, and experience of, both schooling and education is widely variable.

Malaysia:

UNHCR estimates 189,340 registered refugees and asylum-seekers in Malaysia (May 2024).

Further 40,000-140,000 unregistered refugees

Malaysia has some of the strictest citizenship laws in the world.

Undocumented, irregular or stateless migrants range from a further 1.2 to 3.5 million.

Estimated 20-30% of refugee children attend ‘alternative learning centres'.

(Displaced) teacher demographics

Age	Youngest	18
	Eldest	59
	Mean age	29
Gender	Female	25
	Male	9
Nationality	Malayan	14
	Burma (Myanmar)	10
	Pakistan	3
	Yemen	3
	Bangladesh	1
	Iraq	1
	Somalia	1
	Syrian Arab Republic	1
Educational qualifications	Incomplete secondary schooling	2
	Completed secondary schooling (iGCSE or equivalent)	5
	Completed upper secondary schooling (A level or equivalent)	2
	Incomplete tertiary education	1
	Bachelor's degree	6
	Postgraduate degree	3

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Overview of Project

- PGCEi qualification; 6 modules
- Face to face teaching at beginning of each pair of modules
- Unqualified teachers in unregistered schools
- Refugee communities
- Varied previous experiences of education
- Most students accessing online content on smartphone

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Programme design

Mode

Blended approaches are most effective for teacher development programmes

(Popova *et al.*, 2022; Schmid *et al.*, 2023)

Design features positively correlated with student retention and positive learning impacts:

- Consecutive days of face-to-face learning (but not necessarily ‘more’ face-to-face learning)
- Follow up visits to review materials and work on application in context
- Time spent practicing with other teachers

Challenges

- Building relationships
- Diversity of teaching and academic experiences
- Starting from where students are and funds of knowledge
- What does 'good teaching' look like in different contexts?
- Authentic assessment

Curriculum Design

- Previous experience in developing PSRB programmes in England
- Making the PGCEi meaningful for everyday practice
- Availability of online resources e.g. videos
- Academic standards in context

Building our Understanding

To help us understand the role that our programme could have in developing them as teachers, we first had to understand what being a teacher and learner was for them.

Two questions that drove our data collection were:

What makes a good teacher?

What makes a good learner?

Assemblage and Subjectivity

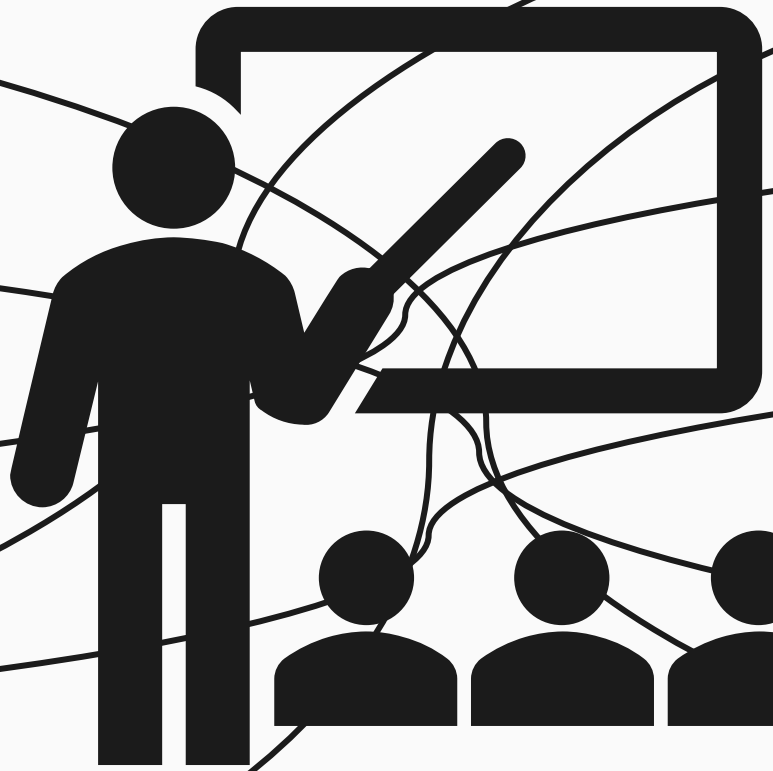
"An assemblage, in its multiplicity, necessarily acts on semiotic flows, material flows, and social flows simultaneously. Assemblages are composed of heterogeneous elements or components that are linked together to function as a whole. An assemblage has both *content* and *expression*, both a *territorializing* component that establishes boundaries and a *deterritorializing* force that allows for movement and reconfiguration"

(Deleuze and Guattari, 1987, p.88).

