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 earlier stages of development.

We understand that you may have to make some adjustments, but there will also be moments of joy and satisfaction. At the secondary level, students start becoming more mature and independent. They begin questioning about life and developing their own identity, hoping to be accepted by others. Allow me to share a story of a young teenager who was discovering her way in life in secondary school. She went through a difficult time when her father got retrenched and her family faced financial problems. She was also lagging behind in her school work. Suffering from low self-esteem, she fell into bad company. It was only through one teacher's faith and belief in her and his continued efforts to mentor this troubled student that she came through and got better. Like the teacher, you are gifted with a most opportune period of a student's life to shape his/her outlook about life and empower him/her to take responsibility of his/her life to grow.

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.



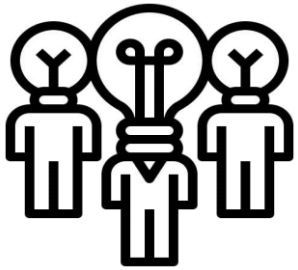
Mrs Chua-Lim Yen Ching
Deputy Director-General of Education (Professional Development)

Content

1. Purpose of CLD
2. Secondary school curriculum
3. Supporting Cross-level Deployed Teachers
3. Courses and Modules for Professional Learning
4. Tips for Cross-Level Deployed Officers
5. Frequently Asked Questions

Strengthening the Teaching Fraternity through CLD

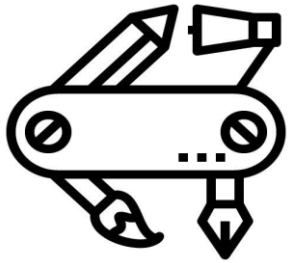
- MOE has been facilitating cross-level deployment of teachers from secondary to primary level since 2014. CLD benefits students, teachers and the MOE family in the following ways:



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.

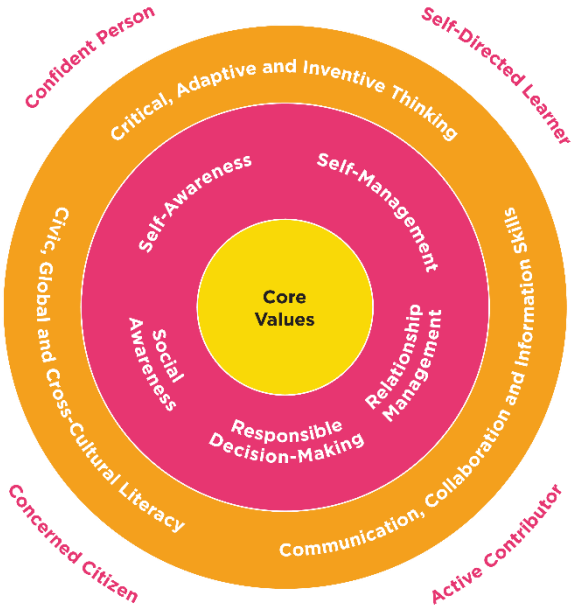


Workforce agility and deployment flexibility by broadening skillsets and perspectives, which supports both organization needs and individual growth.

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.

