Cross-Level Deployment

Induction Kit

Information accurate as at 26 Oct 2023

Restricted

Dear Colleagues,

I would like to commend you for taking the leap of faith in responding to this call and mission to impact our young students and wanting to make a difference for them in their early stages of development.

We understand that you may have to make some adjustments, but there will also be moments of joy and satisfaction. Allow me to share 2 examples from your fellow teachers. One P3 student raised her hand and said, "Teacher, please call me to answer, my ideas are exploding from my head!" You do not really get such responses at the secondary level. Another P2 girl asked her teacher, "Does MOE give you extra money to teach in the primary school?" The teacher responded, "No." The girl then broke her piece of cookie into two and passed one half to the teacher. As the children are very young, we are able to develop their social emotional competencies and mould their characters.

From us at HQ, we will give our best to support you in your cross-level deployment journey. Besides the professional development platforms and resources, you will have a Master Teacher as your point of contact. We will also have regular dialogue sessions with you to better understand your needs.

In the course of my journey as an educator, I have taken on many new challenges and I would like to share this quote with you, "By leaving your comfort zone behind and taking a leap of faith into something new, you will find out who you are truly capable of becoming." I wish you the best in your new endeavour - remember that you are more capable than you think you are and you have our utmost support.



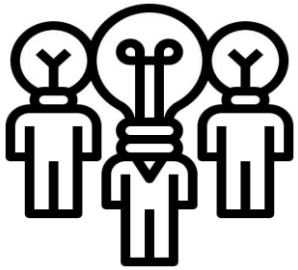
Mrs Chua-Lim Yen Ching
Deputy Director-General of Education (Professional Development)

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2. Diary of a Primary School Teacher
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4. Primary School Curriculum
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7. Tips for Cross-Level Deployed Officers
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Strengthening the Teaching Fraternity through CLD

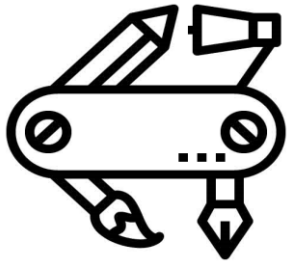
- MOE has been facilitating cross-level deployment of teachers from secondary to primary level since 2014. CLD benefits students, teachers and the MOE family in the following ways:



Delivery of better student outcomes with a refreshed and agile teacher workforce with stronger subject mastery and diversity in experience.



Enhanced professional exchange, in which teachers gain fresh perspectives, skills to engage wider learner profiles, and an understanding of operating contexts across different school levels and subjects.



Workforce agility and deployment flexibility by broadening skillsets and perspectives, which supports both organization needs and individual growth.



Diary of a Primary School Teacher

The events depicted in this diary are not representative of all primary school teachers. Practices may differ from school to school.

Diary of a Primary School Teacher




Morning assembly: quick visual screening of students as they report to school.




First bell rings!!! P4 Maths lesson begins. Some common classroom routines are:



Teacher: "Eyes on me."
Students: "Eyes on you."



Teacher: "1 silent clap!"
Students: CLAP! SSHHHH…..




Provide snack time for pupils and after that a breather while students have Music class.




Next, P4 English lesson. Big book – check, pointer – check, word frame – check; all set! Let's go! ***Must remember to pick the students from after-recess assembly grounds!!***




Professional Learning Committee (PLC) time:
I'm learning so much from my fellow colleagues and I'm glad I can contribute in some areas. Can't wait to try the new strategy we have discussed!

Diary of a Primary School Teacher




School dismissal and traffic duty:
Help to make sure that students look out for incoming traffic at the zebra-crossing and cross safely.




Lunch break.




Targeted remediation with a small group of students. Let students feel safe in making mistakes.




CCA begins. Other than taking attendance and ensuring that members are accounted for, I will oversee the CCA session and co-facilitate with the instructors so I can complement the teaching of CCA-specific skills with the development of students' character.




Dismiss CCA students. Now, I can plan for the next day, respond to emails or engage parents where necessary.



Possible Duties of a Primary School Teacher
(besides Teaching and Learning)

- Canteen duties, includes bringing students from after-recess assembly grounds to classrooms
- Bus bay duties – to keep a look-out for students and ensure their safety in the premises



- School gate duties – to usher students when their parents drop them off / pick them up during arrival and dismissal time
- Chaperoning lower / middle primary students between venues
- Snack time for students during curriculum time



- Invigilation and marking duties for national exams
- Hand-hold students through simple tasks such as filing of worksheets



- Preparation of portfolios to showcase students' progress, interests and achievements in school (may include formative assessments in the compilation)

Primary School Curriculum

The primary school curriculum focuses on:

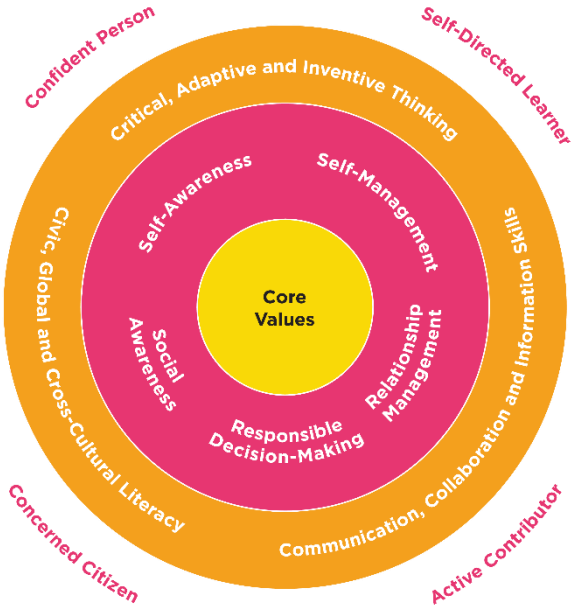
- **21st Century Competencies (21CC)** which is developed through total curriculum (i.e., all subjects and programmes) within the school;
- **Character development** through daily interaction, Character and Citizenship Education and co-curricular activities;
- **Knowledge skills** through subject-based learning and project work; and
- **Subject-based learning** such as:
  - English Language*
  - Mother Tongue Language (MTL)*
  - Mathematics*
  - Science*
  - Art
  - Music
  - Physical Education
  - Social Studies
  - Character and Citizenship Education (CCE)

**Refer to subjects examined in the PSLE. In Primary 5 and 6, students may be offered English Language, MTL, Mathematics and Science at the foundation or standard levels, depending on their Primary 4 school examination results. They may also be offered Higher MTL depending on their MTL results.*

Development of Students' 21st Century Competencies

- An important emphasis in our national curriculum is the development of our students' 21st Century Competencies (21CC) through our efforts in holistic education* to ensure that they possess the skills, dispositions and core values to be able to thrive during and after their formal education years.

