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# **AsTEN Journal of Teacher Education**

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## A Foreword from the Editor-in-Chief

**Lim Kam Ming**

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The second issue of the *AsTEN Journal of Teacher Education* brings together a collection of thoughtful and insightful papers from Myanmar, Singapore and the Philippines. In keeping with the purpose of the *AsTEN Journal of Teacher Education* as a forum for scholarly discussion on current issues in teacher education, we hope that these papers will help inform and promote the advancement of teacher education.

The papers in this issue cover topics ranging from framework for teacher competency, impact of teacher education programme, teachers and specific pedagogies.

Myint and Win (2016) described the Myanmar Teacher Competency Framework and how the Framework impacts four domains: professional knowledge and understanding, professional skills and practice, professional values and dispositions and professional growth. Tun and Nyunt (2016) reported the effects of a teacher education programme on the development of teachers' professional attitude. Custodio et al (2016) examined the impact of a national service training programme on students' attitudes toward volunteerism.

Moving on to the impact of teachers, Sales (2016) examined the academic functions of programme coordinators for English, Science and Mathematics and how this was related to teachers' performance in public schools in the Philippines. On a related issue,

Gaddi (2016) analysed how school culture contributes to excellence in the education system.

Dacumos (2016) highlighted on the important impact of teachers' perspectives in a study examining science teachers' perspectives and how this influence their utilization of strategic intervention material in science education.

Last but not least, two papers on pedagogies for improving the learning of English and Science offer us useful insights. Dela Rosa and Vital (2016) described how the use of Facebook in argumentative writing help to develop an effective instructional design model. Jones (2016) discussed how a pedagogic intervention help student teachers learned to teach primary school English in Singapore.

The preparation of a journal issue required the contributions and help from many different colleagues. To the researchers who chose to publish your papers in *AsTEN Journal of Teacher Education*, thank you for your trust and support. To the reviewers who diligently review the manuscripts on time, our gratitude for your significant contribution and help. To the journal editorial team, thank you for working together to make the 2<sup>nd</sup> issue of our journal a reality and success.

I look forward to many more issues of this journal as we work together as a community to promote and advance teacher education.

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