"The subject is a relation of dependency in which the one who is dependent is also defined, not merely regulated, by norms that exceed them"

(Butler, 1997, p.20)

Conceptualising Teacher Identities



Money

Affectivities

Bodies

People

Place

Law

Knowledge

Government

Assessment

Time

Desire

Family

Politics

Media

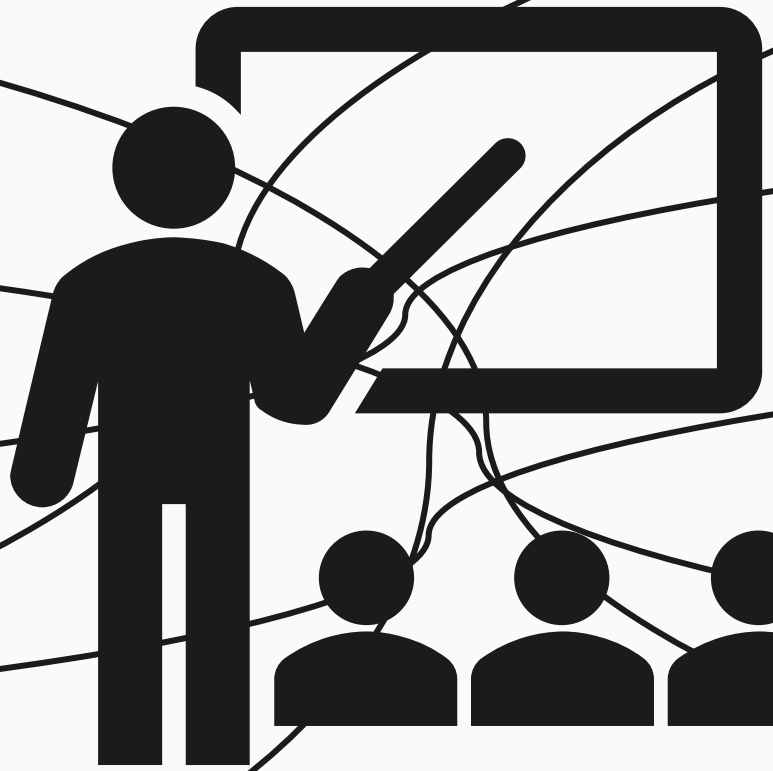
Technology

Policy

Organisations

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Shadow Teachers



Money

Affectivities

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Shadow Subjects / Shadow Teachers

Teacher/ Not a teacher

Citizen / Migrant

Legal / Illegal

School / Alternative Learning Centre

Adult / Child



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What makes a good teacher?

- Patience and care
- Being 'liked by the students'
- Recognition that all pupils are different
- Understand pupils' lived experience
- Empower pupils to become global citizens
- Being a continual learner / open to learning new things
- Role models – modelling values (like curiosity)
- Provide the 'correct' knowledge
- Know what stage pupils are at in their learning

What knowledge and understanding do you think is 'missing' here?

And what would you do to develop their thinking?

What makes a good learner?

- Being curious and thinking critically
- Good listener
- The teaching environment
- Being open and able to take criticism
- Good learning behaviours (don't get distracted)
- They do as the teacher does.
- Humble and even if you know what you are being taught you continue to be compliant.

What knowledge and understanding do you think is 'missing' here?

And what would you do to develop their thinking?

Takeaway/conclusion

- Reflecting on ways that we use theory to help us better understand the context in which we are working

- Developing the programme to support making a difference to the lives of teachers and children and young people

- The role in research to tell the story – to raise awareness and capture the experience of shadow teachers.