

# **South East Asia School Principals Forum (SEASPF VI)**

***Enhancing the Good Governance of  
School Leaders through Best Practice  
Sharing in Education***

Siem Reap, Cambodia  
7<sup>th</sup> to 10<sup>th</sup> October 2013

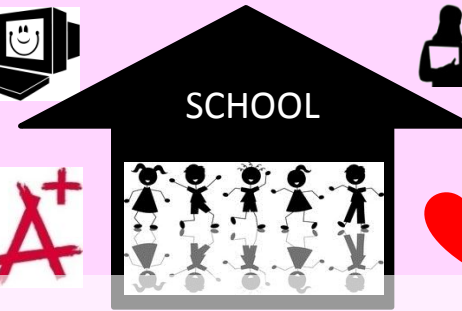
# Presentation Outline

1. Singapore's four key thrusts to delivering a Student-Centric, Values -Driven Education
2. Recommendations by the Primary Education Review and Implementation Committee (PERI)
3. Yew Tee Primary School's approach to
  - a) Staff Management and
  - b) Partnership Engagement

# Delivering Student-Centric, Values Driven Education

1

**Holistic  
Education**



2

**Redefining a Good  
School**

**Opportunities for  
All**

**4 Key Thrusts**

**Strengthening  
Partnerships**

3



4

# **PRIMARY EDUCATION REVIEW AND IMPLEMENTATION COMMITTEE (PERI)**

- 1. Balancing Knowledge with Skills and Values**
- 2. Investing in a Quality Teaching Force**
- 3. Enhancing the Infrastructure**

# My role as a Principal

- **Strategic Planning**
- **Staff Management**
- Pupil-Focused Programmes
- Resource Management
- **Partnerships with Stakeholders**

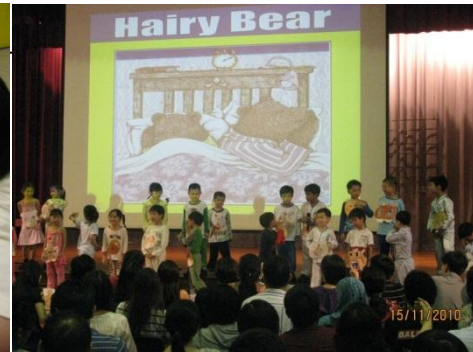
# My role as a Principal

- **Strategic Planning**
- **Staff Management**
- Pupil-Focused Programmes
- Resource Management
- **Partnerships with Stakeholders**

# Yew Tee Primary School

Established on 3 Jan 2000

- **Partial Single Session**
  - P1 & P2 in the afternoon session (about 480 pupils)
  - P3 – P6 in the morning session (about 1143 pupils)
- **Enrolment – 1623 pupils**



# School Philosophy



Every child has intrinsic worth

Every child can and wants to learn

Every child can contribute as a  
gracious and responsible citizen of the  
world





# Reflective Learners, Gracious Citizens



# What is a Reflective Learner?

- Confident and articulate
- Curious about learning yet discerning
- Resourceful - Takes initiative to seek clarification
- Adaptable & Resilient - Dares to explore & try new things