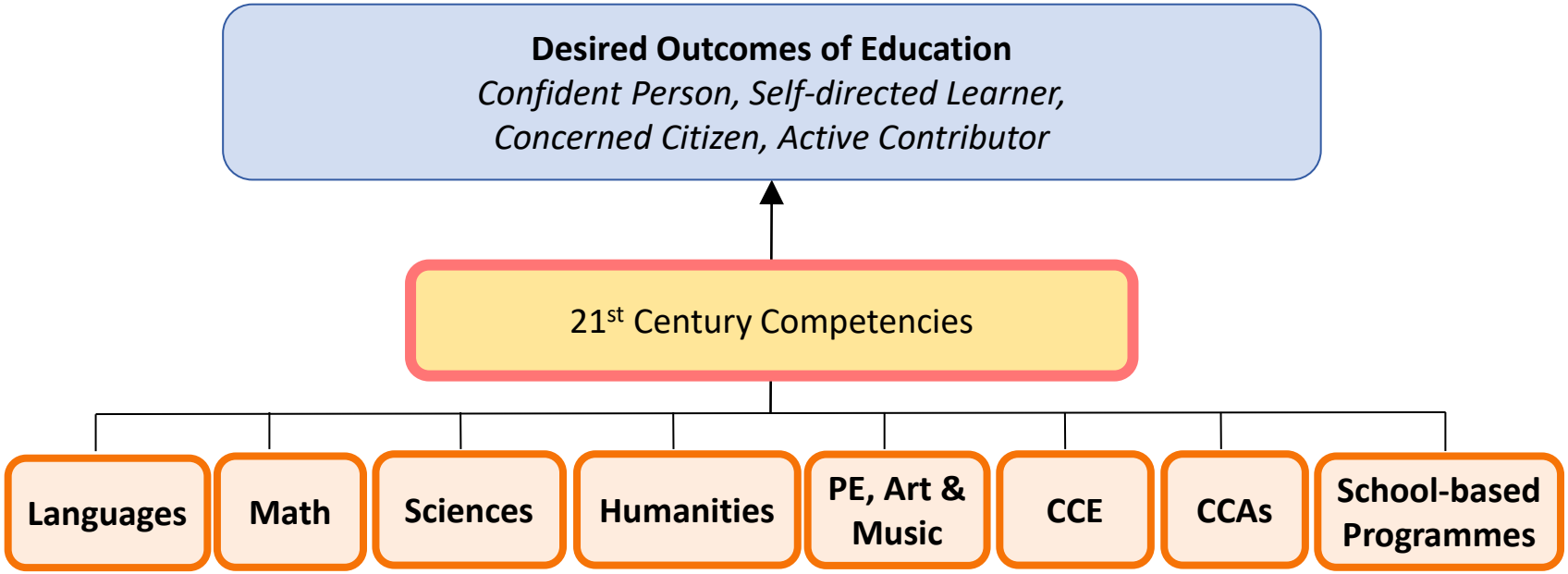


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*Holistic Education refers to developing the whole child, including the moral, intellectual, physical, social-emotional and aesthetic domains

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.



Secondary school experience under Full Subject-Based Banding (Full SBB)

(from 2024 Sec 1 cohort onwards)

1. **Removal of stream labels** [i.e., Express, N(A) and N(T)]; Posting to secondary schools will be done through three Posting Groups based on students' PSLE Scores

2. Curriculum standards from the current N(T)/N(A)/Express will be mapped to **G1/G2/G3** subject levels

3. **Common secondary national examination certification*** will be introduced in 2027 for the Sec 4 cohort

4. Students will offer a **common curriculum** of **Art, CCE, D&T, FCE, Music & PE** in **mixed form classes** at **lower secondary**#

5. Students will have the **flexibility** to offer more subjects at a **more demanding level** if they meet the criteria^#

6. Students will have the **flexibility** to offer subject(s) at a **less demanding level**#

To learn and find out more about Full SBB in Secondary Schools, please visit: https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/main.html

*The Singapore-Cambridge Secondary Education Certification (SEC)

^ For 2024 Sec 2 to Sec 5 cohorts, eligible students can offer subjects at a more demanding level if found suitable to do so by their schools.

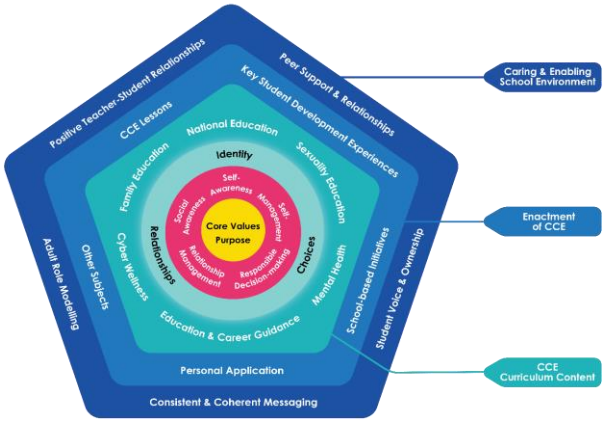
These aspects were piloted in select secondary schools before 2024 Sec 1 cohort.

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**



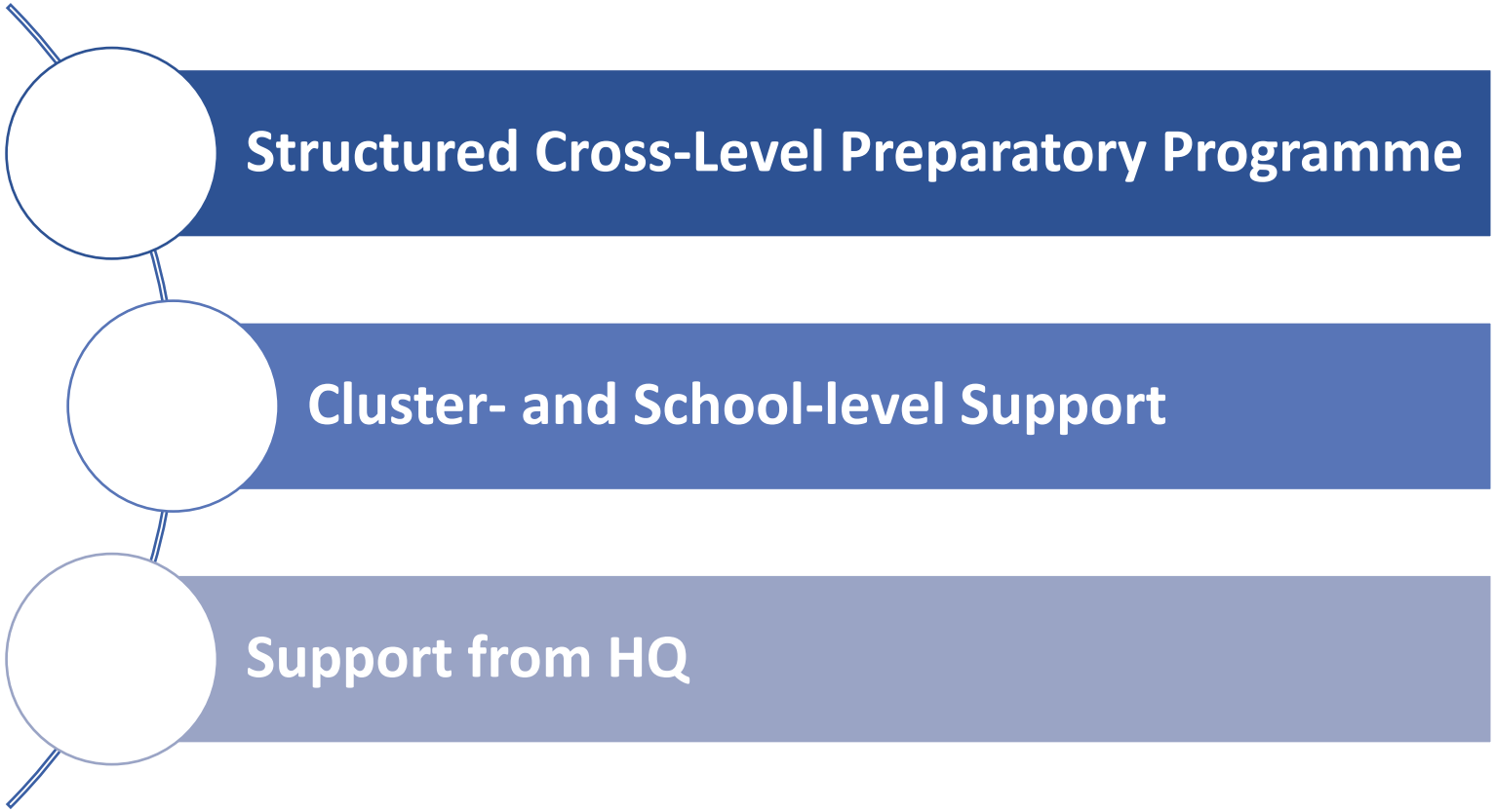
Empowering Teachers for Transforming Practice

