

South East Asia School Principals Forum (SEASPF VI)

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

Siem Reap, Cambodia
7th to 10th October 2013

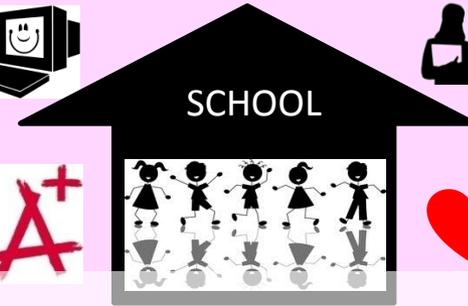
Presentation Outline

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

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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?

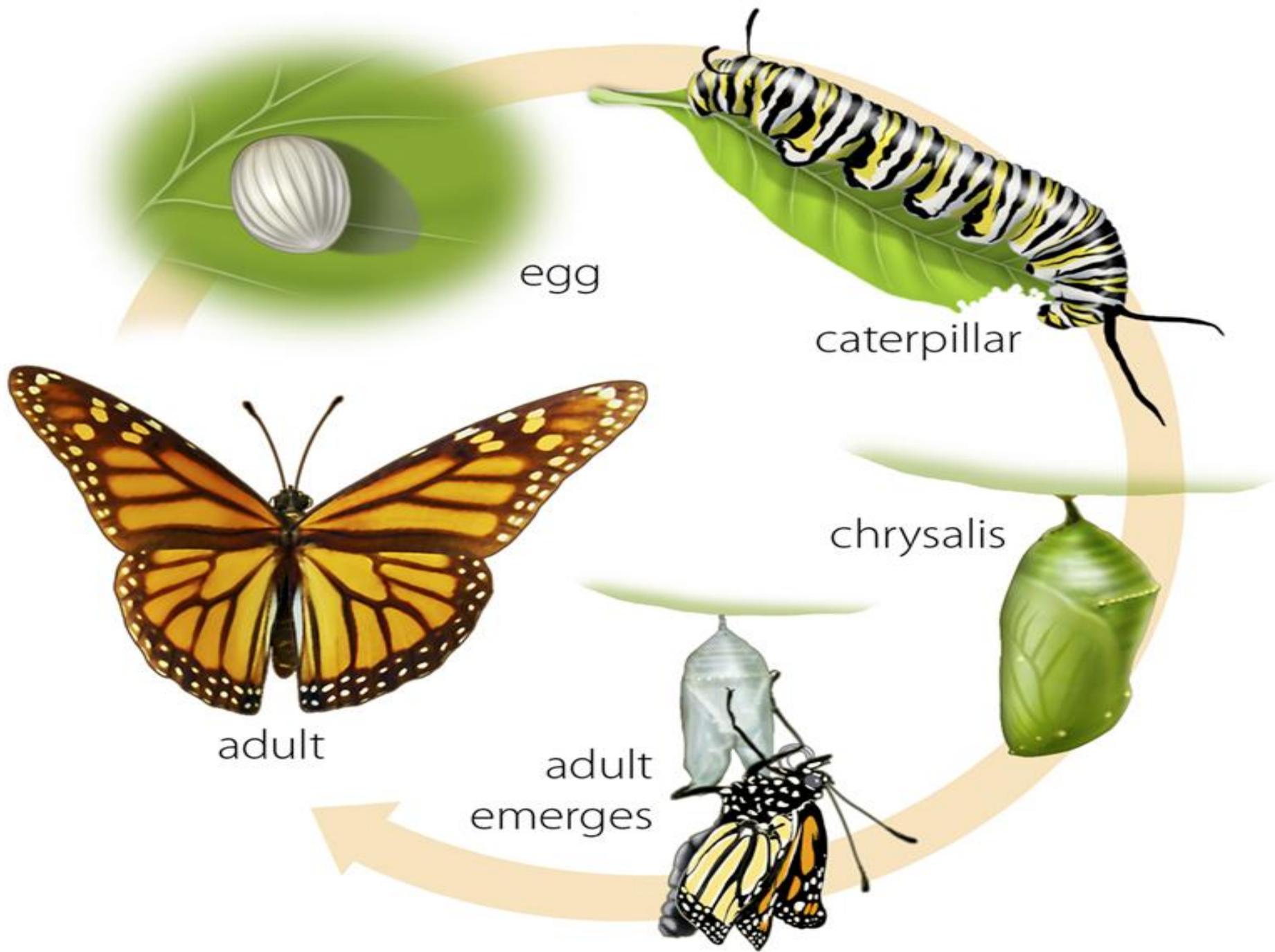
- Confident and articulate
- Curious about learning yet discerning
- Resourceful - Takes initiative to seek clarification
- Adaptable & Resilient - Dares to explore & try new things



