

MEDIA RELEASE

FROM SG60 TO SG100: GLOBAL SCHOLARS GATHER IN SINGAPORE TO REIMAGINE THE FUTURE OF EDUCATION AT NIE'S PROFESSORSHIPS SUMMIT

Singapore, 29 September 2025 – What will classrooms look like in an era of artificial intelligence, rapid technological change, and shifting societal needs? These questions will take centre stage at the National Institute of Education, Nanyang Technological University, Singapore (NIE NTU, Singapore) as it marks its 75th anniversary with a flagship Professorships Summit on 8 October 2025.

Themed “*The Future of Education and Education Research*”, the Summit will bring together six eminent scholars holding NIE’s named professorships, alongside NIE Director Professor Liu Woon Chia. The event will be graced by Minister for Education and Minister-in-charge of Social Services Integration, Mr Desmond Lee, who will deliver the opening remarks.

The line-up of professorship holders reflects the breadth of issues shaping tomorrow’s classrooms:

- Professor Chris Chapman (CJ Koh Professorship in Education) – Interplay between education, public policy, and practice.
- Professor David Kirk (E.W. Barker Professorship in Physical Education and Sports Science) – Innovation in curriculum, physical education, and sport.
- Professor Robert Pianta (Lee Sing Kong Professorship in Early Childhood) – Global expert on early childhood education and creator of the CLASS framework on teacher–student interactions.
- Professor Meghan Burke (Lien Ying Chow Professorship in Education) – Family advocacy for individuals with disabilities.
- Professor Allison Littlejohn (Dr Ruth Wong Professorship in Teacher Education) – Digital technology reshaping professional learning.
- Professor Arndt Graf (Dr Muhammad Ariff Ahmad Professorship in Malay Studies) – Sustaining Malay and Indonesian languages, literatures, and cultures.

NIE Director, Professor Liu Woon Chia, will join the distinguished panel to contribute a distinct Singapore voice. She will underscore that NIE's purpose is not to learn about history but to learn from the history, distilling lessons from the past to chart bold directions for the future of teacher education as Singapore looks towards SG100.

"As Singapore looks towards SG100, the future of education will be defined by how we prepare and empower teachers and learners. Our purpose is not to learn about history, but to learn from history, using these insights to design innovative, inclusive, and future-ready pathways for teaching and learning. The Professorships Summit is more than a celebration; it is a call to renewal. Together with global thought leaders, NIE is shaping the questions and solutions that will equip every teacher to be a leader of change and every learner to thrive in a rapidly evolving world," said Professor Liu.

The session will conclude in a panel discussion moderated by Mr Mubin Saadat, Deputy Opinion Editor at *The Straits Times*, drawing connections between local challenges and global trends in education.

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MEDIA INVITATION

Date: 8 October 2025

Time: 2.00 PM to 4.00PM

Venue: Grand Ballroom
Singapore Marriott Tang Plaza Hotel
320 Orchard Rd, Singapore 238865

Dress Code: Business Attire

Please RSVP by 6 October 2025, 5.00pm.

For scheduling of interviews and media queries, please contact:

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ABOUT THE NATIONAL INSTITUTE OF EDUCATION (NIE), SINGAPORE

The National Institute of Education (NIE), an autonomous institute of the Nanyang Technological University (NTU), Singapore is among the world's top education institutes, renowned for its excellence in teacher education and education research. Founded in 1950, NIE has played a pivotal role in developing Singapore's teaching workforce.

In a dynamic education milieu, NIE prepares teachers with the requisite values, skills and knowledge to meet the continuous demands of diverse learners across the lifespan. The quality of NIE programmes is based on evidence-informed reviews and enhancement, and delivered using innovative pedagogies in digitally-mediated learning spaces. NIE's degree, higher degree and professional development programmes offer global perspectives through international practice and semester exchanges, while 21st Century pedagogies, multidisciplinary curricula and service-learning initiatives help to develop the holistic reflective practitioner and school leader. To further Singapore's expertise and capabilities in Character and Citizenship Education (CCE), Singapore Centre for CCE was established with the MOE in 2023. The Institute also offers the only local sports-related undergraduate degree programme in Sport Science & Management that provides academic and professional pathways to sports-related careers.