"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 Secondary Schools, please visit: https://go.gov.sg/cce-opal.

Support for Cross-Level Deployed Teachers



Structured Cross-level Preparatory Programme

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

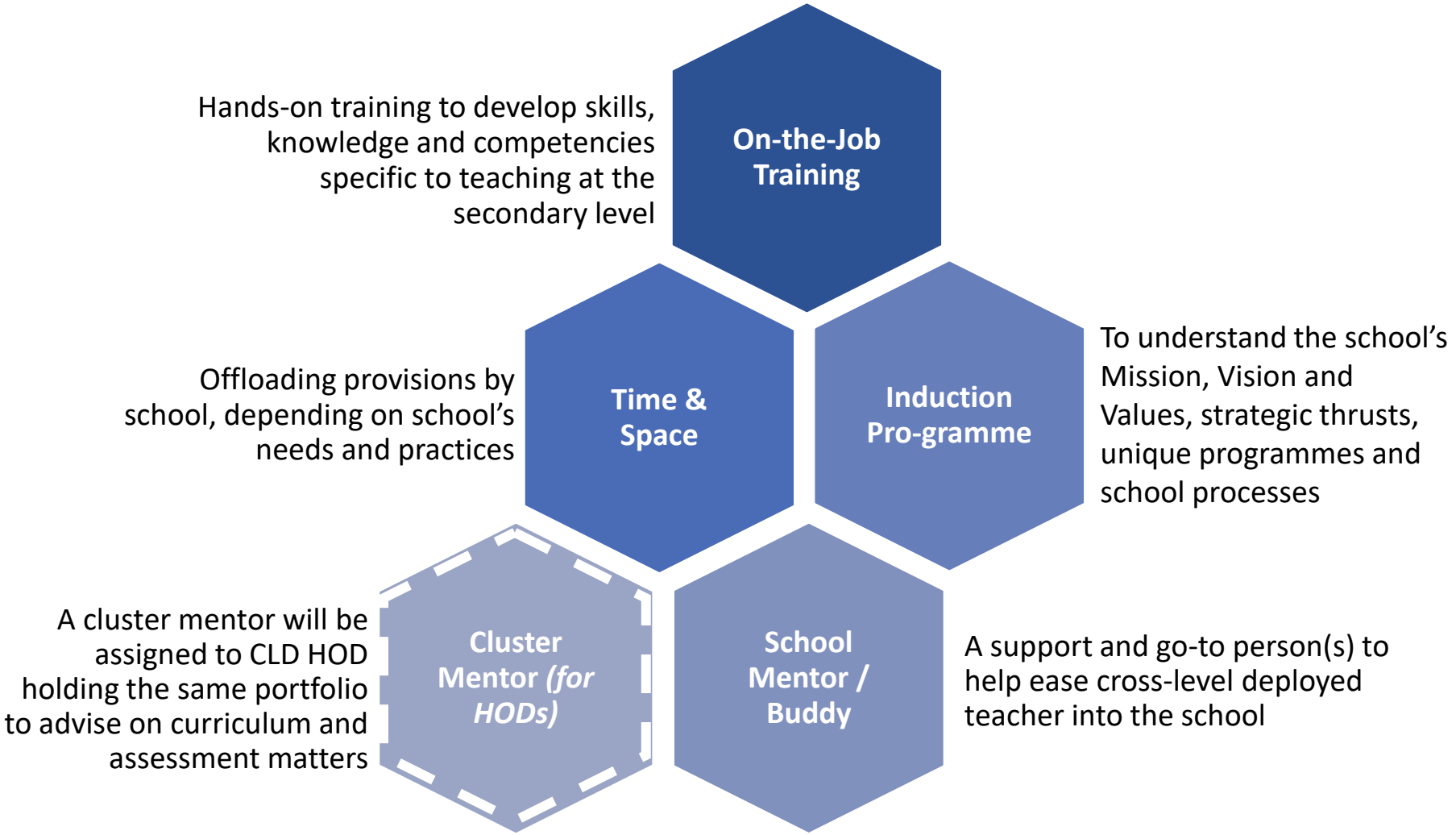
Cross-Level Deployment Course (CLDC)