- Our 21CC development efforts should enable students to embody MOE's four Desired Outcomes of Education.

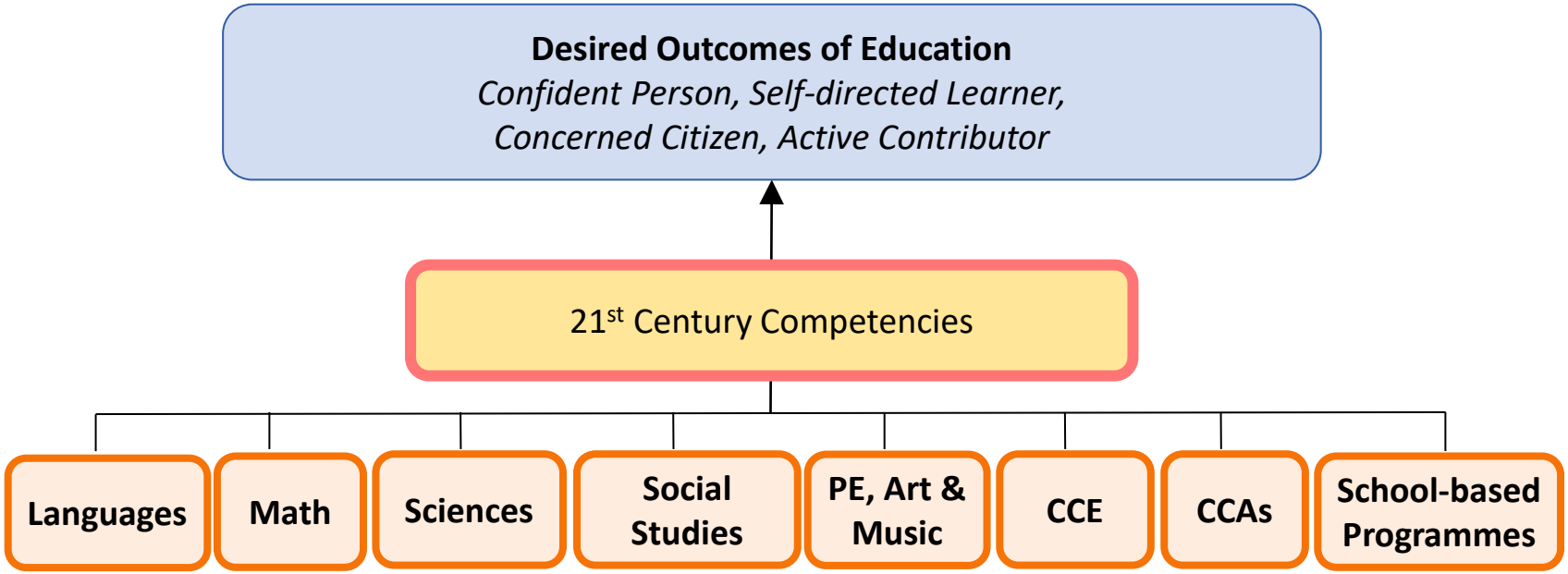


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**Holistic Education refers to developing the whole child, including the moral, intellectual, physical, social-emotional and aesthetic domains*

Development of Students' 21st Century Competencies

- We develop students' 21CC through the total curriculum (refer to graphic below, which is the sum total of all learning experiences in school, be it academic or non-academic), taking into account the school's unique contexts and student profiles. All subjects and programmes within the school should work in unison to develop our students' 21CC, for the holistic development of the child.

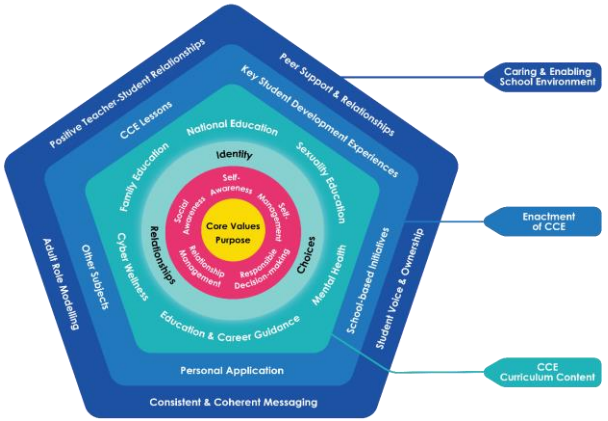


Character and Citizenship Education (CCE)

Character and Citizenship Education (CCE) is at the heart of education in Singapore. Through CCE, students learn values, social-emotional competencies, and develop character and citizenship dispositions that enable them to grow holistically and learn for life. The goals of CCE are: **Good Character**, **Resilience and Social-Emotional Well-Being**, **Active Citizenship** and **Future Readiness**.

The CCE 2021 Curriculum Frame spells out three key elements of CCE:

- **CCE Curriculum Content**;
- **Enactment of CCE Curriculum**; and
- **Caring and Enabling School Environment**