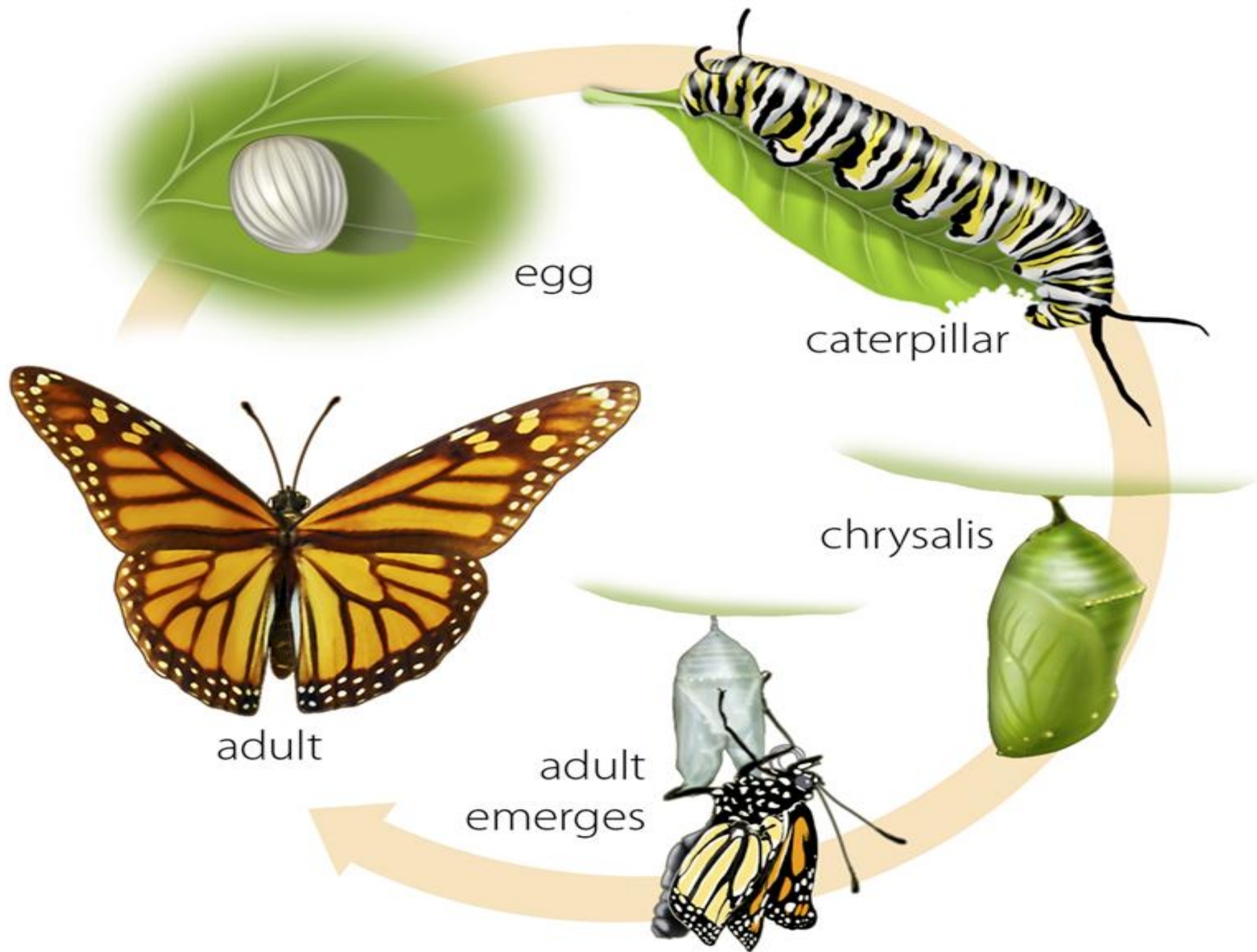




# What is a Gracious Citizen?

- A person of character
- A person who possesses social emotional competencies of Self Awareness, Self-Management, Social Awareness, Relationship Management & Responsible Decision Making
- A person who will actively contribute to the school, nation, environment