- CLDC aims to allow teachers to:
  - Gain a fundamental understanding of curricular outcomes, pedagogical approaches and assessment modes
  - Support the diverse profiles of students
  - Acquire fundamental knowledge and skills to optimise learning and to meet the students' SEL needs

Structured Cross-level Preparatory Programme

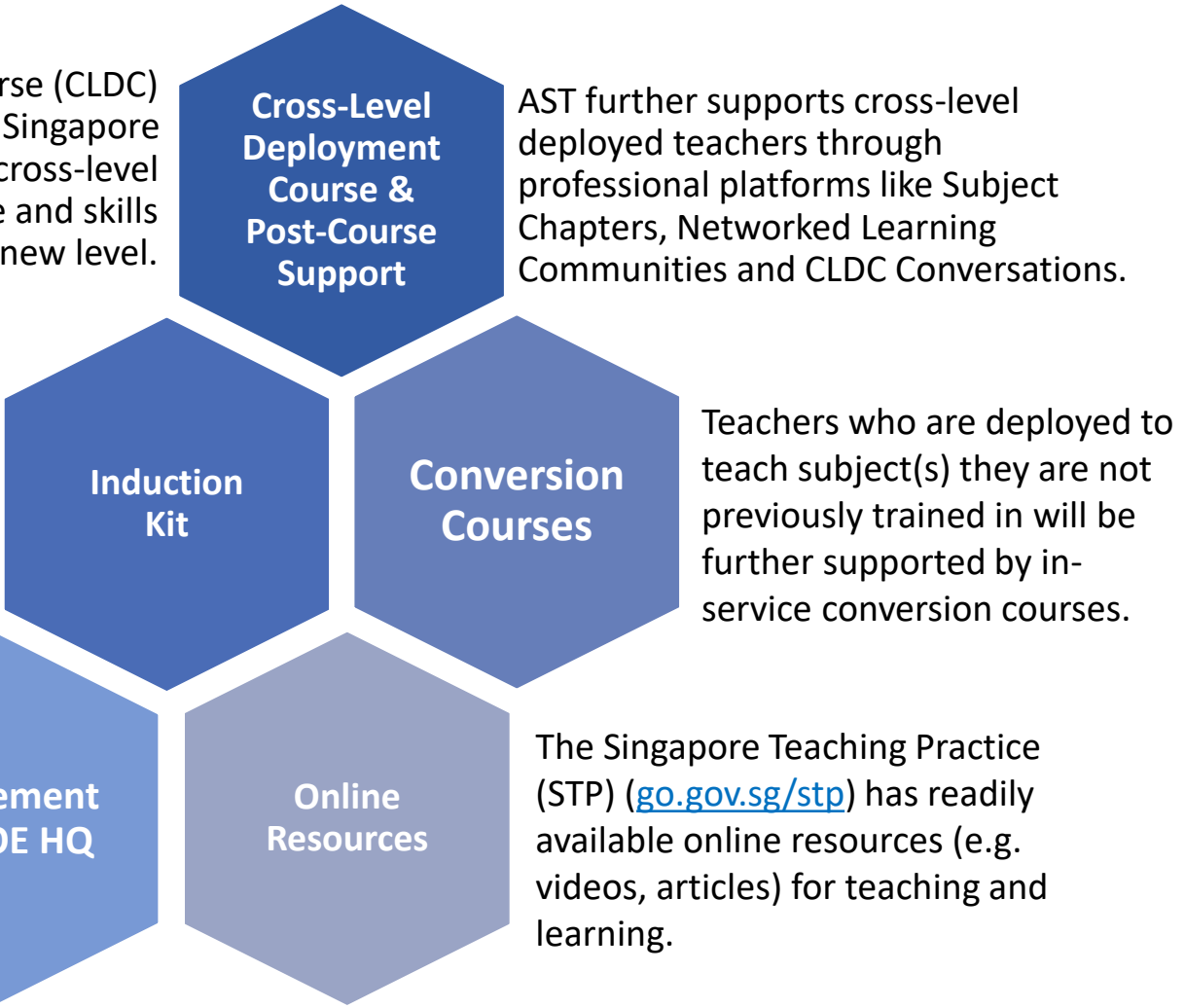
	Cross-level Deployment Preparatory Programme (Secondary)	Timeline
Part I	2-week school attachment + 1-week CLDC (General modules)	Any 2 weeks in 2023 Term 3 or 4 (flexible and need not be in a block) 2023 Term 4 Week 10 (14 to 20 November 2023)
Part II	3-week CLDC (Subject modules)	2024 Term 1 Week 2 to Week 5 (8 to 26 January 2024)

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.