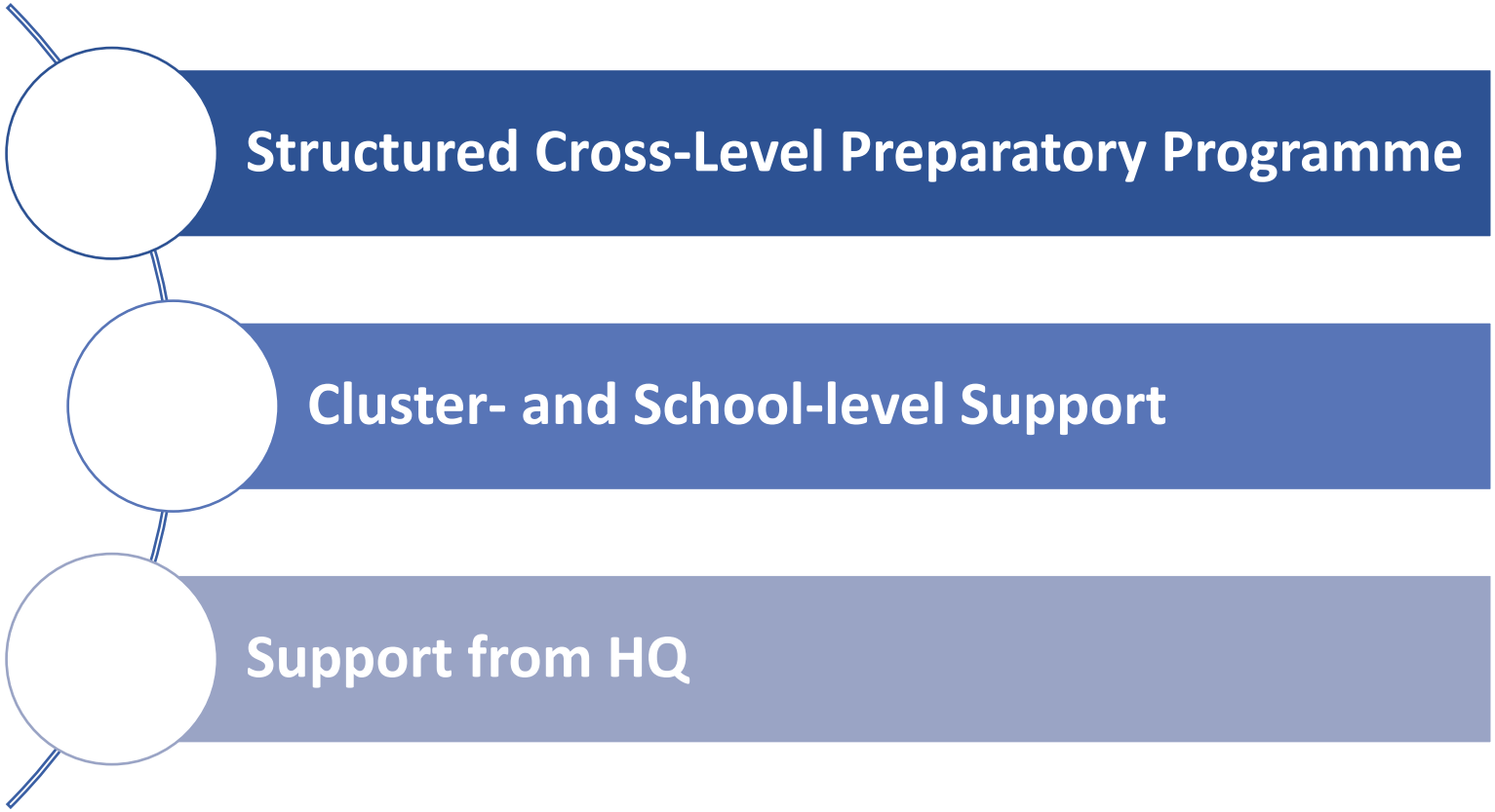
Empowering Teachers for Transforming Practice

"Every Teacher a CCE Teacher"

All of us play an important role in CCE. As teachers, we build quality teacher-student relationships, nurture each child holistically, and act as role models for students. We also intentionally leverage multiple touchpoints in the school to achieve CCE Learning Outcomes in and beyond the classroom. To improve the quality of CCE learning experiences (e.g. CCE lessons, key student development experiences, other subjects, school-based initiatives) for our students, we need to develop our pedagogical content knowledge, reflect on CCE, and find ways to transform and deliver CCE learning experiences.

To learn and find out more about CCE 2021 in Primary Schools, please visit: https://go.gov.sg/cce-opal.

Support for Cross-Level Deployed Teachers



Structured Cross-level Preparatory Programme

Cross-Level Deployment Course (CLDC)

- CLDC aims to allow teachers to:
  - gain a fundamental understanding of curricular outcomes, pedagogical approaches and assessment modes;
  - recognise diverse profiles of students; and
  - acquire fundamental knowledge and skills to optimise learning and to meet the students' SEL needs.

School Attachment

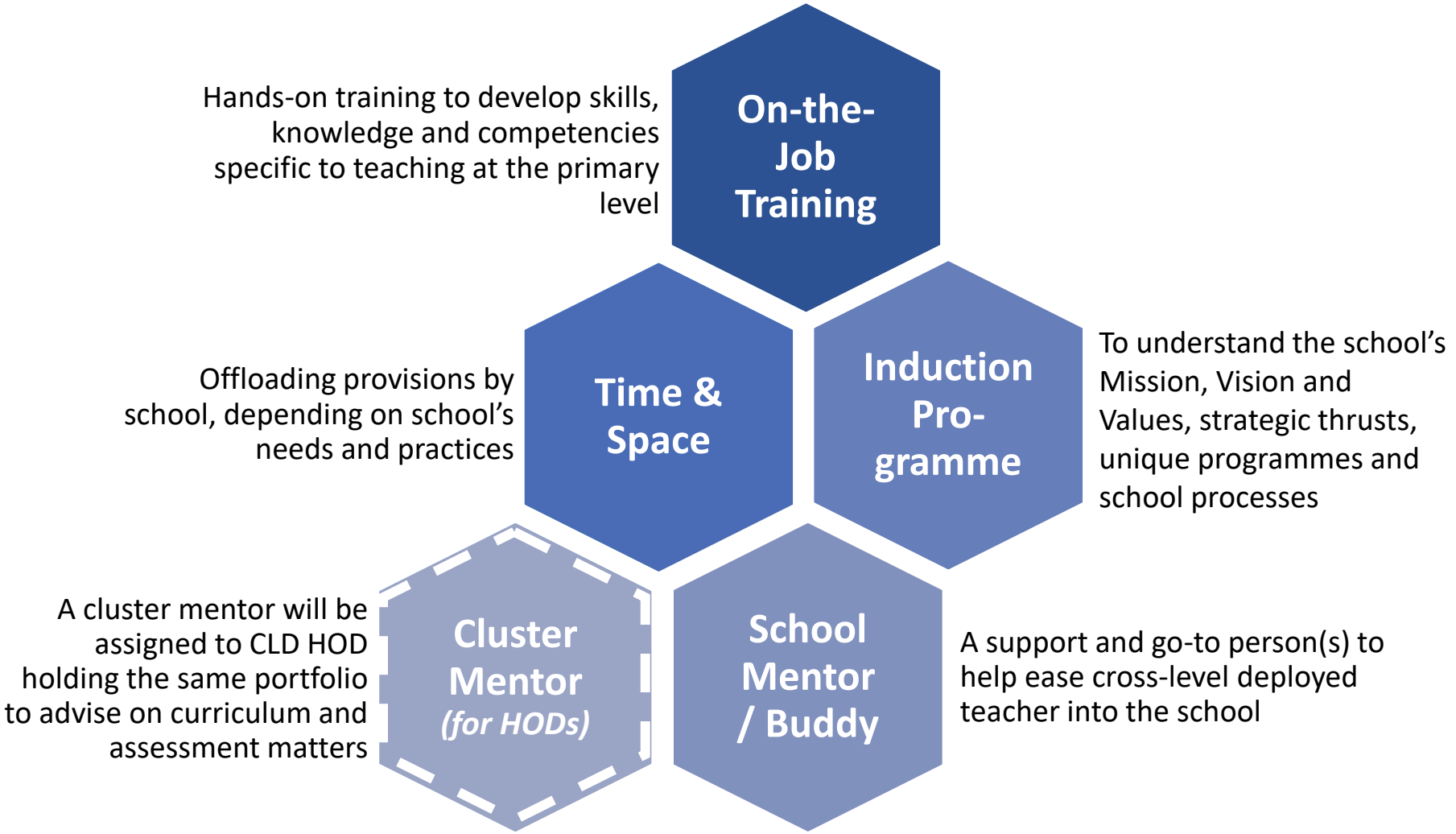
- School attachment will be at the receiving school prior to CLDC to allow teachers to observe lessons and familiarise with school culture, practices and colleagues.

