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Taft Avenue, Manila

# **AsTEN Journal of Teacher Education**

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## Message

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In the aspiration to create a mark in Teacher Education in the regional and global arena, the Philippine Normal University established the Association of Southeast Asian Teacher Education Network (AsTEN) to bring together premier Teacher Education Institutions (TEIs) of the countries in the Asian region to work together to shape and redefine Teacher Education in the region. With the mandate to serve as vehicle for collaboration in both academic and research endeavours, AsTEN's Board to Trustees officially initiated and approved the AsTEN Journal of Teacher Education as the official publication of the Association during the 2<sup>nd</sup> meeting of the University Presidents of the member institutions in Manila on April 24, 2015; subsequently assigning management of the journal to the Philippine Normal University and the editorship to the National Institute of Education in Singapore.

The *AsTEN Journal of Teacher Education* is an inaugural publication of the Association of Southeast Asian Teacher Education Network. This journal serves as a venue for created knowledge and research on teacher education in the region may be known to the global community. This platform is a tangible scene to communicate and promote teacher education advancement in the ASEAN region and the world; advance research and teaching scholarship on various areas in teacher education; and increase the Network's visibility in the global arena. The publication of the journal's maiden issue is an undeniable manifestation of excellent collaboration and correspondence of the member countries towards realizing the network's goals of addressing issues, challenges and concerns pertinent to Teacher Education in the region. A reality at its novelty, the journal may now concretely speak of the Network's ingenuity of providing the academic community a scholarly platform to share the programs and projects of AsTEN to continuously bridge gaps, anticipate challenges and create, shape and redefine teacher education in the region. In this maiden issue, eight articles by eminent scholars from Myanmar, Philippines, Singapore and Vietnam represented the take of AsTEN on the ASEAN perspective in Teacher Education that in the region there is unity in diversity promoting greater understanding and appreciation of the richness and diversity of the ASEAN culture in the aspects of teacher education.

The efforts of the editorial board headed by the Editor-in-Chief and the entire editorial team are commendable for conscientiously providing the authors constructive manuscript reviews to enhance their respective articles worthy of international publication. The member institutions have shown that they are capable to foster greater cooperation on knowledge generation, enrichment and utilization and bring to the international readership worthy knowledge on teacher education. With this maiden

issue and the next publications, more meaningful insights, unique perspectives, critical analysis, critical advice and actionable guidance on teacher education in the ASEAN region may be imparted by the Association to the ASEAN community and internationally.



**ESTER B. OGENA, Ph.D.**

*President, PNU  
and Chair, AsTEN*

## An ASEAN Perspective in Teacher Education

**Lim Kam Ming**

National Institute of Education, Singapore

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In this inaugural issue of the ASEAN Teacher Education Journal (ASTEN Journal), eight papers by distinguished scholars from Myanmar, Philippines, Singapore and Vietnam were selected to present on key aspects of education and teacher education.

This collection of papers ranged from understanding how students learn social and emotional skills (Hoang, 2016) and the critical thinking skills of postgraduate students (Nyunt, 2016) to constructing an ASEAN perspective of teacher education curriculum (Reyes & Navarro, 2016).

While Myint and Aung (2016) informed us about the links between emotional intelligence and the work performance of teachers in Myanmar, Loh (2016) explored a beginning teacher's challenges during the 1st 3 years of teaching

As teacher education is a key focus for the AsTEN Journal, in addition to Reyes and Navarro's paper, two other papers were selected to provide a broader perspective.

Tamoria (2016) examined the extent of technological integration in Mathematics Teacher Education programmes in the

Philippines. Lim and Tay (2016) described and explained the teacher education model used in Singapore. To round up this 1st issue of the AsTEN Journal, Hao (2016) examined teachers' perceptions about principals' leadership behaviours in Vietnam.

One of the many positive outcomes of the ASEAN Teacher Education Conference 2014 - "Finding ASEAN Common Ground in Teacher Education: Issues and Challenges" that was held from 18-19 September 2014 in Manila was the agreement amongst the conference participants to the establishment of the AsTEN Journal.

This journal is established as the flagship publication of ASTEN. This journal will serve as a scholarly forum on education, teacher education, scholarship of teaching, teacher education leadership, curriculum and pedagogy, education policies and other relevant topics which continue to shape and redefine teacher education in the ASEAN region.

Credit and thanks must go to the members of the AsTEN Journal Publication Board from the consultants, associate editors, technical assistant, layout/graphic artist, proof reader and support staff for

their valuable advice, assistance, support and help to make this 1st issue of the AsTEN Journal a reality. Many months of hard work by many people led to the publication of this 1<sup>st</sup> issue.

A note of thanks goes to the authors of the eight papers selected for this 1st issue for making the AsTEN Journal their preferred journal for their papers.

We look forward to receiving many more manuscripts for future issues of the AsTEN Journal. Only with your support, can AsTEN Journal be a key voice for teacher education both within ASEAN and internationally.

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