S/N	Subject	PMTT / MTT	Email Address
1	English Language	Dr Tay May Yin, PMTT/EL	ANG-TAY_May_Yin@moe.gov.sg
2	Chinese Language	Dr Kwek Siew Hoon, PMTT/CL	siewhoon.kwek@sccl.sg
3	Tamil Language	Mdm Manjula d/o Ramasamy, MTT/TL	Manjula_RAMASAMY@schools.gov.sg
4	Malay Language	Mr Muhamad Rafi Abu Bakar, MTT/ML	muhamad_rafi_abu_bakar@schools.gov.sg
5	Art	Mr Lim Kok Boon, MTT/Art	LIM_Kok_Boon@moe.gov.sg
6	Biology	Ms Anna Koh, MTT/Biology	Anna_KOH@moe.gov.sg
7	Chemistry	Dr Md Shahrin, MTT/Chemistry	Md_Shahrin@moe.gov.sg
8	Physics	Mr Ong Kia Siang Jensen, MTT/Physics	ONG_Kia_Siang@moe.gov.sg
9	Mathematics	Mdm Low Leng, MTT/Mathematics	LOW_Leng@moe.gov.sg
10	Physical Education	Mr Teng Tse Sheng MTT/Physical Education	TENG_Tse_Sheng@moe.gov.sg
11	Economics	Dr Tan Dai Hwee	TAN_Dai_Hwee@moe.gov.sg
12	Social Studies	Mdm Premaletha, MTT/SS	Premaletha_Gopalakrishnan@moe.gov.sg
13	History	Mr Lloyd Yeo, MTT/History	Lloyd_Luc_YEO@moe.gov.sg
14	Geography	Ms Lum Kit Kuan Melanie, MTT/Geography	Melanie_Lum@moe.gov.sg
15	Principle of Accounts	Ms Tan Wee Lin, AD/Commerce Unit	TAN_Wee_Lin@moe.gov.sg
16	Elements of Business Skills		
17	CCE	Mdm Brenda Lee Chew Yan, MTT/CCE	Brenda_LEE@moe.gov.sg
		Mr Osman Abdullah, MTT/CCE	Osman_ABDULLAH@moe.gov.sg
18	SEN	Ms Sarinajit Kaur, MTT/SEN	Sarinajit_KAUR@moe.gov.sg

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

The list provided here is not exhaustive. Thus, you can look out for more available courses and micro-learning units (MLU) on OPAL2.0.

General Courses	Course Information, MLU (available in OPAL2.0) and Resources
Character & Citizenship Education	To view available CCE PD offerings, please visit: https://go.gov.sg/cce-pdofferings MLUs for CCE are available at: https://go.gov.sg/cce-mlu For various publications and resources on CCE such as Teaching and Learning Syllabus and Guide, Curriculum Content, Student Development Experiences and how to establish a Caring and Enabling School Environment, please visit: https://go.gov.sg/cce-opal
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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General Courses	Course Information, MLU (available in OPAL2.0) and Resources
Co-Curricular Activities (CCA)	• CCA Policies, LEAPS2.0, 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

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

The list provided here is not exhaustive. Thus, you can look out for more available courses and micro-learning units (MLU) on OPAL2.0.

General Courses	Course Information, MLU (available in OPAL2.0) and Resources
Assessment	AL 1.0: Introduction to Assessment Literacy AL 1.1: Enhancing Assessment in Our Classrooms AL 2.0: Enhancing AfL and Strengthening AoL AL 3.0: Assessment Leadership and Culture Assessing Learning with Technology Designing Alternative Assessment Student Self-Assessment: 5 Ws and 1H Designing Quality Alternative Assessments and Associated Rubrics Nurturing Self-Regulated Learner through Assessment Practices Engaging students in feedback Evidence-based Assessment for Learning Educational Assessment Certificate (NIE) Differentiated Instruction for Diverse Learners Engaging Pedagogies Accommodating Diverse Learners Tech-enhanced Student Assessment Literacy Assessment (Secondary) Workshops: Physics Assessment (Secondary) Workshops: Biology Assessment (Secondary) Workshops: Chemistry

Subject-specific Courses, Micro-Learning Units (MLUs) and Information for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
History	DI in the Lower Sec History Classroom DI in the Upper Sec History Classroom Facilitating Historical Inquiry through Source-based Inquiry-based learning
Social Studies	For more information on courses for Social Studies teachers, please visit: https://www.opal2.moe.edu.sg/csl/s/social-studies-chapter-wiki/home Please refer to the existing MLUs on Discussion and Assessment that can be found on OPAL2.0. You may also access the MLUs in the link appended below. What is Discussion What is the value of discussion Introduction to the ATM framework
Economics	AST MTT-led workshops that may be relevant for IB Econs 1. Promoting Learning Through Inquiry in Economics (Proficient) 2. Facilitating Academic Talk for Inquiry in the Economics Classroom (Proficient) 3. Customising Inquiry-based Learning for Diverse Learners in Economics (Accomplished) 4. Designing Effective Lessons Using e-Pedagogy in Economics 5. Motivating Students to Learning (Economics)

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Geography (Part 1)	The new Upper Secondary Geography syllabus will be implemented in 2023, and these are the resources that can help teachers familiarise with the new content.