Structured Cross-level Preparatory Programme

Cross-level Deployment Preparatory Programme (Primary)	Timeline
2-week School Attachment	Any 2 weeks in 2023 Term 3 or 4 (before CLDC)
Cross-level Deployment Course (CLDC)	Term 4 Week 5 to 9 (9 October to 9 November 2023)
1-week School Attachment post CLDC^	Term 4 Week 10 (14 November to 17 November 2023)

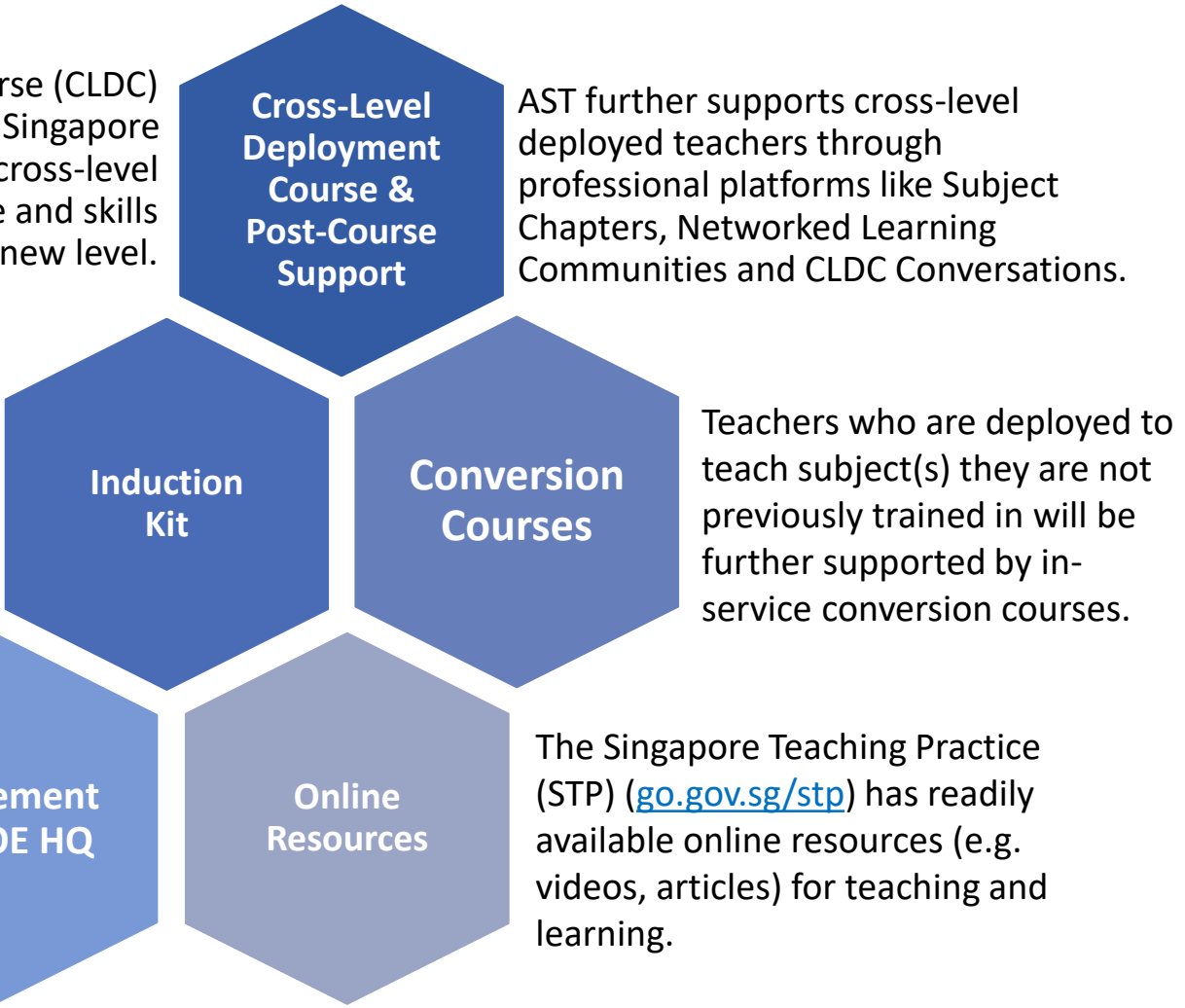
*^**Optional** for those who have attended the 2-week pre-CLDC attachment, but mandatory for those who are not able to attend the 2-week pre-CLDC attachment due to valid reasons.*

Cluster- and School-level Support



Support from MOE HQ

The Cross-Level Deployment Course (CLDC) conducted by the Academy of Singapore Teachers (AST) helps new cross-level teachers to gain the knowledge and skills needed to teach at the new level.



AST further supports cross-level deployed teachers through professional platforms like Subject Chapters, Networked Learning Communities and CLDC Conversations.

A kit to welcome and equip new cross-level deployed teachers with necessary information and links to settle in quickly.

Teachers who are deployed to teach subject(s) they are not previously trained in will be further supported by in-service conversion courses.

MOE HQ stays in contact with cross-level deployed teachers via surveys and tea sessions.

The Singapore Teaching Practice (STP) (go.gov.sg/stp) has readily available online resources (e.g. videos, articles) for teaching and learning.

Support from Master Teachers

If you have any queries about teaching and learning, you may also approach the following PMTTs / MTTs from respective Academies and Language Centres for guidance and support.

