NAME : Tay Chee Joo Edna
DESIGNATION : Lead Teacher (Physical Education)
SCHOOL : Naval Base Secondary School

Learning with Purpose
Edna believes that professional learning is most meaningful when it is sustained, collaborative, and inquiry-driven - where teachers actively examine their practice, challenge assumptions and learn with and from one another. Through her leadership of teacher networks and involvement in action research, she creates the conditions for teachers to ask deeper questions, collaborate purposefully, and grow together.

Grounding Professional Learning in Inquiry and Collaboration
As a core team member of the PESTA Teacher Leader Network, Edna leads the North Zone PE Teacher Leader Network, guiding teacher leaders in facilitating professional conversations, classroom inquiries and developing resources around EdTech and E21CC. Her approach fosters a culture of experimentation and trust, where teacher leaders strengthen one another's practice through structured collaboration, collective sense-making, and innovation.

Her action research translates this into concrete outcomes. In *Making Performance Visible: Using Feedback to Develop E21CC in PE*, together with her colleague, she explored how data visualisation tools such as heat maps and hit maps could enhance students' ownership of learning and capacity for constructive feedback. In *From Comparison to Progress: An Action Research Study on Ipsative Assessment and Pacing in the 2.4km Run*, in collaboration with NIE Associate Professor Kelvin Tan, she examined how personalised, data-informed feedback cycles could strengthen students' self-awareness and pacing competency, extending the approach to include tracking of sleep and nutrition habits, with measurable improvements in fitness outcomes and self-regulating behaviours.

From Inquiry to Impact
Edna brings her inquiry findings on assessment and E21CC to a wider community of educators through platforms such as the Teachers' Conference and ExCEL Fest (TCEF), the Redesigning Pedagogy International Conference (RPIC), the PE TL Symposium and leadership milestone courses. Through these engagements, she guides teachers to design assessment-integrated lessons that make thinking visible, using data visualisation tools to anchor meaningful feedback conversations and nurture students' communication competencies. Her contributions extend to print through a co-authored chapter in *Effective Assessment in Schools: Beyond Basics and Best Practices* and contributions to the Assessment for All Learners (AFAL) website. Underpinning her work is the conviction that professional learning is most powerful when it creates a multiplier effect, where what begins in one classroom grows in reach and impact as it passes from one educator to the next.