Cluster Clinic Series	Micro-Learning Units on the Curriculum Content based on the 5 clusters. This series serves as a self-directed resource for teachers to (i) understand the overall intent of each cluster, (ii) learn more about each topic and (iii) be introduced to PD resources for their extension of learning.
Issue 1 of 8	Cluster 1: Geography in Everyday Life – Thinking Geographically
Issue 2 of 8	Cluster 1: Geography in Everyday Life – Sustainable Development
Issue 3 of 8	Cluster 1: Geography in Everyday Life – Geographical Methods
Issue 4 of 8	Overview on Organisation of Clusters
Issue 5 of 8	Cluster 2: Tourism
Issue 6 of 8	Cluster 3: Climate
Issue 7 of 8	Cluster 4: Tectonic
Issue 8 of 8	Cluster 5: Singapore

For more information on courses for Geography teachers, please visit:
https://go.gov.sg/usg2023wiki

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Geography (Part 2)	• AST MTT-led Courses: • Developing Conceptual Understanding through Geographical Inquiry (Proficient) • STP Blended PLM: Facilitating Inquiry-based Learning (Geography) (Proficient) • Deepening Practices in Inquiry-based Learning (Geography) (Accomplished) • Leading the Learning and Practice of Teachers in Inquiry-based Learning (Geography) (Leading) • Formative Assessment for the Geography Concept-based Classroom (Proficient) • STP Blended PLM: Use of Questions to Deepen Learning (Geography) • STP Blended PLM: Designing Effective Lessons (Geography) (Proficient) • Designing Learning Experiences for Differentiated Instruction in Geography (Proficient) • Deepening Practices for DI (Geography) • Leading the Learning and Practice of Teachers in DI (Geography)

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Mathematics	• MA-000174 Use of Questions to Deepen Learning in Secondary Mathematics • New Mathematical Thinking and Problem-Solving • MA-000097 Leveraging SLS for Differentiated Instruction in Secondary Mathematics • MA-000089 Inquiry-based Learning in Secondary Mathematics Classrooms • MA-000092 Facilitating Inquiry-based Learning through Open-ended Problems and 5 Practices (Sec Maths) • MA-000019 Deepening Math Learning: Feedback to Feed Forward (Sec) • MA-000090 Using Variation Theory to Deepen Student Conceptual Understanding of Secondary Mathematics • MA-000103 Real-Life Situations to Teach Mathematical Problem-Solving Skills • MA-000093 Developing Computational Thinking through Mathematical Modelling Learning Experiences (Sec Maths) • MA-000171 Designing Virtual Escape Rooms to Promote Engagement in Learning Secondary Mathematics • MA-000177 Developing Metacognition in Secondary Mathematics Classrooms • New The use of Inquiry Tasks to Develop Mathematical Mindsets in Secondary Math Classrooms • MA-000098 Adjusting Instruction and Adapting Instructional Strategies to Maximise Learning in Secondary Mathematics • AFL-000002 The Use of Rubrics to Support the Learning of Students with Diverse Needs

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Biology	• Assessment Literacy 1.2: Formative Assessment for Learning Biology (SFEd Proficient) • Assessment Literacy: Authentic Assessment (SFEd Accomplished) • Harnessing STP for Seamless Blended Learning for Science Teaching and Learning (online) • STP-PLM Module: Facilitating Differentiated Instruction in Biology (SFEd Proficient) • STP-PLM Module: Implementing Differentiated Instruction in Biology (SFEd Accomplished) • STP-PLM Module: Leading Differentiated Instruction in Biology (SFEd Leading) • STP-PLM Module: Facilitating Inquiry-Based Learning in Biology (SFEd Proficient) • STP-PLM Module: Implementing Inquiry-Based Learning in Biology (SFEd Accomplished) • STP-PLM Module: Leading Inquiry-Based Learning in Biology (SFEd Leading) • Bio Learning Day • Professional Learning Session for Beginning Teachers: Practical Skills in Biology • STEM Biology sharing
Physics	For more information on courses for Physics teachers, please visit: https://www.opal2.moe.edu.sg/csl/content/perma?id=796326.
Chemistry	For more information on courses for Chemistry teachers, please visit: https://www.opal2.moe.edu.sg/csl/content/perma?id=862951.

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
English Language (Part 1)	**SkillsFuture For Educators (SFEd) Courses** 1. Applying e-Pedagogy and Blended Learning in English Language Classrooms (Primary and Secondary) (Proficient Level) 2. Differentiating Instruction in English Language Classroom (Primary and Secondary) (Proficient Level) 3. Differentiating Instruction in English Language Classrooms (Primary and Secondary) (Leading Level) 4. Differentiating Instruction in the English Language Classroom (Primary and Secondary) (Accomplished Level) 5. Inquiring Through Dialogue in English Language Classrooms (Primary and Secondary) (Accomplished Level) 6. Inquiring Through Dialogue in English Language Classrooms (Primary and Secondary) (Leading Level) 7. Inquiring Through Dialogue in English Language Classrooms (Primary and Secondary) (Proficient Level) **Grammar Courses** 1. Building Knowledge of English Grammar: Time, Tense and Aspect (Primary and Secondary) 2. Building Knowledge of English Grammar: English Usage and Use of Grammar References and Concordances (Primary and Secondary) 3. Building Knowledge of English Grammar: Sentence Structures, Cohesion and Coherence (Primary and Secondary) 4. Building Knowledge of English Grammar: Word Classes (Primary and Secondary)