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

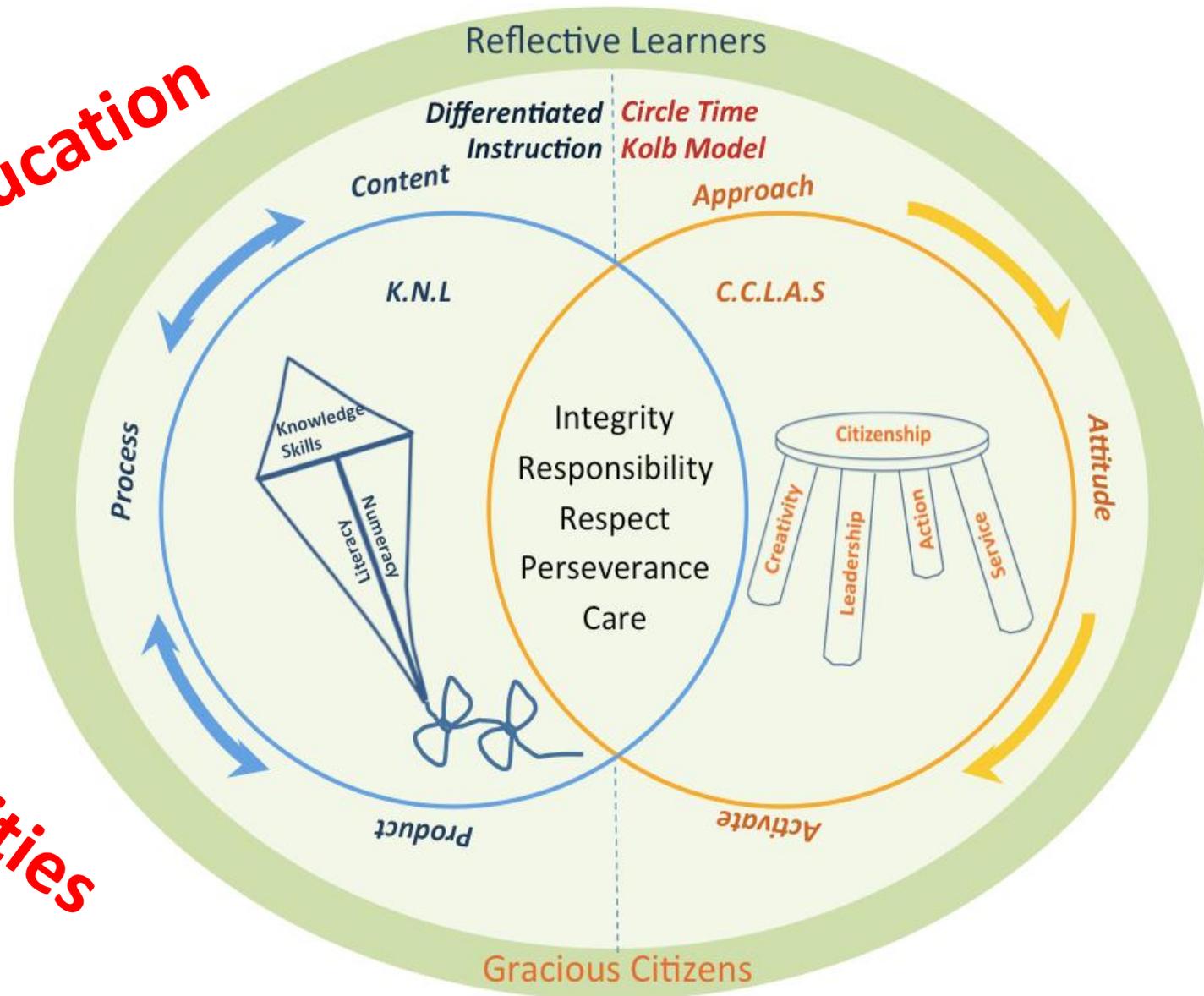
Focuses on:

- 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

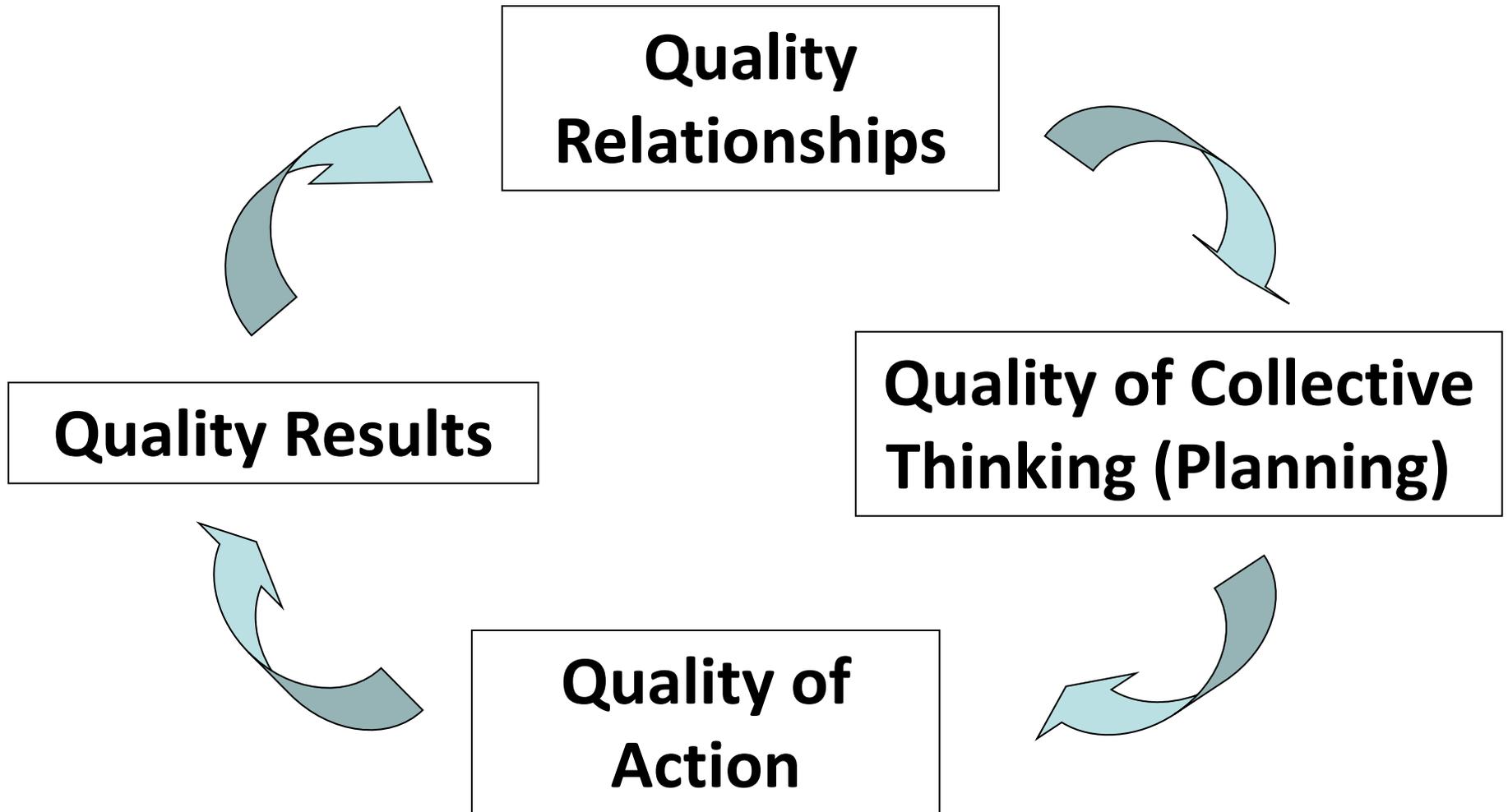
**Opportunities
for All**



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

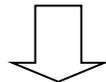
Values: Integrity, Responsibility, Respect, Perseverance, Care



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

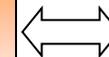
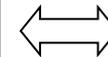
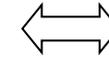
Information