# Pupil-Centric Curriculum

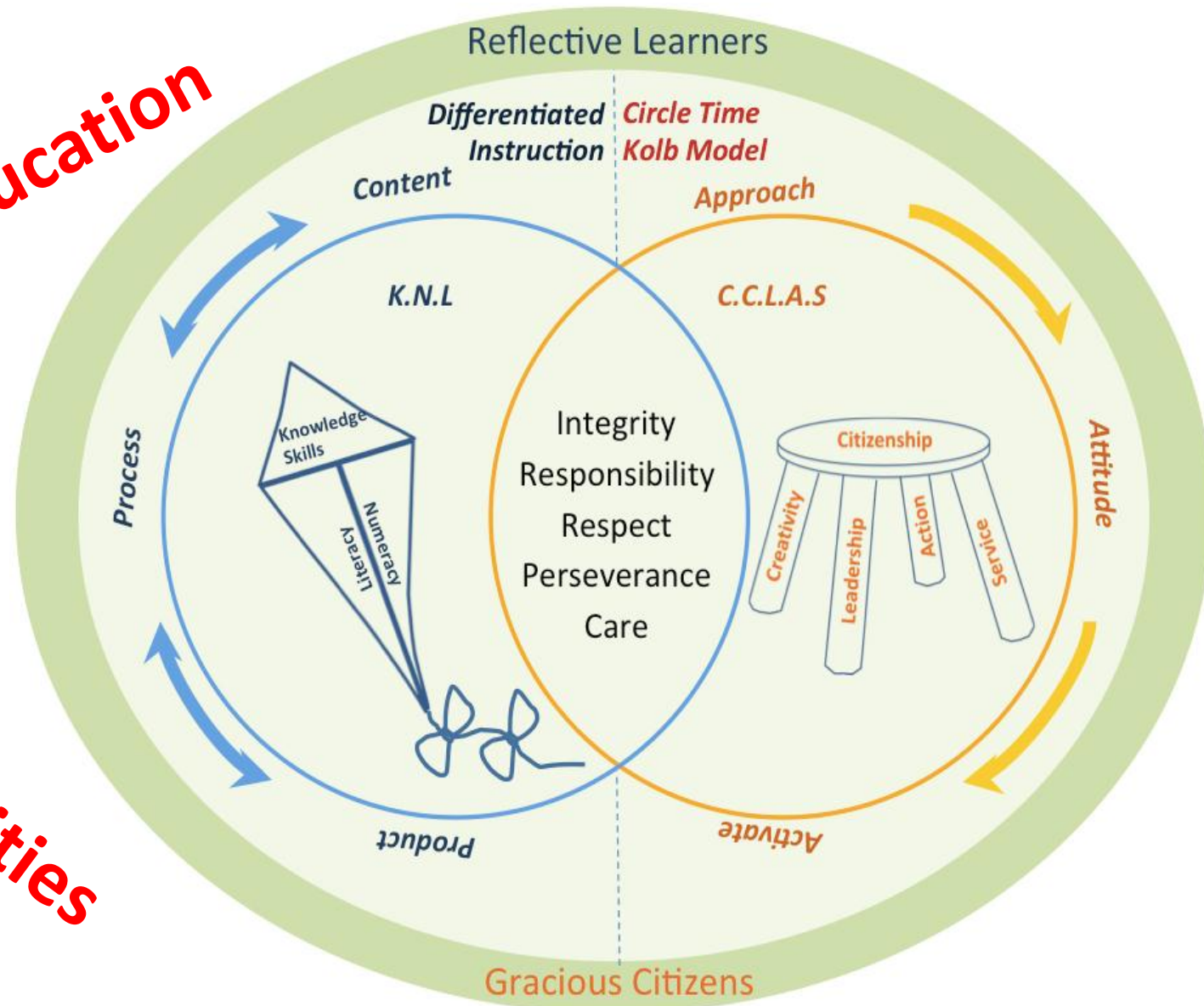
Focuses on:

- Holistic Education that provides equal opportunities to all pupils
- Character Education through the creation of many authentic learning experiences
- Maximising the potential of every pupil both within the academic curriculum and beyond

