

Dream^X – 2018 Teachers' Community Workshop Initiative

First Session in 2018 Launched in Yunlin

(Courtesy of Hui Ling, Liao at the Division of Junior High, Elementary School and
Preschool Education)



The Ministry of Education commissioned the Education Department, Yunlin County Government, to host Dream^X, a teachers' community workshop initiative. The workshop in Yunlin was held at the Trans-World University on January 20 and 21, 2018. Nearly 800 elementary and junior high school teachers from Yunlin County, Chiayi County, and Chiayi City flooded into the venue early in the morning and got fully prepared to work together to learn from each other from practical sessions. The participating teachers were eager to strengthen their professional knowledge, as can be seen from their serious and passionate looks on the face. Overall, the opening ceremony was filled with passion and emotion. The Ministry of Education envisioned that, through developing such an atmosphere, in which teachers took an initiative to prepare for lessons collectively, teachers would be motivated to join the ranks of revolutionizing and innovating education and transforming the classroom landscape and teaching practices. In the meantime, this project aims to help special municipalities and counties

(cities) enliven teaching sites, further develop local education, and guide their teachers to strengthen their professional knowledge and skills proactively.

The Ministry of Education has held a series of self-enhancement activities for teachers, such as "Dream I," "Dream I : Going Home" and "Dream II," initiated by Zheng Zhong Wang, a teacher at the Shuang Wen Junior High School in Nantou County, since 2015. In order to continue such enthusiasm and vitality, apart from the sessions in the four major districts, Dream^x in 2017 has been expanded to 6 special municipalities and counties (cities): Taipei City, Changhua County, Nantou County, Kinmen County, Tainan City, and Keelung City. More than 7,500 teachers have participated in the Dream^x activities to self-enhance their professional knowledge and skills. In the year of 2018, this project was planned to expand to 10 districts across the country and self-enhancement activities will be held independently for teachers, in the hope that through the community and collective preparation for lessons, student-centered professional enhancement communities for teachers will be established and take root locally; as such, the momentum for teachers to develop professionally will increase.

In 2018, under the theme of Dream^x, 20 courses dedicated to different subjects will be offered in each of the ten districts; apart from the primary school curriculum and junior high school curriculum, there are reading comprehension, reading teaching, and newly added special education, across the junior high school and elementary school levels, to meet the diverse needs on the ground, which will further embolden the teachers in the front line to take action. The shift to core competence became a new focus that has been incorporated into the curriculum guidelines of the 12-year National Basic Education, New sessions, designed based on the overall curriculum guidelines and curriculum planning on core competence, has been added into the training sessions from November 3 through 5, 2017. While the core value "cross-field, connection, integration, and practice," which is highlighted in the curriculum guidelines, has been incorporated in these training sessions. With collaborative preparation and mutual learning among people in different districts, along with local energy and innovative teaching experience, they will help put the core value into practice and shift

the teaching and evaluation focus to students' core competence development so as to help each child grow and shine.

The Ministry of Education stated that “Have our students picked up the knowledge yet?” or “Do they still have the passion for and confidence of learning?” has been the focus of its attention. It believes that with correct strategies and appropriate resources, teachers will teach more easily while students will learn more comfortably, and that students may even flip the classroom as the master of the classroom. Over the past few years, thanks to some leading teachers, many local teachers in the remote areas in special municipalities or counties (cities) have also participated in the collaborative preparation for lessons, and they have taken the initiative to take part in various types of communities and stopped fighting alone, with an aim to change the educational landscape and contribute their part to education. Through teachers' self-enhancement and increased local focus, educators work to flip the classroom on the ground.