

# Cluster N5 International Study Trip to Melbourne

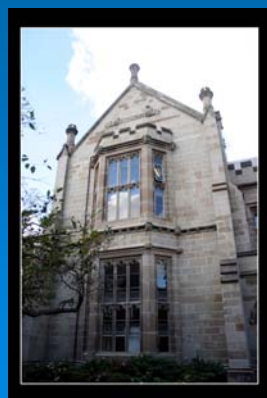


01~10 June 2007

# Team

**Mdm Ng Hwee Heng**  
**Mrs Elsie Rajaratnam**  
**Mr Tan Kah Teo**  
**Mrs Theresa Lim**  
**Mr Lee Teck Whah**  
**Mrs Mohinder Singh**  
**Mrs Lee Wai Ling**  
**Mr Willy Tan**





University of Melbourne  
 The University High, Melbourne  
 Collingwood College  
 Debney Park Secondary School  
 St Leonard's College  
 Fitzroy High School  
 Wanganui Park Secondary College  
 Scotch College

Schools

# Learning Points & Questions





# Leadership



Resources :  
Water & Field

*What is the role of the  
school leader?  
A CEO or  
Instructional Leader?*

# Leadership



Recycling Building @  
St Leonard's College



Leaders & Sponsors @ Debney  
Park Secondary School



# Leadership

*How do you know whether your teachers are making a difference in the classroom?*

*How are we then playing the role of an instructional leader?*

*Would we have the time to go into classroom to teach? What are the things to be taken away then?*






# Leadership

Leaders anchored in  
school-wide pedagogy



 <i>PYP Key Concepts</i>	
<b>Form</b> What is it like?	<b>Function</b> How does it work?
<b>Change</b> How is it changing?	<b>Causation</b> Why is it like it is?
<b>Responsibility</b> What is our responsibility?	<b>Perspective</b> What are the points of view?
<b>Connection</b> How is it connected to other things?	<b>Reflection</b> How do we know?



# Curriculum

*The fundamental power of parallel curriculum is choice & flexibility for learners.*

*Are we prepared to go further and explore more options in terms subject combinations and even pedagogical frameworks? What will we have to do to prepare our people for more choices?*



# Curriculum

Parallel Curriculum  
Reggio & Steiner @  
Collingwood College



Portfolio

# Curriculum

*We recognised the importance of alignment of our school processes to the school's vision & mission. In school-based curriculum innovations, it is as critical to have pedagogical alignment among all teachers.*

*How can we engage our teachers in school-wide pedagogical alignment especially from the philosophical perspectives involving their mindset and beliefs?*



# Curriculum

**YEAR 8**  
**ESSENTIAL QUESTIONS**

- ★ WHAT LIVES have been lived?
- ★ WHAT LEARNING has occurred?
- ★ WHAT CHANGES have been made as a result of these lives and learning?
- ★ WHAT CONTRIBUTIONS have been made by people from history?
- ★ Where do **THE MANY LIVES, LEARNING AND CHANGES BELONG** on the **TIMELINE**?
- ★ What **connections** are there between my life and the lives that have gone before?
- ★ What will be my life and learning?
- ★ What changes will I see?
- ★ What will be my contributions?
- ★ Can we benefit from the study of past lives, learning, changes and contributions? Why does it matter?

**ESSENTIAL QUESTIONS**  
**HAVE CERTAIN QUALITIES:**

- They generate many possible answers, perspectives and research that lead to other questions
- They help us to look at old knowledge with a "critical eye"
- They led to discovery and "uncoverage" → you don't need to know everything just the essential information well
- They are always about matters of analysis, synthesis and evaluative judgement