Subject	PMTT / MTT	Email Address
Art	Mdm Chun Wee San, MTT/Art	CHUN_Wee_San@moe.gov.sg
Chinese Language	Mdm Lim Kwee Hua, MTT/CL	kweehua.lim@sccl.sg
English Language	Mrs Kalpana Balasubramaniam, MTT/EL	Kalpana_BALASUBRAMANIAM@moe.gov.sg
Malay Language	Mdm Siti Faridah Bte Omar, MTT/ML	Siti_Faridah_OMAR@schools.gov.sg
Mathematics	Ms Theresa Heng, MTT/Mathematics	Theresa_HENG@moe.gov.sg
Music	Mdm Suriati Suradi, MTT/Music	Suriati_Suradi@moe.gov.sg
Physical Education	Ms Mabel Yong, MTT/Physical Education	Mabel_YONG@schools.gov.sg
Science	Dr Judy Lee, MTT/Science	Judy_Lh_LEE@moe.gov.sg
Social Studies	Mdm Premaletha, MTT/SS	Premaletha_Gopalakrishnan@moe.gov.sg
CCE	Mdm Brenda Lee Chew Yan, MTT/CCE	Brenda_LEE@moe.gov.sg
	Mr Osman Abdullah, MTT/CCE	Osman_ABDULLAH@moe.gov.sg
Special Educational Needs (SEN)	Ms Sarinajit Kaur, MTT/SEN	sarinajit_kaur@moe.gov.sg

General Courses, Micro-Learning Units (MLU) and Resources to Enhance Teaching and Learning

You are also encouraged to take charge of your professional growth and learning through PD courses. The list provided here is not exhaustive. You can look for more available courses and micro-learning units (MLU) on OPAL2.0.

General Courses	Course Information, MLU (available in OPAL2.0) and Resources
Classroom Management	**Course Information and MLU** • CCE-000029: Classroom Management 101 (Pri): 1/3 How to Defuse Inappropriate Behaviours? (MLU) • CCE-000031: Classroom Management 101 (Pri): 2/3 How to Support and Teach Students Involved? (MLU) • CCE-000030: Classroom Management 101 (Pri): 3/3 How to Replace and Restore? (MLU) • CCE-000021: Classroom Management 101: How to Facilitate Reconciliation? Part I (MLU) • CCE-000022: Classroom Management 101: How to Facilitate Reconciliation? Part II (MLU) **Resources** • Online Professional Development page • Discipline Resource Portal - for considerations and strategies on managing common discipline and behavioural issues • Strategies for the Classroom • OPAL 2.0 Caring and Enabling School Environment Community – available at https://go.gov.sg/cese • Student Management Wiki page - PD Opportunities page available at https://www.opal2.moe.edu.sg/csl/content/perma?id=156897 • Peer Support and Relationships Wiki page - PD Opportunities page available at https://www.opal2.moe.edu.sg/csl/content/perma?id=156871
Learner Profile/ Special Educational Needs (SEN)	Various PD opportunities, mapped to SkillsFuture for Educators, are available to all teachers to increase awareness and understanding of SEN and to develop capacity in supporting students with SEN. Visit https://go.gov.sg/sfed-sen to find out more! For additional resources on supporting students with SEN, you may visit SEN Resource Portal (MOE Intranet) and SEN:se Online Community (OPAL2.0).

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Courses and Modules for Professional Learning

General Courses	Course Information

Assessment

Title of course (can be found in OPAL2.0)	Term(s) conducted
Assessment Literacy 1.0: Introduction to Assessment Literacy	All year
Assessment Literacy 1.1: Enhancing Assessment in Our Classrooms	All year
Assessment Literacy 2.0: Enhancing AfL and Strengthening AoL	All year
Assessment Literacy 3.0: Assessment Leadership and Culture	All year
Designing Alternative Assessments	-
Student Self-Assessment: 5Ws and 1H	
Designing Quality Alternative Assessments and Associated Rubrics	
Nurturing Self-Regulated Learners through Assessment Practices	
Evidence-based Assessment for Learning	
Differentiated Instructions for Diverse Learners	-
Engaging Pedagogies	
Accommodating Diverse Learners	
Design Thinking	
Tech-enhanced Student Assessment Literacy	
Introduction to Assessment - Tamil (Pri)	
Introduction to Assessment - Chinese (Pri)	
Introduction to Assessment: Malay Language (Pri)	
Assessment – Chinese Language (Secondary)	
Introduction to Assessment - Science (Pri)	
Certificate in Examination and Assessment	3 and 4

Note: An updated list of assessment-related courses will be sent to all the School Staff Developers in Feb 2024

Courses and Modules for Professional Learning

General Courses	Course Information, MLU (available in OPAL2.0) and Resources
Co-Curricular Activities (CCA)	• CCA Policies, Guidelines on Safe Management Measures and Instructor Policies • CCA Student Development Plan • Information on specific CCA types For more information, please visit: https://www.opal2.moe.edu.sg/csl/s/cca-sdcd/ and https://intranet.moe.gov.sg/sdcd/sdco/Pages/sdco_home.aspx • Facilitation Techniques and Video Resources For more information, please visit: https://intranet.moe.gov.sg/sdcd/CCHB/Documents/cchb/index.html
Character & Citizenship Education (CCE)	• For various publications and resources on CCE such as Curriculum Content, Student Development Experiences and how to establish a Caring and Enabling School Environment, please visit: https://go.gov.sg/cce-opal • MLUs for CCE is available at: https://go.gov.sg/cce-mlu
Other Useful Links	• School Cockpit Info Portal For more information, please visit: https://icollaborate.moe.gov.sg/scplus/Pages/Introduction.aspx • Safety Policies and School Safety Handbook For more information, please visit: https://intranet.moe.gov.sg/schoolsafety/Pages/index.aspx

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Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
English Language	**1. SkillFuture For Educators (SFEd) Courses** a) Differentiating Instruction in the Primary English Language Classroom (Primary And Secondary) b) Inquiring Through Dialogue in English Language Classrooms (Primary And Secondary) c) Applying E-Pedagogy and Blended Learning In English Language Classrooms (Primary And Secondary) **2. Grammar Courses** a) Building Knowledge of English Grammar – Word Classes (Primary And Secondary) b) Building Knowledge of English Grammar – Time, Tense And Aspect (Primary And Secondary) c) Building Knowledge of English Grammar – Sentence Structures, Cohesion And Coherence (Primary And Secondary) d) Building Knowledge of English Grammar – English Usage And Use Of Grammar References And Concordances (Primary And Secondary) **3. Item Setting for P5 and P6 School-based Summative EL Assessment** **4. Singapore Teaching Practice (STP) Blended Professional Learning Module (PLM):** Skilful Questioning to Deepen Learning in English Language Classrooms (Primary And Secondary) **5. Classroom Inquiry for English Language and Literature Teachers** (Primary And Secondary) **6. Courses on Communicating Effectively in Teaching and Learning** a) Language and Literacy Across the Curriculum (Primary And Secondary) b) Facilitating Productive Academic Discussion (Primary And Secondary) c) Using Talk to Support Writing (Primary And Secondary)