# Total Curriculum Framework

**Holistic Education**

**Opportunities  
for All**

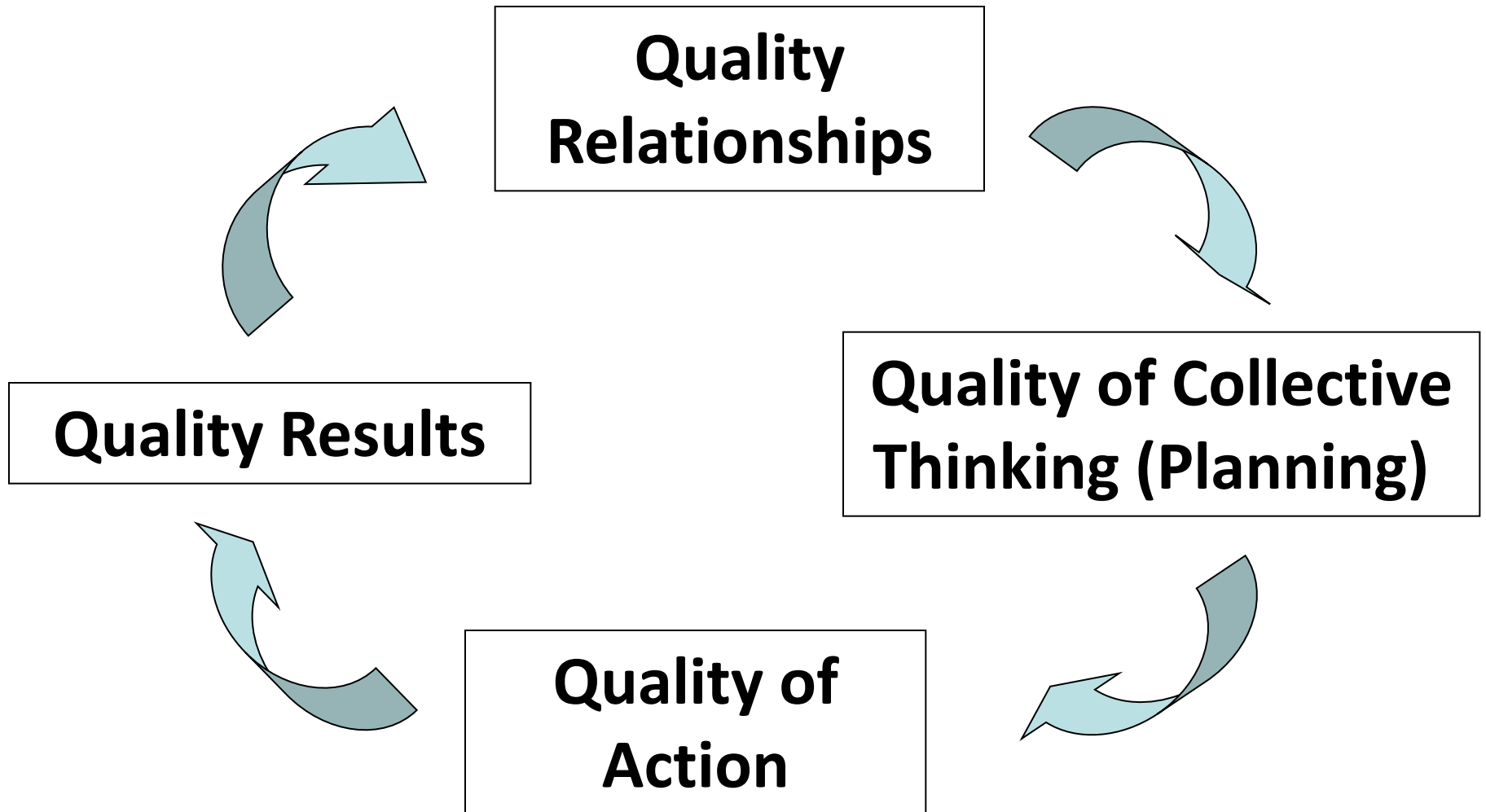




# Synergistic Staff



# Culture of Care





# Staff Resource Plan

## **Purpose**

- Aims to empower, develop and utilize the full potential of the staff in the area of teaching and in innovative skills to propel the school forward

## **People**

- Includes all teaching staff, allied educators and non-teaching staff

## **Process**

- Outlines the staff resource policies, strategies and plans to meet the longer and short term needs of the school