School- based HR data

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

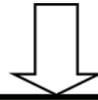
MOE Data

- Staff Profile
- Climate Surveys



Process Map

Staff Resource Planning

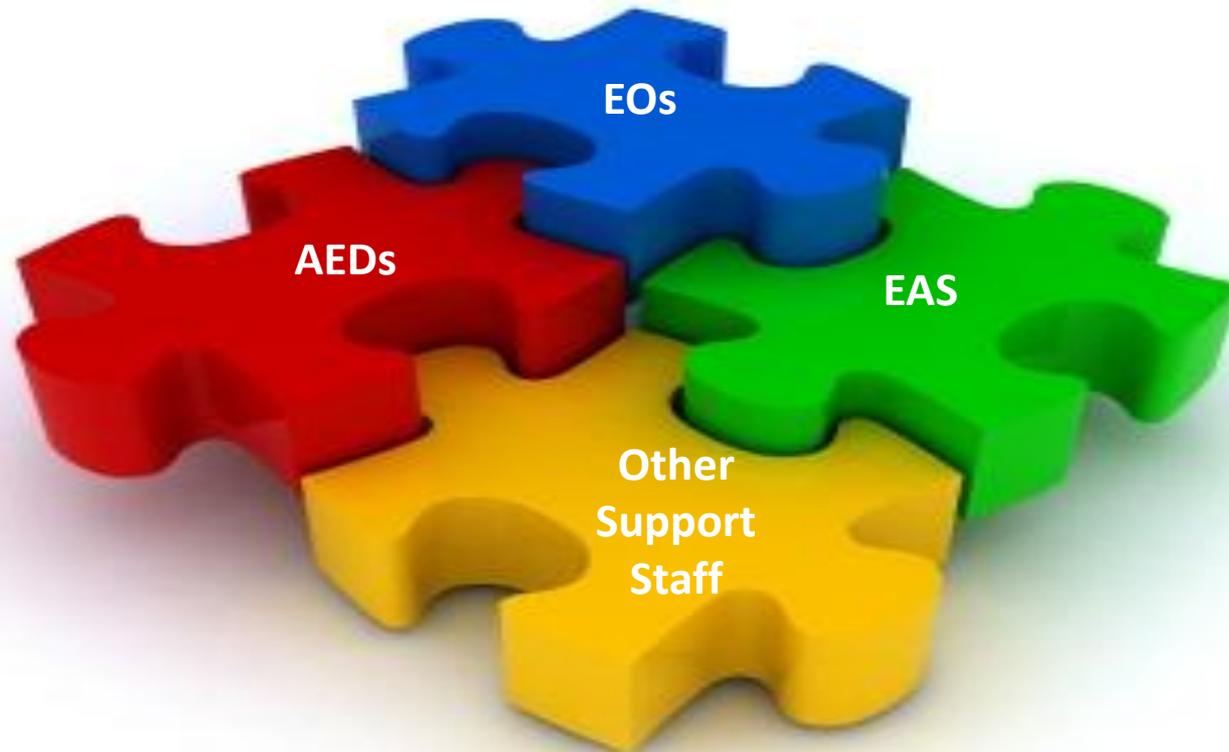


Results



Assessment & Review

Staff Learning & Development