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
English Language (Part 2)	**STP-PLM Course** STP-PLM: Skilful Questioning to Deepen Learning in English Language Classrooms (Primary & Secondary) **Courses on Communicating Effectively in Teaching and Learning** 1. Facilitating Productive Academic Discussion (Primary/Secondary) 2. Language and Literacy Across the Curriculum (Primary/Secondary) 3. Using Talk to Support Writing (Primary/Secondary) **Course on Classroom Inquiry** Classroom Inquiry for English Language and Literature Teachers (Primary/Secondary)
Literature in English	Developing Literary Response in Literature

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Malay Language	• Blended Learning in ML (Sec/JCCI) - Proficient Pembelajaran Teradun (Men/MR & IP) - Mahir • Inquiry-based Learning in ML (Sec/JCCI) - Proficient Pembelajaran Berasaskan Inkuiri (Men/MR & IP) - Mahir • Differentiated Instruction in ML (Sec/JCCI) - Proficient Pengajaran Pembezaan (Men/MR & IP) - Mahir • e-Pedagogy in ML (Sec/JCCI) - Proficient e-Pedagogi (Men/MR & IP) - Mahir • Expository Writing Skills in ML (Sec/JCCI) Kemahiran Penulisan Ekspositori (Men/MR & IP) • Teaching Spoken Interaction Skills among Non-native Speakers in ML (Pri/Sec) Pengajaran Kemahiran Interaksi Lisan bagi Pelajar bukan Penutur Jati Bahasa Melayu (Ren/Men) • Teaching of Writing Skills in ML (All)Pengajaran Kemahiran Menulis (Semua) • Questioning Techniques (All) - NewTeknik Penyoalan (Semua) - Baharu • Differentiated Instruction in ML (Sec/JCCI) - Accomplished Pengajaran Pembezaan (Men/MR & IP) - Mampan • Assessment Literacy & Practice in ML (Sec) - Item Building for BTs - Proficient (2023 Intake) Amalan dan Literasi Penilaian (Men) - Pembinaan Item bagi Guru Permulaan - Mahir (Kemasukan 2023) • Assessment Literacy & Practice in ML (Sec) - Item Building - Proficient Amalan dan Literasi Penilaian (Men) - Pembinaan Item - Mahir • Inquiry-based Learning in ML (Sec/JCCI) - Accomplished Pembelajaran Berasaskan Inkuiri (Men/MR & IP) - Mampan For more information on courses for Malay Language teachers, please visit: https://mlcs.moe.edu.sg/mlcs/professional-development-programmes/training-programmes/calendar/

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources	
Chinese Language	STP 框架下的差异教学：理论与实践（中学） Theory and Practices of Differentiated Instruction with STP (Sec)	CLI-000485
	线上教学法- SLS 平台上的学习体验类型与华文教学设计（中学/初院/高中） Applying e-Pedagogy - Types of Learning Experiences in SLS and CL lesson Design (Sec/JC/MI)	CLI-000456
	混合式学习与中学华文教与学 Blended Learning and Teaching and Learning of Secondary Chinese Language	CLI-000490
	新闻语料融入中学华文教与学 Infusing News Materials into Teaching and Learning of CL (Sec)	CLI-000455
	2021中学教材泛读（分级读物）培训 Extensive Reading (Graded Readers) for 2021 Secondary Curriculum	CLI-000464
	深化中学华文课堂的探究式学习 Deepening Inquiry-based Learning in Secondary CL Classroom (Accomplished Level)	CLI-000234
	实用文写作的教学与评量（中学） Teaching and Assessing Functional Writing Skills (Sec) (CL)	CLI-000488
	For more information on courses for Chinese Language teachers, please visit: https://www.sccl.sg/zh/programmes/courses-events/opal-courses.html	

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Tamil Language	• Webinar for Tamil Language Teachers 2024 – Term 3 - Registration via SG form • Error Analysis and Eradicating Students' Grammatical Errors - DI Approach (Sec/JC&MI) – Term 2- Registration via OPAL • Forum for Teacher Leaders (Tamil Language) 2024- Term 2- Registration via SG form • Dialogue Session with Principal Master Teacher/Tamil Language – Term 2 - Registration via SG form

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Art	Differentiated Instruction in the Art Classroom (Sec) - SFEd proficient level MLUs will be populated in 2024. Inquiry-based Art Lesson Design (Sec) - SFEd proficient level Formative Assessment: Ways to Check for Understanding and Provide Feedback in the Art Classroom (Sec/JC) For more information on other courses, look out for STAR's PD Calendar for Art teachers on STAR's website: https://star.moe.edu.sg/
Physical Education	For more information on courses for Physical Education teachers, please visit: https://pesta.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
Music (Part 1)	**Some recommended MLUs in OPAL for viewing:** - Management of Music Learning in Class https://www.opal2.moe.edu.sg/app/learner/detail/course/5b627c9e-0137-4779-a01a-d12582ee3f41 - Learning about Drum Groove through Body Percussion and Finger Drumming https://www.opal2.moe.edu.sg/app/learner/detail/course/03a64258-6b03-49fa-bf2b-ec010a528a9d - Learning Jazz through Songs with Singing and Body Percussion https://www.opal2.moe.edu.sg/app/learner/detail/course/40e4f833-341d-4fcf-a18a-6b032c85cc07 - Masterclass with artist in electronic-pop genre https://www.opal2.moe.edu.sg/app/learner/detail/course/ed12454f-8777-4b42-8ec0-d6b67180c9da