NIE is ranked among the world's top institutions for research in education and the education-related disciplines. Its research philosophy is focused on impacting school practices, enhancing programmes, informing policy formation and, ultimately, improving student learning outcomes. With its highly reputable education programmes and rich research culture, it has built strategic alliances with many other renowned institutions in the US, Europe and Asia Pacific regions.


Recognising the need to anticipate, adapt, advance and be sustainable, NIE has recently identified five strategic growth areas under a new institute-level initiative, Learning Initiatives for the Future of Education at NIE NTU Singapore (LIFE@NIE SG ®). Over the coming years, NIE will grow its regional and global impact in these five priority areas – Child and Human Development, Values and Ethics, Science of Learning, Emerging Technologies, and Assessment and Evaluation – to lead the future of education and play its part in helping to address Singapore and humanity's grand challenges in an ever-evolving world.


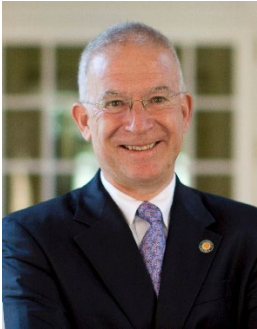
For more information, please visit: www.ntu.edu.sg/nie.

PROFESSORSHIPS SUMMIT PROGRAMME FLOW



Time	Description	
2.00PM to 2.02PM	Welcome and Housekeeping	
2.02PM to 2.10PM	Opening and Introduction By Professorships Summit Co-Chair (Dr Dennis Kwek)	
2.10PM to 2.40PM	Keynote Address By Minister Desmond Lee	
2.40PM to 3.20PM	Introductory Sharing	Emcee introduces and invites Moderator and professors on stage. Moderator introduces each Professor and takes over with the opening question for professors to give an introductory sharing for 3-5 minutes each. Opening question: "From your perspective and expertise, what should Singapore education and education research focus on from SG60 to SG100?"
3.20 PM to 3.50PM	Panel Discussion and Q&A	Moderator-led dialogue with professors.
3.50 PM to 3.55 PM	Summary and Closing	Moderator to wrap up the discussion


Profiles and Writeup of Panellist

S/N	Photograph	Name and Salutation
1		Prof Chris Chapman
		Biography Professor Chapman FRSE, FAcSS, FRSA is Professor of Educational Policy at the University of Glasgow. He leads Glasgow's ESRC LPIP Hub (Economic and Social Research Council Local Place Innovation Partnership), Children's Neighbourhoods Scotland legacy project and collaborates with Pontificia Universidad Católica de Valparaíso (PUCV) and the Universidad de Chile on a model for a Networked Learning System. As Director of the Network for Social and Educational Equity, he advances research-practice partnerships for equitable education. He also sits on the First Minister's International Council of Education Advisers.
		Abstract To date, most schools and education systems have operated relatively independently from other forms of public service provision and tend to be somewhat disconnected from the communities they serve. Given the existential and emerging challenges facing society, now more than ever, we need a fundamental rethinking of relationships between schools, services, and the communities they serve. This will require bold leadership of place from politicians, policymakers, and practitioners alike and educational research that connects across disciplines and transcends research, policy, and practice, communities.


2		<p>Prof David Kirk</p> <p>Biography Professor Kirk is Professor of Education and former Head of the School of Education at the University of Strathclyde, specialising in educational innovation, curriculum history, and physical education and sport pedagogy. He is founding editor of Physical Education and Sport Pedagogy and editor of Routledge Studies in Physical Education and Youth Sport. He has held academic appointments previously in universities in England, Australia, Ireland and Belgium and is currently Honorary Professor of Human Movement Studies at the University of Queensland.</p> <p>Abstract All school systems of the advanced economies of the Global North, including Singapore, will over the next decades need to foster young people who are adaptive, resilient, creative and well, in the face of uncertain futures and known unknowns (such as, eg.: pandemics, wars, financial crises, precarious work, and environmental collapse). In order to meet this need, the institutional form of schools, their time-space matrices, and their (in Basil Bernstein's terms) strongly classified and framed curricula, will need to change to facilitate a shift to problem-based and interdisciplinary learning. My brief comments on this topic will be framed within the social acceleration theory of modernity of Hartmut Rosa, locating these issues a strong temporal context.</p>
3		<p>Prof Robert C. Pianta</p> <p>Biography Robert Pianta is the Batten Bicentennial Professor of Education, professor of psychology, and founding director of the Center for Advanced Study of Teaching and Learning at the University of Virginia. His research and policy interests focus on the intersection of education and human development. Pianta's work has advanced theory and measurement focused on teacher-student relationships and their contributions to students' learning and development. He is the lead author of the Classroom Assessment Scoring System, or CLASS, a tool for observing teacher-student interactions used in classrooms serving children and adolescents from birth to high school. The CLASS and associated interventions have helped teachers interact with students more effectively and are used widely in the United States and around the world.</p> <p>Pianta began his career as a special education teacher and joined the University of Virginia faculty in 1986. He is the past editor of the Journal of School Psychology and associate editor</p>