# Process Map

## Leadership

**Vision:** Reflective Learners, Gracious Citizens

**Mission:** Engaging Minds, Touching Hearts, Inspiring Growth

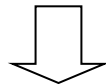
**Values:** Integrity, Responsibility, Respect, Perseverance, Care



## Strategic Planning

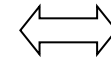
Creating an environment that promotes staff well-being & cohesion; Creating a professional learning community

**School Focus:** Curriculum & instruction, Staff capacity & well-being, Effective systems, Collaborative partnerships



## Staff Resource Planning

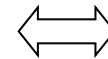
**Guiding principles:** Optimal deployment, fair workload & distribution, staff needs & competencies, pupil needs, aligned to school focus, policy & guidelines



## Information

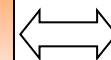
School- based HR data

- Surveys
- Focused Group Discussions
- Notes of meetings
- Internal records of training



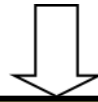
## MOE Data

- Staff Profile
- Climate Surveys



# Process Map

## Staff Resource Planning



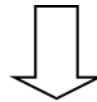
**Recruitment  
& Deployment**

**Learning &  
Development**

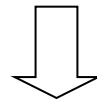
**Innovation &  
Improvement**

**Well-being &  
Satisfaction**

**Performance  
& Recognition**



**Results**



**Assessment & Review**

# Staff Learning & Development



# Staff Learning Needs

## **Purpose**

- To facilitate the identification of staff learning needs
- To assess the effectiveness of learning programmes