**Primary Years Programme (PYP)**  
of the  
International Baccalaureate  
Organization

**URBAN SUSTAINABILITY**

**THEME**  
Where we are in place and time

**UNIT TITLE**  
**Going Places**

**TRANSDISCIPLINARY SKILLS**

**STUDENT ATTITUDES**

**CENTRAL IDEA**  
Transportation designs change to suit our needs.

**FOCUS**  
Technology

**FOCUS**  
Humanities

**KEY CONCEPTS**

**FORM**  
What is it like?

**OUR CURRENT UNIT**

**FUNCTION**  
How does it work?

**CAUSATION**  
Why is it like it is?

**CHANGE**  
How is it changing?

**OUR CURRENT UNIT**

**CONNECTION**  
How is it connected to other things?



# Curriculum

*Principles of Learning & Teaching (POLT) emphasises on unpacking teaching and learning principles. While these principles have similarities with our PETALS, how can we unpack PETALS further and deeper so that teachers have a common pedagogical language?*



*How can we shift from exam-emphasis to learning-emphasis education?*

# Structures



*Will the sub school structure be relevant in our local schools context?*

*The Vertical Modular System has resulted in personalisation of learning and synergised bonding amongst the pupils and teachers from various levels. Is a vertical modular system relevant in our context?*

# Structures



Electives



Multi-Age Group



Vertical Modular System  
@ Wanganui Secondary

# Teachers

*Teachers are designers rather than enactors of curriculum. They collaborate within level or across levels on curriculum design.*

Teacher in action @ St Leonard's College





# Teachers

*In our local context, space and time for teachers come in the form of time-tabled time. In another perspective, can we explore giving more time and space for growth in our appraisal system? Can teachers be appraised over a period of 3 years rather than annually? Is it possible even to allow teachers to volunteer to come on board the appraisal period similar to school opting for the year of external validation in SEM?*

# Community



Retractable Stairs

Effort contributed by  
community volunteers @  
Wanganui Secondary

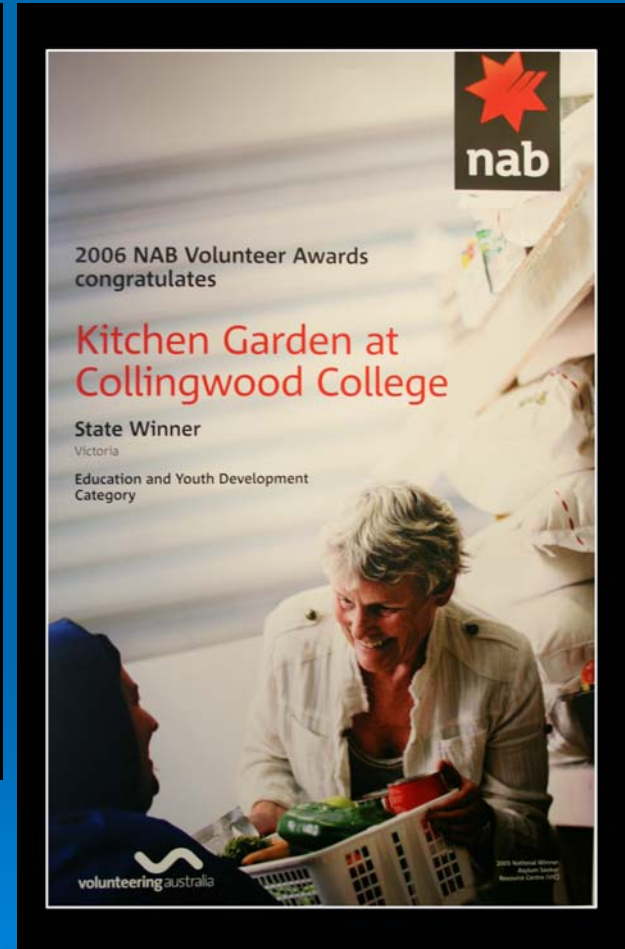
*In our social context, how  
can we engage more  
volunteers from retirees  
and professional besides  
parents to serve the  
school?*

*How ready are our  
teachers to engage the  
volunteers as educational  
partners in the classrooms?*

# Community



Award-winning programme – Kitchen Garden – with support from many volunteers @ Collingwood College





# Communities of Learners





# Communities of Learners





# Team Learning



# Acknowledgement & Thanks!

