People – Our Most Precious Resource

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small
No resources
Plenty of people
That’s why people become our most important resource and our best investment.
People as our Resource

What does this look like in schools?
No Pupil Wastage

1. By cutting down student attrition
2. By keeping the curriculum interesting and relevant to the 21st century
3. By making school an inviting place
Cutting down student attrition

• Compulsory education for the first 6 years (primary school stage)
• Streaming to match student capacity at the secondary school stage
• Post-secondary alternatives for all streams after the first 10 years of education
No Pupil Wastage with More Opportunities, Many Pathways

Primary School (6 yrs) → Secondary School (4–5 yrs) → GCE ‘N’ / GCE ‘O’ Levels → ITE → Polytechnic → JC/CI → GCE ‘A’ Levels / Other Qualifications → University

Schools offering Integrated Programme → Specialised Indpdt Schools → Privately-funded Schools
No Pupil Wastage by recognising that not all students can learn at the same pace

The Singapore Education Journey

- Streaming with pace and flexibility
- allowing multiple entry points
- allowing cross-overs
The Singapore Education Journey
Interesting and relevant curriculum

- Updating pedagogy to match learning styles of the 21st century
- Updating curriculum to match advances in knowledge and thinking in the 21st century
- Updating subjects to match what is needed in the 21st world of work
21st Century Competencies

Values at the Core of 21st Century Competencies

**Respect**
Your child demonstrates respect when he believes in his own self-worth and the intrinsic worth of all people.

**Responsibility**
Your child is responsible if he recognises that he has a duty to himself, his family, community, nation and the world, and fulfils his responsibilities with love and commitment.

**Integrity**
Your child is a person of integrity if he upholds ethical principles and has the moral courage to stand up for what is right.

**Care**
Your child is caring if he acts with kindness and compassion, and contributes to the betterment of the community and the world.

**Resilience**
Your child is resilient if he has emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability and resourcefulness.

**Harmony**
Your child values harmony if he seeks inner happiness and promotes social cohesion. He appreciates the unity and diversity of a multicultural society.

Social and Emotional Competencies

**Self-Awareness**
Your child has self-awareness if he understands his own emotions, strengths, inclinations and weaknesses.

**Self-Management**
Your child can manage himself effectively if he has the capacity to manage his own emotions. He should be self-motivated, exercise discipline and display strong goal-setting and organisational skills.

**Social Awareness**
Your child has social awareness if he has the ability to accurately discern different perspectives, recognise and appreciate diversity, empathise with and respect others.

**Relationship Management**
Your child can manage relationships effectively if he has the ability to establish and maintain healthy and rewarding relationships through effective communication, and is able to work with others to resolve issues and provide assistance.

**Responsible Decision-Making**
Your child can make responsible decisions if he has the capacity to identify and analyse a situation competently. He should be able to reflect upon the implications of decisions made, based on personal, moral and ethical considerations.
Interesting and Relevant Curriculum by updating curriculum to match what is needed in the 21st century world of work

Developing 21CC through the Total Curriculum

The Total Curriculum
Example – Pioneer Junior College

Pioneer Junior College: “While I Live, I Learn”
OUR EDUCATIONAL PHILOSOPHY

Quality
Relationships

Quality Collective
Thinking

Quality
Actions

EXSEL Graduate
(Excellent Servant Leader)

4L
Learn

Can-do Spirit
(Confident person)

LEAP

Responsible
(active contributor)

Compassion
Respect
Integrity
Passion

Inquiring Mind
(self-directed learner)

Other-centredness
(concerned citizen)

Lead

Live

Leap
The Canossian Teacher-Leaders’ CREED

As Canossian Teacher-Leaders,
We will always strive for Excellence
More than Expect, We will LEAD by Example
More than Instruct, we will INSPIRE with Passion & Compassion
More than Being Just, we will CARE for and RESPECT the whole person
More than Advise, we will EMPOWER and AFFIRM
More than just Act, We will REFLECT with Integrity

LEAD – CARE – INSPIRE

Such is the Canossian Spirit
Making school inviting

- Pastoral care
- Co-Curricular Activities (CCAs) – sports, uniformed groups, performing arts, hobby clubs
- Social and Emotional Learning
- Vocational Guidance
- Counselling
- Special needs
Making School Inviting with a wide range of co-curricular activities
Making School Inviting with Social Emotional Learning

SEL FRAMEWORK

School Culture & Environment

- Self Awareness
- Self Management
- Responsible Decision Making
- Relationship Management
- Social Awareness
- Values

Character

Citizenship
- Academic Achievement
- Working Life
- Personal Health

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Making School Inviting by recognising that a child’s cognition, affect and social functioning are interdependent and providing necessary support.