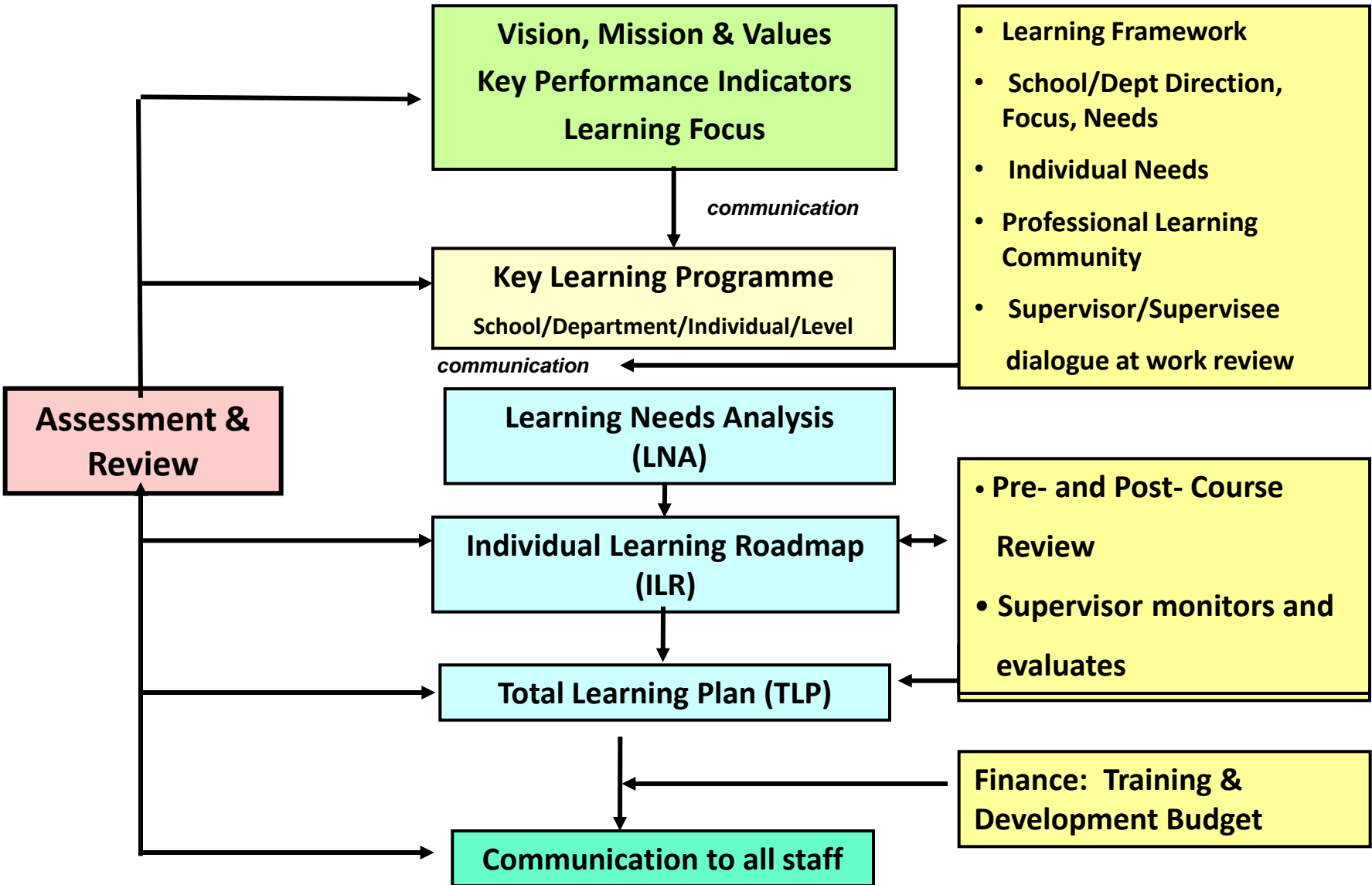
## **People**

- All staff

## **Process**

- Adoption of People Developer processes
  - Learning Needs Analysis
  - Individual Learning Plan
  - Total Learning Plan

# Staff Learning & Development Process



# Professional Learning Community (PLC)

## What is a Professional Learning Community?

A PLC is composed of *groups of teachers* in learning teams, *collaborating* for the *purpose of improvement* in teaching and learning.

## 3 Big Ideas by Richard Du Four

- Ensuring Students Learn
- Culture of Collaboration
- Focus on Outcomes

# Professional Learning Community

## Rationale

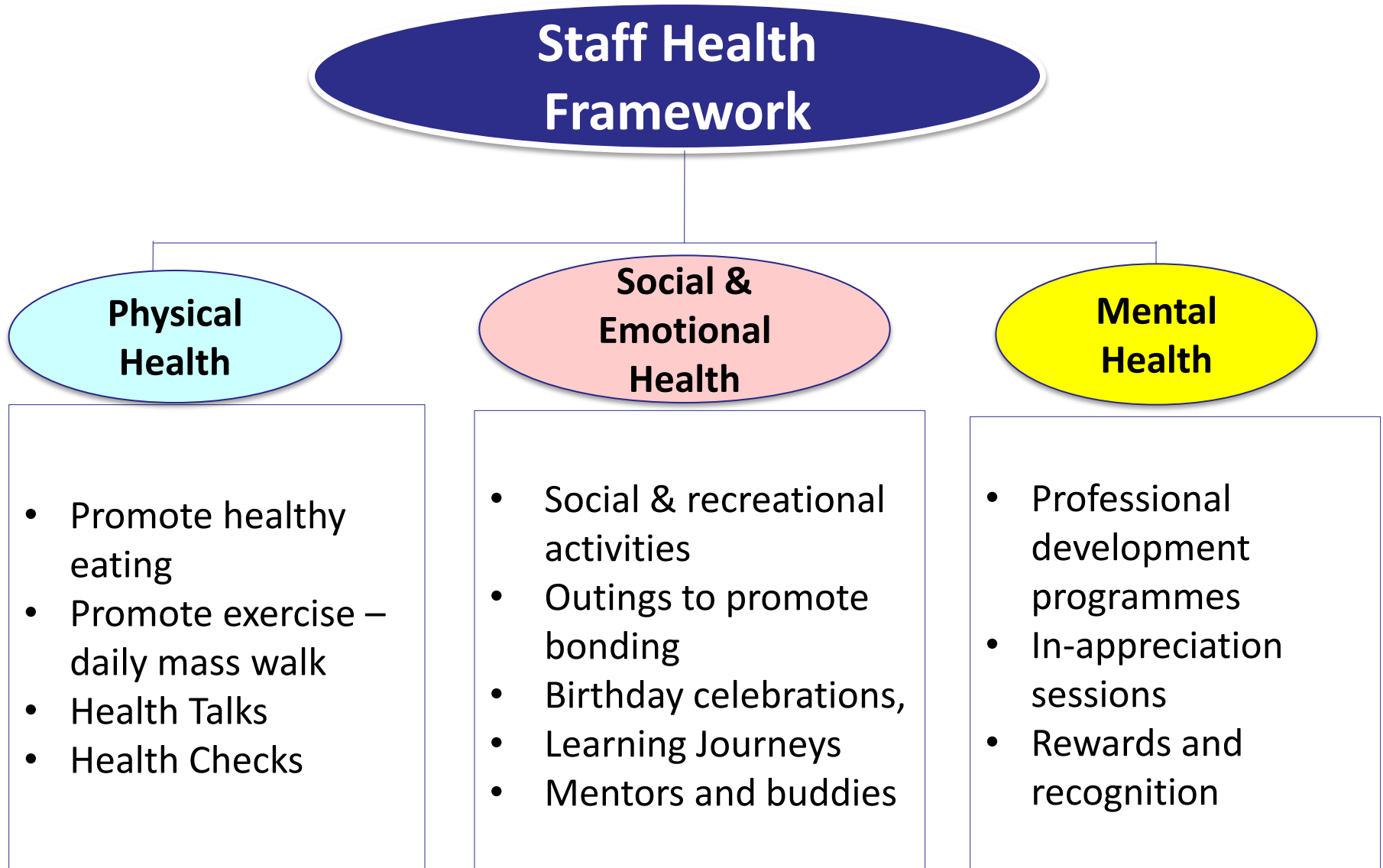
- Builds a learning culture in school
- Increases ownership on students' learning
- Improves collaboration among teachers
  - increases collective responsibility
  - fosters cohesiveness, boosts morale