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Chinese Language	1. STP 框架下的差异教学：理论与实践（小学） https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/273-theory-and-practices-of-differentiated-instruction-with-stp-pri.html 2. 精通差异教学：理论与实践（小学） https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/331-accomplished-in-theory-and-practice-of-differentiated-instruction-pri.html 3. 线上教学法- SLS 平台上的学习体验类型与华文教学设计（小学） https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/352-applying-e-pedagogy-types-of-learning-experiences-in-sls-and-cl-lesson-design-pri.html 4. 线上教学法：利用科技优化作文教学设计（小学） https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/333-applying-e-pedagogy-leveraging-technology-to-enhance-lesson-design-in-teaching-writing-pri-cl.html 5. 线上教学法：利用科技优化听说教学设计（小学） https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/334-applying-e-pedagogy-leveraging-technology-to-enhance-lesson-design-in-teaching-listening-and-speaking-pri-cl.html 6. 线上教学法：利用科技优化阅读教学设计（小学） https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/335-applying-e-pedagogy-leveraging-technology-to-enhance-lesson-design-in-teaching-reading-pri-cl.html 7. 显性化思维策略在阅读教学中的运用（小学华文） https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/301-explicit-thinking-strategies-in-reading-instruction-cl-pri.html 8. 游戏化学习在小学华文教学中的理论与实践 https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/374-gamification-in-chinese-teaching-theory-and-practice-pri.html 9. 设计并运用评估量表提高学生的写作能力（小学） https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/291-using-rubrics-to-assess-and-improve-writing-skills-pri.html 10. 小学华文写作教学配套的设计与实践（小学3-6年级） https://www.sccl.sg/zh/programmes/courses-events/opal-courses/item/348-design-and-practice-of-cl-writing-teaching-packages-p3-6.html

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Malay Language	• Differentiated Instructions (DI) Proficient • Inquiry-based Learning (IBL) Proficient • Assessment Literacy & Practise (Accomplished) • E-Pedagogy • Blended Learning • Storytelling • Making Thinking Visible Using technology • Spoken Interaction Skills • Teaching of Affixation

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Mathematics	For Course Details List • Facilitating Differentiated Instruction in Primary Mathematics • Effective Use of Questions to Deepen Learning in Primary Mathematics • Designing Motivating & Engaging Learning Experiences in Primary Mathematics • Making Connections Through SLS/Digital Learning in Primary Mathematics For more information on courses for Mathematics teachers, please visit the Primary Maths Chapter/Our Calendar of Events: AST | Primary Mathematics Chapter
Science	• Professional Learning for Beginning Primary Science Teachers 1 (Physical Science) • Professional Learning for Beginning Primary Science Teachers 2 (Life Science) • STP Blended PLM: Facilitating DI (Pri Science) 1.0 • STP Blended PLM: Facilitating Inquiry-based Learning (Pri Sc) 1.0 • Harnessing SLS in Addressing Students' Conceptions (Pri Sc) • Integrated Thematic Primary Science • Integrated STEM for Primary Level For more information on courses for Primary Science teachers, please refer to the calendar of events in https://academyofsingaporeteachers.moe.edu.sg/office-of-subject-chapters/science/primary-science-chapter/

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Music	• Inclusive Music Classrooms – Supporting Diverse Learners (Proficient Level) • Friends in Concert (Live) 2024 • Engaging with Songs Programme (Pri) • Kodaly Approach to Music Teaching (Pri) • Differentiated Instruction in the Music Classroom (Pri) For more information on courses for Music teachers, please visit: https://star.moe.edu.sg/programmes/professional-development-programmes-at-a-glance/
Art	• Inquiry-based Art Lesson Design I (Primary) • Differentiated Instruction in the Art Classroom (Primary) • Formative Assessment in the Art Classroom (Primary) For more information on courses and resources for Art teachers, please visit: • https://star.moe.edu.sg/programmes/professional-development-programmes-at-a-glance/ • https://star.moe.edu.sg/resources/art-resources/

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Physical Education	• STP Blended Professional Learning Module (PLM): Facilitating Differentiated Instruction (PE) • STP Blended Professional Learning Module (PLM): Use of Questions to Deepen Learning (PE) • Use of Information and Communication Technologies (ICT) in PE (Pri/Sec/PreU) • Assessment in PE (I) (Pri) • The Games Centered Approach: Developing Thinking Players through Inquiry (Pri) • Nonlinear Pedagogy: Teaching Games in PE (Pri) • Inquiry Approach to Make Thinking Visible in PE (All Levels) • Enhancing Affective Learning in PE • Place-Responsive Pedagogy for Outdoor Education (Pri) For more information on courses for PE (Primary) teachers, please visit: https://academyofsingaporeteachers.moe.edu.sg/pesta/professional-development/courses-and-twa-for-pe-and-sports-teachers

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources

Social Studies	• NIE In-Service Course (*for teachers who have an EL + SS subject combination and have not received any NIE pre-service training in SS*).For more information, please visit: NIE In-Service Course
	
	• Recordings and resources of past Professional Development sessions e.g. SS Symposium, Zonal Engagement, Annual Sharing, Cluster-based Workshop, etc. For more information, please visit: Workshops, Courses and Sharing Sessions
	
	• Microlearning Units on OPAL2.0
	  ○ Subject literacy MLUs
	  ○ Inquiry-based Learning MLUs
	  ○ Teaching Action MLUs
	
	• Termly SS Email Blasts for PD and teaching and learning updates
	
	• SSP SLS Catalogue
	For more information on related professional development opportunities for Social Studies teachers, please visit: Social Studies Primary Wiki - OPAL2.0

Tips from a CLD teacher

“Cherish relationships. Maintaining positive relationships with all stakeholders is key. Students pay attention to you because they know you care; parents trust you because you make an effort to understand them. Positive relationships with your colleagues will help you in your course of work too.”

“Keep a positive and open mind. Do not be afraid to try new things and suggest new ways of doing things. When there is change, it is best to embrace it and learn from it.”

"If we know exactly where we're going, exactly how to get there, and exactly what we'll see along the way, we won't learn anything" - M. Scott Peck, Author of The Road Less Travelled”

~ Mr Bryan Chua, Gongshang Primary School



Tips to Support Your Cross-level Transition



- Clarify your roles, responsibilities and the **school's expectations** with your Reporting Officer (RO).
- Be **proactive** in consulting your buddy, mentor and colleagues about **school practices** such as unique school curriculum/initiatives, conduct of school examinations, preparation for relief teaching.
- Analyse and discuss your personal **training needs** and **learning opportunities** with your RO.
- Take the **initiative to seek advice** from MTT, fellow CLD batchmates and knowledgeable others and read various sources for guidance to improve self.
- Maintain an **open and positive mindset**. Celebrate mini successes along the way and evoke positive feelings e.g. by keeping a gratitude journal.
- Prepare for a period of transition and adjustment. Set **realistic expectations** for yourself and be **kind** to yourself.
- **Seek help** if you feel overwhelmed by the adjustments you are facing e.g., discuss how you are feeling with someone you trust or a counsellor. For professional matters, you may approach AST or your RO for help.