Courses and Modules for Professional Learning

Subject-specific Courses	Course Information, MLU (available in OPAL2.0) and Resources
Music (Part 2)	**For teaching at O level:** - Teaching Scat Singing and the Blues Scale (Teaching Jass for 'O' Level Music) https://www.opal2.moe.edu.sg/app/learner/detail/course/2a067f94-7fa2-4a91-90bc-112501cfb9a2 - Body Percussion to get into the Swing (Teaching Jazz for 'O' Level Music) https://www.opal2.moe.edu.sg/app/learner/detail/course/a2109b07-c6d2-45b3-92d8-ff0519dd994e - Blues Chord Progression at Walking Bass (Teaching Jazz for 'O' level Music) https://www.opal2.moe.edu.sg/app/learner/detail/course/1f67a11f-8724-41b4-a47f-2c8e734bac34 - Arousing interest in Baroque Music (Music Teaching Strategies) https://www.opal2.moe.edu.sg/app/learner/detail/course/32c7d2ae-622f-4906-8c9c-c61d53efd619 - Teaching music concepts through animated score and performance https://www.opal2.moe.edu.sg/app/learner/detail/course/1133fdbe-7cf7-4862-bf98-2852d2cc5d4b - Teaching Jazz at 'O' level music: Sharing by Yuhua Secondary https://www.opal2.moe.edu.sg/app/learner/detail/course/5338001d-3e3b-4c79-bef9-087b1fa8a2a0 - Teaching Synth-Pop at 'O' level with e-Pedagogy https://www.opal2.moe.edu.sg/app/learner/detail/course/590f31a4-9bed-4bfa-a7c0-287f49dc62db - Learning the Gamelan through Playing https://www.opal2.moe.edu.sg/app/learner/detail/course/97b96332-03f6-4714-8124-da44401155c8 - Teaching Lied at 'O' Level with Inquiry and Kodaly-based Approaches https://www.opal2.moe.edu.sg/app/learner/detail/course/36ccdfce-58ff-4661-875c-74e772bf6d90 For more information on courses for Music teachers, please be on our mailing list to receive the termly PD updates. Please contact Leong_Su_Juen@moe.gov.sg or Melissa_Ong@moe.gov.sg if you are not on the mailing list. You could also refer to our website for reading resources at: https://star.moe.edu.sg/

Tips from a CLD teacher

"The support structure provided to cross-level deployed teachers is important. Adjustment takes time and do not be afraid to ask for help. There will definitely be down periods but sometimes a listening ear may be all it takes to offer a different perspective. Be open to embrace new learning and it is important to have the correct mindset. Be mentally prepared for changes and keep an open mind in all aspects as the teaching experience is unique to each level."



~ Ms Tan Ying Ling, HOD/Science, Anglo-Chinese Junior College (JC-to-Sec CLD from 2018 to 2020)

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 #14).
3. HR - You can send an email to HR at MOE_HSCD_Deploy@moe.gov.sg if you have any further queries.

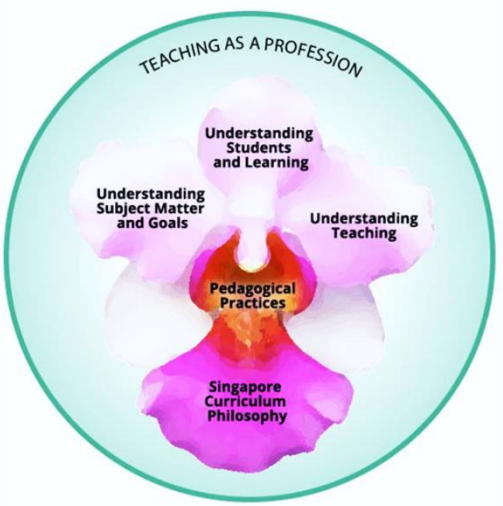


Frequently Asked Questions

- 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 (refer to slides #15 to #30) to enhance your pedagogical knowledge and skills.

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 other considerations when planning and designing SBA that I should be mindful of?

- By 2024, Full Subject-Based Banding (Full SBB) will be fully rolled out to secondary schools.
- With Full SBB, students will have greater flexibility to offer subjects at different subject levels that cater to their strengths, interests, and learning needs. SBA, alongside a holistic assessment of the student's aptitude, attitude towards learning and socio-emotional well-being, plays a critical role in identifying students who would benefit from offering subjects at a different subject level. Teachers should continue to calibrate and pitch SBA appropriately at the respective subject levels to support students' learning.
- You may refer to the Resource Guide for Enacting Sound Assessment Practices in Schools for the considerations to support appropriate assessment pitching and marking.

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 secondary school students?

- It helps to be mindful of the different affective, behavioural and cognitive abilities that your younger students have in the secondary stage as opposed to those in the 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 and being consistent in following through

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

I have not taught in a secondary 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 secondary 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 look into your posting request.

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 JC level to contribute at the Secondary level?

- You bring along with you a different perspective of the education landscape from a different teaching level. Thus, you are encouraged to be open with your suggestions and contribute fresh ideas into 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 to refining the teaching and learning upstream to avoid potential learning gaps in 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



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SINGAPORE