## Support

- Protected time for learning
- Training - Lesson Study, Action Research, Learning Circles
- Recognition – Outstanding Contribution Award, Innovation Awards



# Staff Well-Being & Satisfaction



# Staff Performance & Recognition

## Purpose

- To motivate and recognise staff

## Process

| MOE Awards and Recognition   | School- Based Recognition   |
|--|---|
| Promotion (role / grade)<br>Performance Bonus<br>Outstanding Contribution Award<br>President's Award for Teachers<br>Caring Teacher Award<br>Inspiring Teacher Award<br>Service Excellence Award | Health Improvement Award<br>Staff Values Award<br>My Partner-Teacher Award<br>Fun Awards<br>In-appreciation session |

# The Building Blocks for a Learning Community



- Community of relationships  
Close, unconditional, value, acceptance
- Community of place  
Common place, shared identity
- Community of mind and heart  
Common goals, shared values
- Community of memory  
Enduring, passed on to new members
- Community of practice  
Individual and shared practices

# Strong Partnerships

## Parents and Community as Key Stakeholders

- Augmenting and reinforcing values in our children
- Creating platforms for engagement
  - PiE website,
  - COMPASS
  - Parent Dialogue & Outreach Sessions



# Forging Mutually Beneficial Partnerships

## Who are our Partners?

- Parents
- School Advisory Committee
- Schools in the nearby community
- External organisations & community partners