Tips to Support Your Cross-level Transition

- Remember you are not alone in your cross-level journey – we are here to provide our support and journey with you!
- You can turn to the following resources if you need any assistance:

1. Available school-level support – approach your mentor/buddy, reporting officer and School Leaders for assistance and advice.
2. MTTs / PMTTs at AST – you can contact them for guidance and support on teaching and learning matters (refer to slide #18).
3. HR – You can send an email to HR at MOE_HSCD_Deploy@moe.gov.sg if you have any further queries.

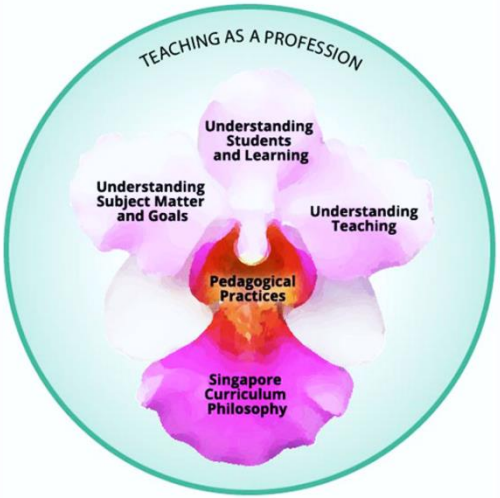


Frequently Asked Questions

- T & L
- Assessment matters
- Classroom management
- Support structures
- Others

How do I improve in my teaching and learning?

- Be a reflective practitioner:
  - use the Singapore Teaching Practice (STP) as a model to see how effective teaching and learning is achieved in Singapore schools
  - reflect on the 4 core Teaching Processes at the heart of Pedagogical Practices (PP) and identify which of the corresponding 24 Teaching Areas you need to improve on
  - refer to the accompanying Teaching Actions or Considerations to gain fresh perspectives on how to improve your craft



- You may approach your mentor/buddy to share established T&L strategies on how to manage and engage your class. Seek their expertise to co-plan and co-teach a lesson to advance your techniques.

- You can also attend relevant courses and MLUs (refer to slides #19 to #28) to enhance your pedagogical knowledge and skills.

Would it be possible to teach only 1 subject in primary school?

- Since 2015, MOE has moved towards dual subject specialisation for all primary teachers.

- Cross-level deployed teachers would also eventually be specialising in dual subjects. However, in the first year, schools could assign you with only 1 teaching subject to help you gradually transit depending on staffing needs of the school.

What are the school-based assessment (SBA) changes?

To enhance the development of 21st century competencies in our students, MOE has been strengthening efforts to move away from an over-emphasis on academic results by adjusting the SBA structures at the primary and secondary levels. The SBA changes will free up time and space for schools to pace out teaching and learning, and use a variety of pedagogies to deepen students' learning and promote student-initiated learning.

	Changes Introduced
SBA Load	• Removed all Weighted Assessments (WA) at P1 and P2. • Removed MYE for all primary and secondary levels.
	• (P3 to S4/5) No more than 1 WA conducted per subject per term in addition to EYE, where applicable.

SBA Stakes	• (P3 to S4/5) WA should not be conducted in a manner that simulates examination conditions, as this results in the loss of curriculum time and raises the perceived stakes and anxiety in students.
	• (P3 to S4/5) WA should be planned with reference to these weighting guidelines:
	  • Weighting for each WA should not exceed 15%
	  • Total weighting of all WA should not exceed 50%
	  • Weighting for EYE should not exceed 70%

	• Only qualitative descriptors used to report students' learning progress at P1 and P2. • HDP for all levels adjusted by removing some academic indicators e.g., class and level positions, min., and max. marks, as well as underline for failed marks. • Eligibility criteria for P1, P2 EMB and P2, P3 GPA adjusted eligibility criteria to be based on students' positive learning dispositions. • Non-academic factors considered in class allocation.

Where can I find more information about the SBA changes?

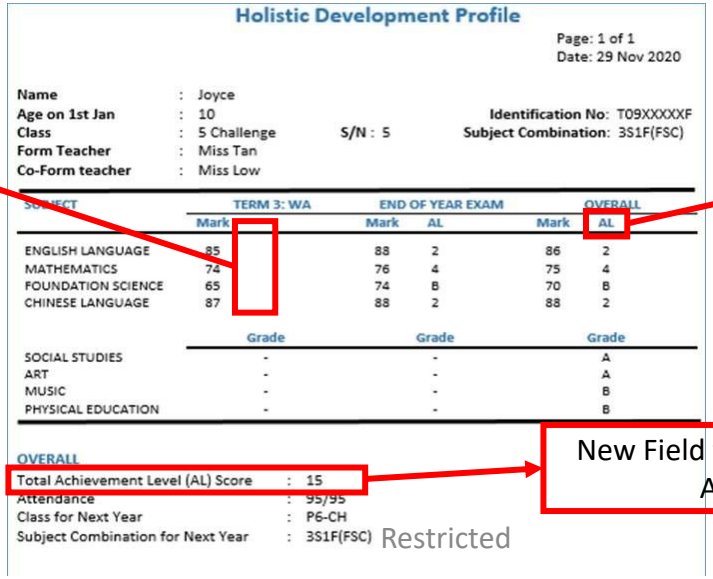
- The Assessment Portal in OPAL2.0 serves as a central repository for schools to retrieve communications and support materials (e.g. curricular documents) and includes broad guidelines on subject-specific assessment practices.

- The notification PA/06/22 dated 16 March 2022 in OPAL2.0 titled *Removing Mid-Year Examinations for All Primary and Secondary Levels by 2023* provides more information on adjustments made to reduce the load and stakes of SBA.

  - To guide you in enacting school-based assessments, you may also refer to the Resource Guide for Enacting Sound Assessment Practices in Schools.

What are the other SBA changes at the primary levels that I will need to know?

- Under the new PSLE scoring system which took effect from 2021, students with similar scores in each subject will be grouped into wider bands measured in 8 Achievement Levels (AL). These changes aim to reduce fine differentiation of students' exam results at a young age and recognise students' level of achievement, regardless of how their peers have done. You may access https://www.moe.gov.sg/microsites/psle-fsbb/psle/main.html for more information on the new PSLE scoring system.
- For P5 and P6, schools will display ALs alongside marks for EYE and overall results so that students and parents can become more familiar with the new scoring system for PSLE.
- ALs are used to reflect learning over the year, and thus will not be used for reporting WA.
- ALs are not to be used for P4 because the curriculum and assessment demands are different from those at upper primary levels.