		<p>for AERA Open. An internationally recognized expert in both early childhood education and K-12 teaching and learning, he regularly consults with federal agencies, foundations, universities, and governments. Pianta received the 2025 Distinguished Contributions to Research in Education award from the American Education Research Association (AERA) was named an AERA Fellow in 2011. In 2023 he was elected to the National Academy of Education; in 2024 received an honorary doctorate from the University of Stavanger; and received the Distinguished Alumni Award from the University of Minnesota in 2016. Pianta served as dean of the UVA School of Education of Human Development from 2007-2022 and remains a member of the UVA faculty.</p> <p>Abstract</p> <p>Three core understandings drawn from scientific evidence and lived experiences of students and educators might provide a basis for the architecture of a refreshed system of public schooling and an accompanying research agenda for continued discovery and refinement. These are:</p> <ol style="list-style-type: none"> 1. learning is a personal (and rigorous) process of acquiring knowledge and skill relevant to students' interests and goals; 2. learning is a relational process in which students' relationships with peers, parents, and teachers are the core resource of how formal education systems contribute to success; and 3. learning is an active process and can be enhanced at scale through advanced technology. <p>The bases for these elements are well-anchored, however the corresponding changes in schools and classrooms are not just incremental shifts and so require careful attention to implementation and evaluation as they move forward.</p>
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4		<p>Prof Meghan M. Burke</p> <p>Biography Meghan Burke is a professor of special education at Vanderbilt University. Her research interests include advocacy, families (i.e., parents and siblings) of individuals with disabilities, and disability policy. Her research examines how families advocate for services for their family members with disabilities. She also conducts research examining how siblings of individuals with disabilities transition to caregiving roles. Professor Burke has developed and tested advocacy programs to educate and empower parents of individuals with disabilities to access services, not only for their own offspring but also for other families and for systemic change. To date, her advocacy programs have been replicated in seven states and offered in English, Korean, and Spanish to families of individuals with disabilities.</p> <p>Abstract Across the lifespan, families are integral supporters of individuals with disabilities. By improving the quality of family-professional partnerships, there can be improved outcomes for students with disabilities as well as educators and families.</p>
5		<p>Prof Arndt Graf</p> <p>Biography Professor Dr Arndt Graf, the esteemed Inaugural Chair of the Dr Muhammad Ariff Ahmad Professorship in Malay Studies at the National Institute of Education, Singapore, is a distinguished scholar in Southeast Asian Studies. Currently Professor of Southeast Asian Studies at Goethe-University Frankfurt, Prof Graf has led prominent international research collaborations, notably the AFRASO (Africa's Asian Options) project. His extensive academic work spans Malay and Indonesian linguistics, literature, and cultural rhetoric, cementing his international reputation as an influential figure in Malay Studies.</p> <p>Abstract The key question is whether Singapore positions itself as the "Gateway to Asia" or the "Gateway to the World." To do so credibly, its financial sector must cultivate expertise in diverse markets, while education and culture strengthen cosmopolitan knowledge and attitudes.</p>