Staff Learning Needs

Purpose

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

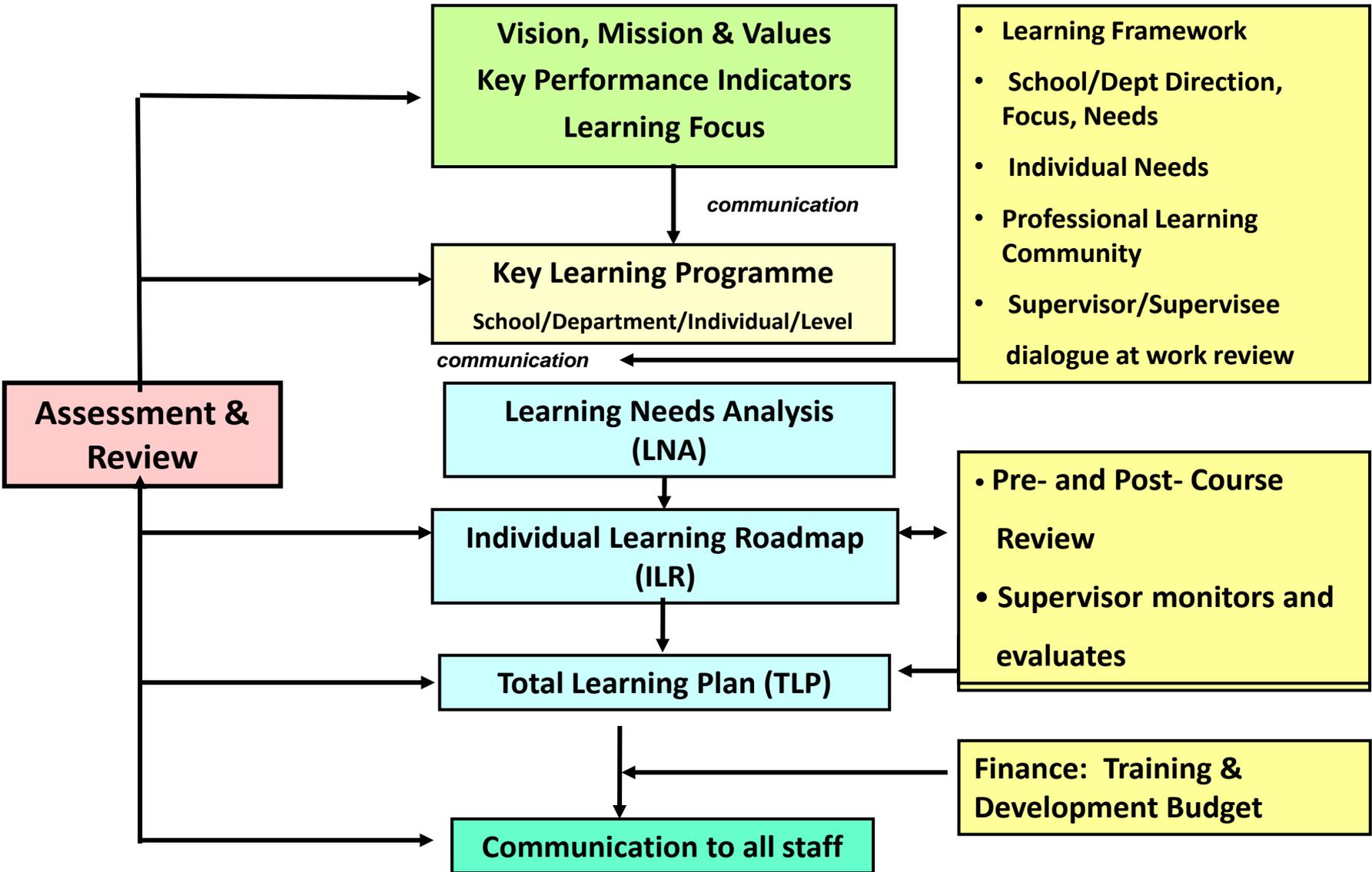
People

- 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

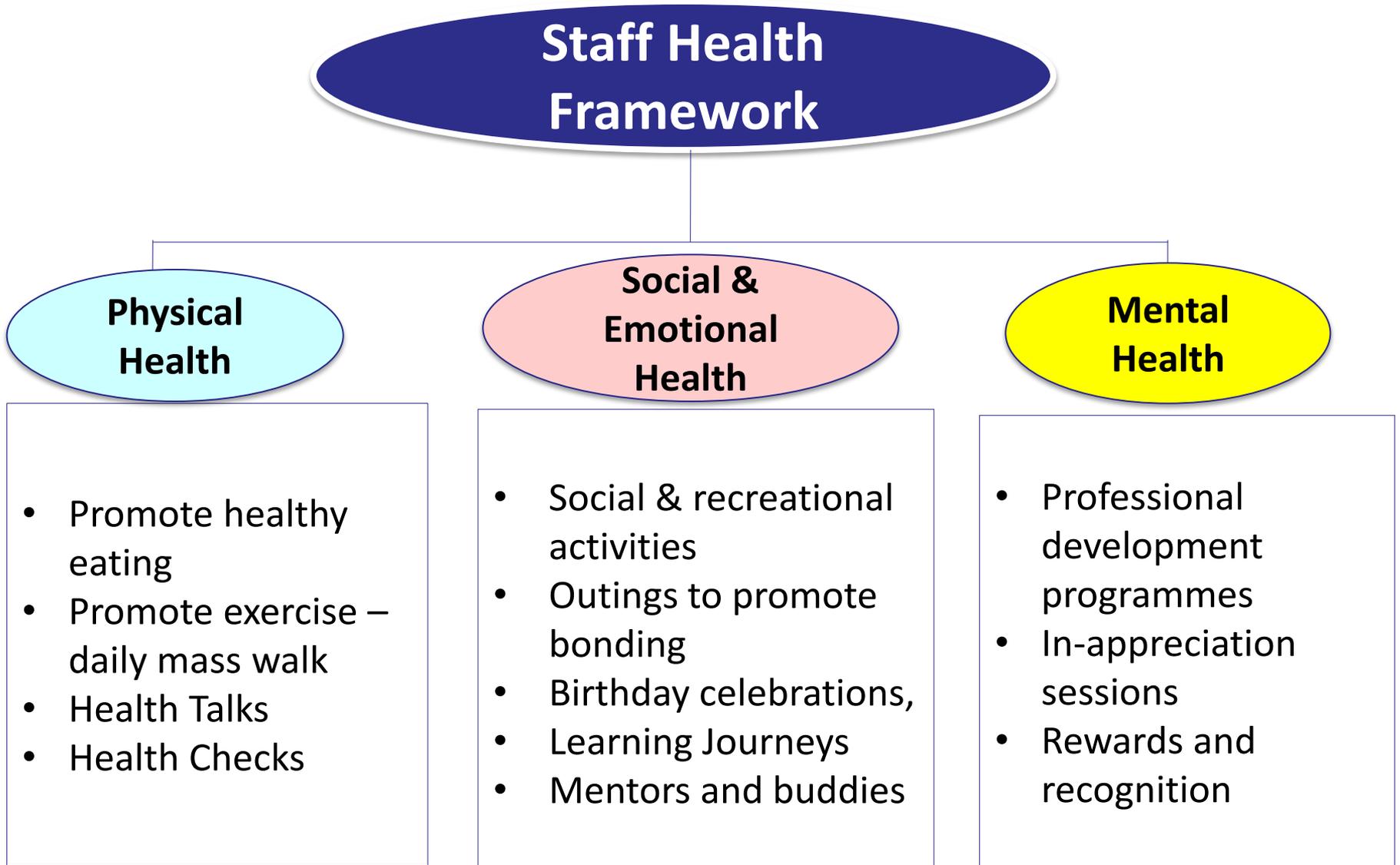
Rationale

- 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) Performance Bonus Outstanding Contribution Award President's Award for Teachers Caring Teacher Award Inspiring Teacher Award Service Excellence Award	Health Improvement Award Staff Values Award My Partner-Teacher Award Fun Awards 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