Holistic Development Profile

Page: 1 of 1
Date: 29 Nov 2020

Name : Joyce
Age on 1st Jan : 10
Class : 5 Challenge S/N : 5
Form Teacher : Miss Tan
Co-Form teacher : Miss Low
Identification No: T09XXXXXF
Subject Combination: 3S1F(FSC)

SUBJECT	TERM 3: WA	END OF YEAR EXAM		OVERALL	
	Mark	Mark	AL	Mark	AL
ENGLISH LANGUAGE	85	88	2	86	2
MATHEMATICS	74	76	4	75	4
FOUNDATION SCIENCE	65	74	B	70	B
CHINESE LANGUAGE	87	88	2	88	2
	Grade	Grade		Grade	
SOCIAL STUDIES	-	-		A	
ART	-	-		A	
MUSIC	-	-		B	
PHYSICAL EDUCATION	-	-		B	

OVERALL
Total Achievement Level (AL) Score : 15
Attendance : 95/95
Class for Next Year : P6-CH
Subject Combination for Next Year : 3S1F(FSC)

AL will **not** be reflected for WA

Update from "Grade" to "AL"

New Field to compute "Total AL Score"

How do I support students with SEN in the classroom?

Click on the links to find out more!



#1: Know your 'village' aka the whole-school community of support

- Schools adopt a systemic whole-school approach to support students with diverse needs, including students with SEN. Find out who in your school plays which complementary roles (e.g., Case Management Team, SEN Officer), and how you can work with these personnel to support students with SEN.



#2: Know your roles as a teacher

- All teachers play a critical role in building a positive and safe classroom culture by providing Tier 1 support for all students, including students with SEN. Teachers can provide an inclusive learning environment with a range of effective teaching practices to support diverse learning needs. These could include having positive discipline considerations for students with SEN and tapping on support from peers.

#3 Know how you are supported to play these roles

- The SEN PD Roadmap, aligned to SkillsFuture for Educators, outlines the PD offerings available to equip you for your roles. You may like to use the Learning Needs Analysis to identify which PD offerings are best suited for you.



For more info on supporting students with SEN, visit SEN Resource Portal (MOE Intranet) and SEN:se Online Community (OPAL2.0).

How do I manage and engage a class of primary school students?

- It helps to be mindful of the different affective, behavioural and cognitive abilities that your younger students have in the foundation stage (Primary 1 to 4) or orientation stage (Primary 5 and 6) as opposed to the secondary or junior college levels.

- *'Students don't care how much you know until they know how much you care'*
  - take time to know your students and their social-emotional and learning needs to build strong positive teacher-student relationships
  - strive to provide them with a student-centric broad-based holistic education, focusing on developing competencies, values and character through the joy of learning

- *'Spend more time at the beginning to gain time later'*
  - create a safe learning environment by setting clear rules and routines e.g. "1 silent clap" and being consistent in following through

- Reach out and partner with parents to support your students holistically.

I have not taught in a primary school before.

What are the school's expectations of me? And how would I be assessed for my performance as I may need time to adapt to the new environment?

- MOE and our school leaders understand the challenges you encounter as a cross-level deployed teacher and will be realistic in terms of setting work expectations. Based on school needs, you will be provided time and space to adapt to the new school environment.

- School leaders or reporting officers would have stated the school's expectations during the induction period. However, it would be good to take time to clarify your roles, responsibilities and expectations with your reporting officer early at the beginning of the year.

- Your work and contributions in all areas will be taken into account, not just in classroom teaching. Personal attributes such as work attitude, the ability to work with others and the willingness to learn, and a growth mindset are also important factors the school looks out for.

What are the possible types of offloading provisions my school can provide in my first year of transition?

- Offloading provisions are provided based on school needs but generally these provisions could be in the following areas:
  - reduced number of periods, committee work or department duties OR
  - being deployed to set examination papers only from the 2nd semester OR
  - being deployed as a co-form teacher assisting a form-teacher OR
  - being assigned only as a member for school-level activities and projects

- Speak with school leaders and reporting officers if you have difficulties managing the assigned workload – bearing in mind that duty of care should not be compromised in the requests made.

Is it possible to seek redeployment if I find myself to be unsuitable for primary school after some time?

- Similar to other postings via Open Posting Exercise, cross-level deployed teachers will be expected to serve 3 years in the school before you are considered for posting to another school. HQ will work with schools to provide you with the support to facilitate the transition.

- You are encouraged to speak to your reporting officer and school leaders before seeking redeployment so that they could better understand and address your concerns and challenges, where possible. You could also be engaged by AST where the Master Teacher would offer additional professional support. In exceptional cases where there are still significant fit issues after all these efforts, HR will consider posting you back to a secondary school.

What skills and attitudes are necessary for a successful transition?

- *'Change is the only constant'* – but no matter the change, you can make the experience smoother by taking a few proactive steps:
  - ✓ Adopt a positive mindset: be willing to adapt and be patient with yourself as you unlearn and relearn new ways
  - ✓ Establish a support system: everything is easier when shared with loved ones or friends
  - ✓ Expect the unexpected: there is strength and perspective gained from every experience
  - ✓ Be proactive and have the courage to ask for help:

    For example:
    - ➢ approach your mentor or experienced teachers and seek their guidance in sharing good practices. Ask if you could observe their lessons or seek their expertise in co-planning and co-teaching a lesson together to develop further.
    - ➢ seek clarification from your reporting officer or mentor to better understand school expectations and other school/level-specific processes such as duty of care during traffic or canteen duty etc.
    - ➢ approach P/MTTs for advice on teaching and learning matters or to share concerns about adjusting to the new teaching level
    - ➢ reach out to fellow CLD batchmates to share concerns and experiences for emotional support

How can I use my past experience at the Secondary/JC level to contribute at the Primary level?

- You bring along with you a different perspective of the education landscape from a different teaching level. You are encouraged to share your suggestions and contribute fresh ideas at the new teaching level to value-add to current practices.

- In terms of content knowledge, you have in-depth understanding of the expectations of students at the next level and awareness of common learning gaps/misconceptions students bring with them, thus you can contribute in refining the teaching and learning upstream to avoid potential learning gaps in the future.


Courage doesn't always roar.
Sometimes courage is the quiet voice
at the end of the day saying,
I will
try again
tomorrow.
Mary Anne Radmacher

Thank you



Restricted



Ministry of Education
SINGAPORE