6		<p data-bbox="578 184 854 218">Prof Allison Littlejohn</p> <p data-bbox="578 254 727 287">Biography</p> <p data-bbox="578 289 1383 485">Allison Littlejohn is Professor of Learning and Technology and Pro-Vice Provost for the Data Empowered Societies Grand Challenge at University College London. Professor Littlejohn was formally the Director of the UCL Knowledge Lab, a transdisciplinary research centre shaping the future human learning with media and technology.</p> <p data-bbox="578 506 1383 768">Professor Littlejohn joined UCL in January 2020. Previously she was Dean (Learning & Teaching), in the College of Social Sciences, University of Glasgow; Academic Director of Digital Innovation at the Open University (2015-2019); and Founding Director of the Caledonian Academy at Glasgow Caledonian University (2006 – 2014), where she was Senior Researcher for Royal Dutch Shell’s learning innovation division (2008-2010).</p> <p data-bbox="578 789 1383 984">Professor Littlejohn’s research examines how digital technology is reshaping new ways of knowing in professional contexts. This work has made contributions to the understanding of how people learn for work across the Energy, Finance, Health, Education and International Development sectors.</p> <p data-bbox="578 1020 701 1054">Abstract</p> <p data-bbox="578 1056 1383 1520">AI, data, algorithms and digital machines are transforming the ways we work and learn. However, technical innovation can occur without careful evaluation of social impacts. AI is transforming places of learning in ways that change the relationships of learners and teachers with data and machines as well as transforming learner-teacher and learner-learner relationships. These systemic changes and their impact on societies are not always acknowledged or considered. An important question is how can education be transformed in ways that consider unseen societal changes, rather than focusing on technology or being data-driven? This brief presentation will consider this question, outlining reasons why, if future education it to be AI-enabled, it should be human-centric, not data-centric.</p>
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7		<p>Prof Liu Woon Chia NIE Director</p> <p>Professor Liu Woon Chia is the Director at the National Institute of Education (NIE), Nanyang Technological University (NTU). She is also a Professor with the Psychology and Child & Human Development Department, and a co-founder of the NIE's Motivation in Educational Research Laboratory (MERL).</p> <p>During her Deanship, she led her team to develop and implement the NTU-NIE Teaching Scholars Programme (TSP), the enhanced Bachelor of Arts (Education)/Science (Education) and the 16-month extended Postgraduate Diploma in Education programmes. She co-chaired the committee that developed the NIE Teaching and Learning Framework, and championed the use of IoT in Education, which eventually culminated in the opening of the IoT@NIE Learning Lab, a world first in an education institute of higher learning, in collaboration with the Info-communications Media Development Authority (IMDA), Singapore.</p> <p>In addition, she was a key member of the steering committee and a co-chair of the working committee that shaped the Singapore Teaching Practice (STP), which articulates Singapore's vision of learning in the classroom, our beliefs about students as learners, and the teaching practices that support the realisation of this vision.</p> <p>Abstract</p> <p>The convergence of artificial intelligence, quantum computing, and biotechnology is reshaping entire industries overnight, while hyperconnectivity through social media and digital platforms has altered how we live, learn, and work. Against this backdrop of complexity, we need to consider what constants anchor Singapore education and what changes are required for our youths to thrive in the next 40 years and beyond.</p> <p>Constants – holistic education, focus on 21CC and values, teachers as professionals</p> <ul style="list-style-type: none"> • Changes - redefining the essence of learning, use of technology to deepen learning and support our learners, roles of teachers (shapers of character, designers/architects of learning and learning environment), <p>Education in Singapore must educate first-class humans, and not second-class robots. We must have a human-centred education that prioritizes developing our youths to be well-rounded, thoughtful, and empathetic individuals</p>
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8	<p>Moderator:</p> 	<p>Mr Mubin Saadat Deputy Opinion Editor <i>The Straits Times</i></p> <p>Mr Mubin Saadat is deputy opinion editor at The Straits Times, where he edits and writes commentaries on a range of issues including work, society, family, youth and education. He began his journalism career in broadcast as a producer-presenter before becoming deputy editor at CNA Digital, where he oversaw coverage of both foreign and local breaking news. Mr Saadat has covered stories across cities in Asia as a broadcast and digital journalist, interviewed prominent newsmakers, and contributed commentaries on global and domestic affairs. He holds a postgraduate degree in international relations and has taught journalism at the tertiary level.</p>
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