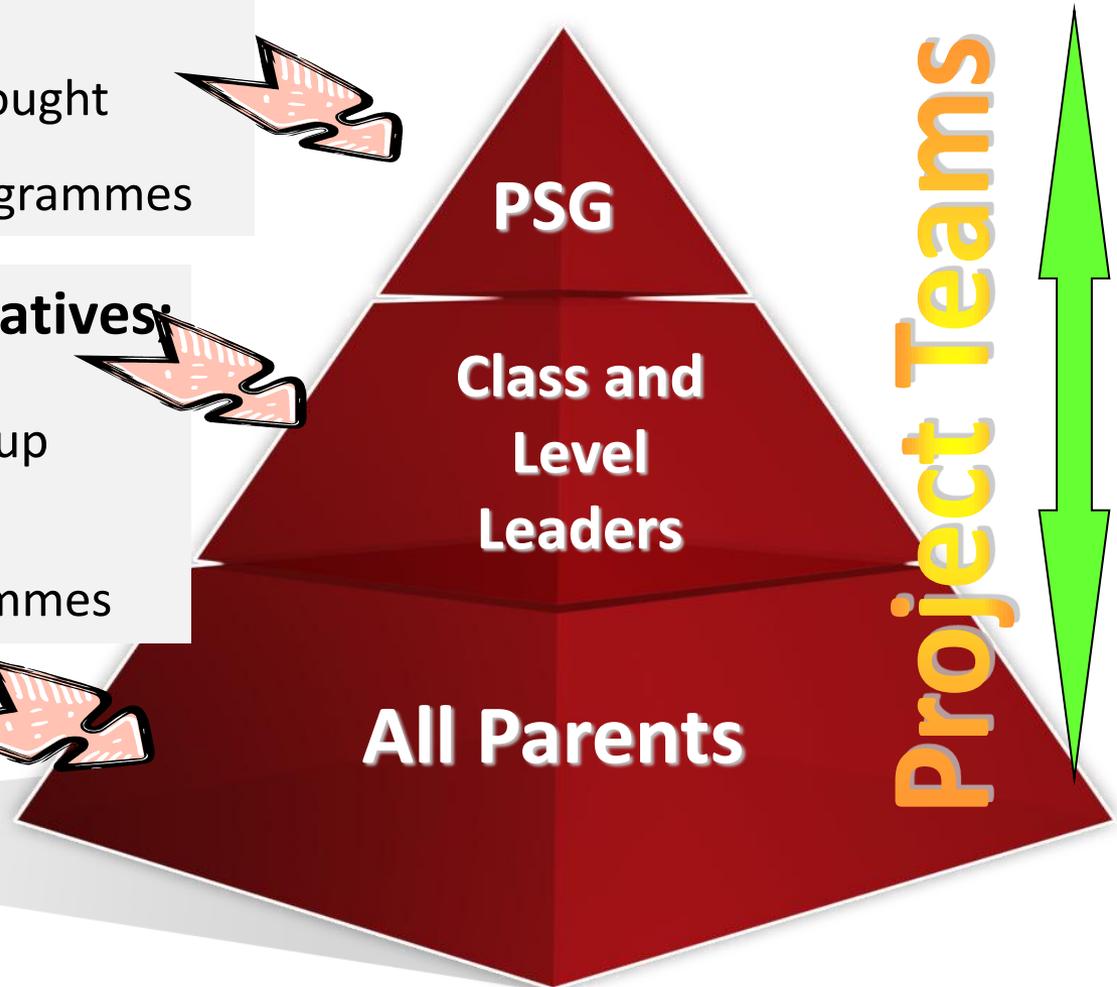
Parent Support Group

- 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”