Comprehensive and Coherent Support System
Making School Inviting by addressing Special Needs
Example – Pioneer Junior College

Pioneer Junior College: “While I Live, I Learn”
Example – Pioneer Junior College

Pioneer Well Being
- Lifeskills Programme
- Counselling Programme
- Career Guidance and Higher Education Programme
- College Wellness Programme

Pioneer Leadership
- Student Leadership Framework
- Student-initiated Activities (Service Learning Projects, CCAs etc)
- Sirius Scholars Programme
- Student Council
- Service Learning Approach to CIP

Pioneer Discovery
- CCA Programme
- Overseas Development Programme (Cultural / Sports Exchange)
- Aesthetics Programme

Pioneer Community Partnerships
- Citizenship Education Programme
- Pioneer Alumni Circle
- Work Shadowing Programme
- Social Entrepreneurship
- Partnership with Parents
- MOUs with Fudan and Xiamen Universities
The SACSS 4 L Approach

Reflects, grows & improves

Developing the Reflective, Responsible, Caring and Confident Leader

From relationship management to responsible decision-making

From self awareness to self management

Look within self

Look beyond self

Build Respectful Relationships

From social awareness to relationship management

Practises & internalises the values

Cares and practises the values

Understands the values she believes in

From self management to social awareness

The SACSS 4 L Approach
People as our Resource

What does this look like in schools?
Every Teacher Developed

- Minimum of 100 hours of training
- Key milestone trainings for each teacher
- Career tracks
- Tracking potential
Every teacher developed with a minimum of 100 hours of training

• To effectively implement curricular changes
• To develop pedagogical strategies
• To implement school-wide programmes
Every teacher and school leader developed with key milestones

- Beginning teacher
- Classroom teacher
- Experienced classroom teacher
- Senior Teacher
- Lead Teacher
- Subject Head
- Head of department
- Vice principal
- Principal

Example of Learning Framework (Teaching)
Every teacher developed according to his/her career track

- Teaching track
- Senior Specialist track
- Leadership track
Every Teacher Developed with the Tracking of Potential

- Classroom teacher
- Teacher mentoring teachers (Senior Teacher/Lead Teacher)
- Teacher leading teachers (Subject Head, Level Head, Head of Department)
- Vice Principal
- Principal
- Principal leading principals (Cluster Superintendent at HQ)
- Deputy Director (at HQ)
- Director (at HQ)
Challenges

- Communication with parents and teachers
- Trust and teamwork in the workplace
- Different paths to success
Communication

• With parents
  – No one wants their child to be in a slower stream (except those who don’t care)
  – Less respect for school activities that are not related to exams and results
  – Inability to supervise their children at home

• With teachers
  – It’s not what you teach; it’s what they learn
  – Belief that all students can learn
Trust & Teamwork in the Workplace

- Trust in the workplace
  - When teachers move at a different pace
  - When teachers are given challenging tasks like a difficult class or a demanding CCA

- Teamwork in the workplace
  - Synergising the strengths of individuals
  - All articulating the same belief about students
Different Pathways to Success

- Primary School (6 yrs)
- Secondary School (4-5 yrs)
- GCE ‘N’ / GCE ‘O’ Levels
- ITE
- Polytechnic
- JC/CI
- GCE ‘A’ Levels / Other Qualifications
- Schools offering Integrated Programme
- Specialised Indpdt Schools
- Privately-funded Schools
- University

Established in collaboration with MIT
The Key Success Factors

• Holistic Development
• Flexible Future Oriented Curriculum
• Social Skills and Teamwork through sport, performing arts, uniformed groups, clubs and societies
• Developmentally appropriate Socio-emotional support
• Partnership Support