# Home-School Partnerships

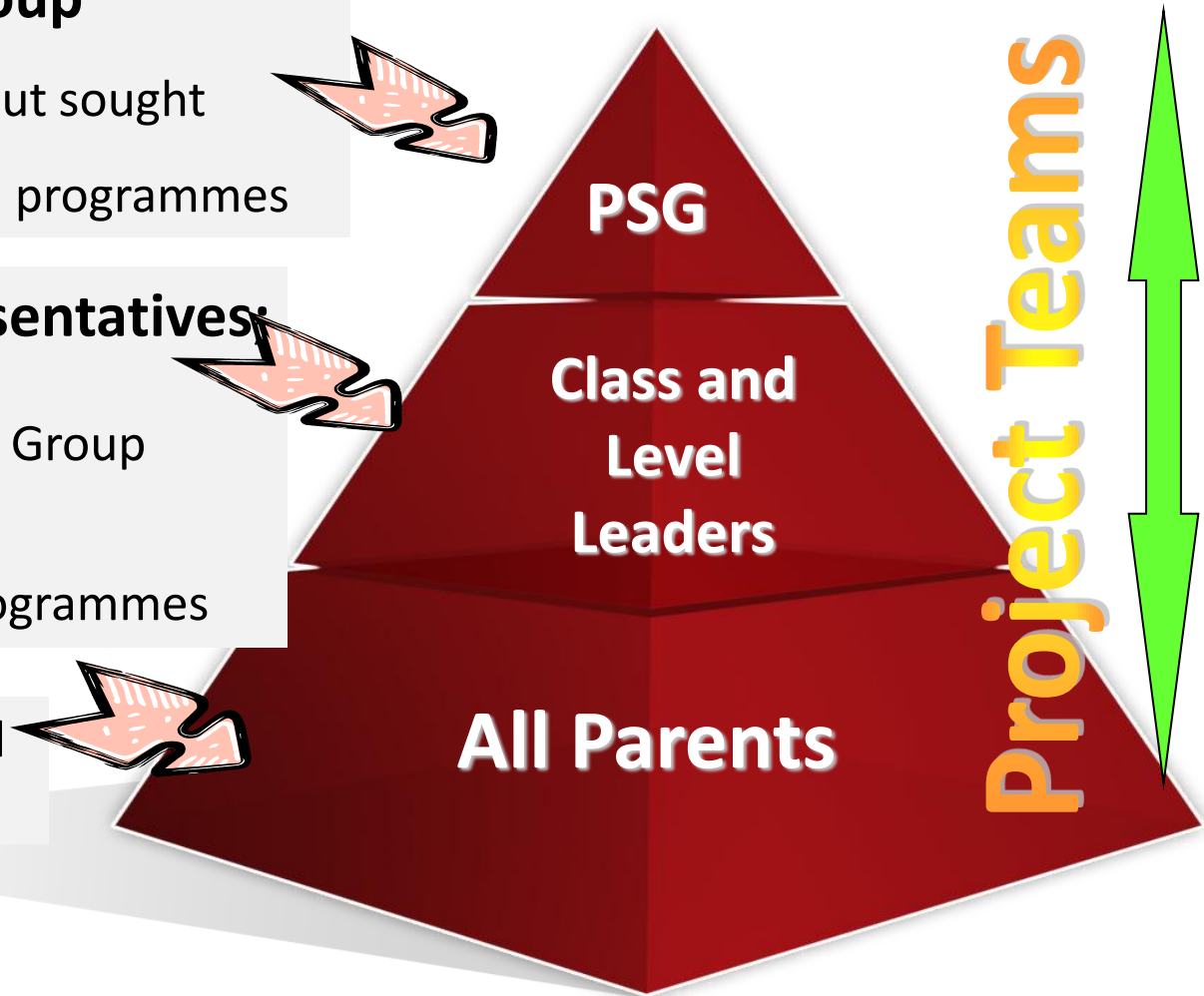
## Parent Support Group

- School Policies - Input sought
- Co-organises school programmes

## Level/ Class Representatives:

- Involved in Focused Group Discussions.
- Assists in school programmes

Participation in school programmes/events



# Partnerships to support Pupil Development

- **Opportunities for Community Outreach**
  - Interacting with the elderly
  - Sharing with the less-advantaged in the neighbourhood
- **Opportunities to showcase pupil talents**
  - Aesthetics performances to different segments of the public
- **Opportunities to learn from the more experienced**
  - Through joint projects eg camps, performances





***“It takes a village to raise a child”***