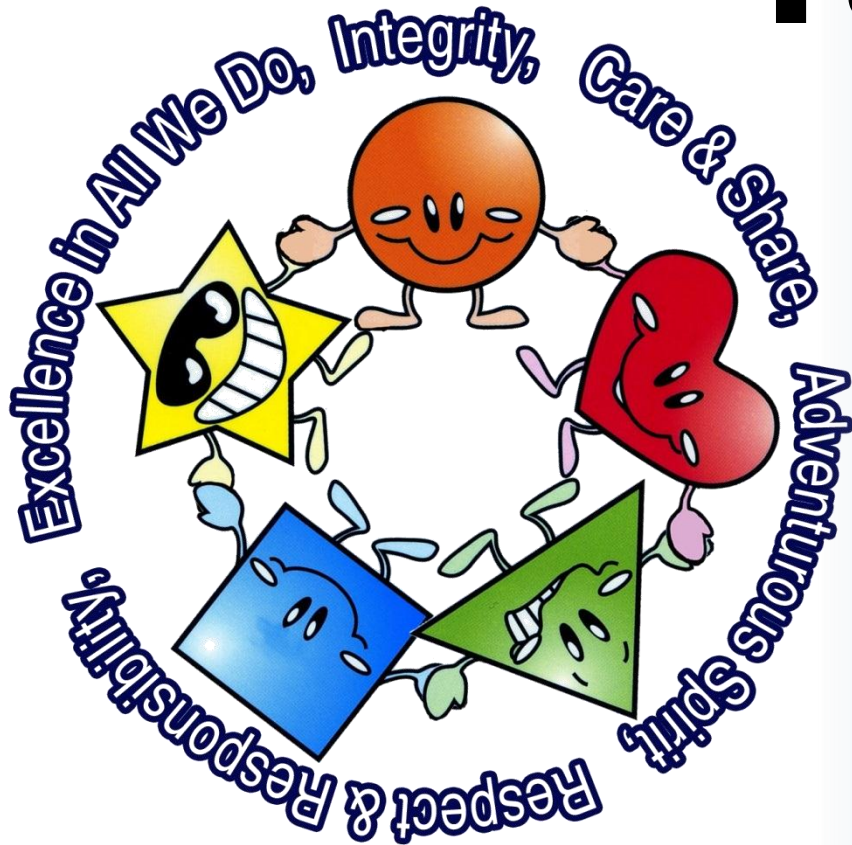


People Developer @ Rosyth



Global Education Conference

Presenters:

Mrs Celine Ng, Principal

Mrs Christine Lam, Vice Principal



The School of Tomorrow, Today



Rosyth as a Choice School

- ✓ **Good PSLE Performance**
- ✓ **The Gifted Education Programme**
- ✓ **Centre of Excellence for the Aesthetics**
- ✓ **Sports Niches in Badminton, Athletics and Tennis**
- ✓ **Innovations in Programmes**
- ✓ **Extensive Opportunities for individual growth and development**



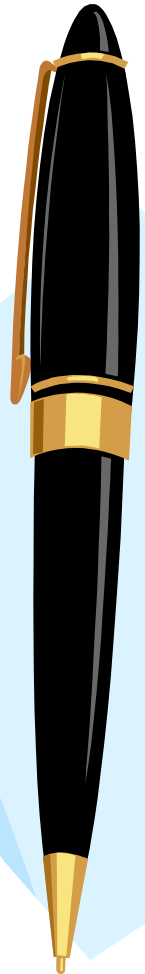
Rosyth as a Choice School

Vision: The School of Tomorrow, Today

Mission: Maximising potential through the development of the Mind, Body and Soul (MBS)



Energizer: The Uncontrollable Pen

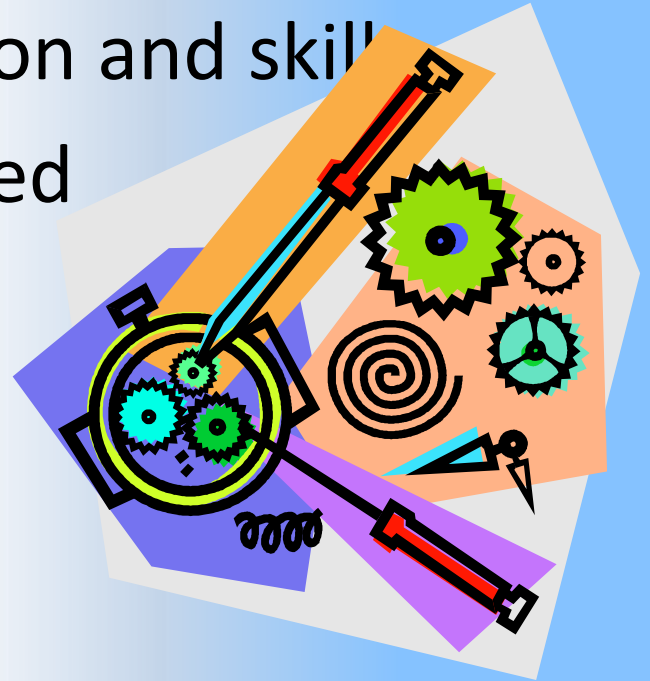


1. Each person in each group will hold the marker pen through the string attached to the pen. [one string per person]
2. As a group, attempt to draw a star on the piece of paper provided.
3. Everyone must be seated during the drawing and the paper must remain on the table.
4. Raise your hand when your group manages to draw a star.



Learning Points

- Strings tied to pen: different members in an organisation
- Controlling the pen: symbolises the art and science of leadership, innovation and skill
- Drawing a star: common /shared vision





Quotes



Everyone has an invisible sign hanging from their neck saying, 'Make me feel important.' Never forget this message when working with people."

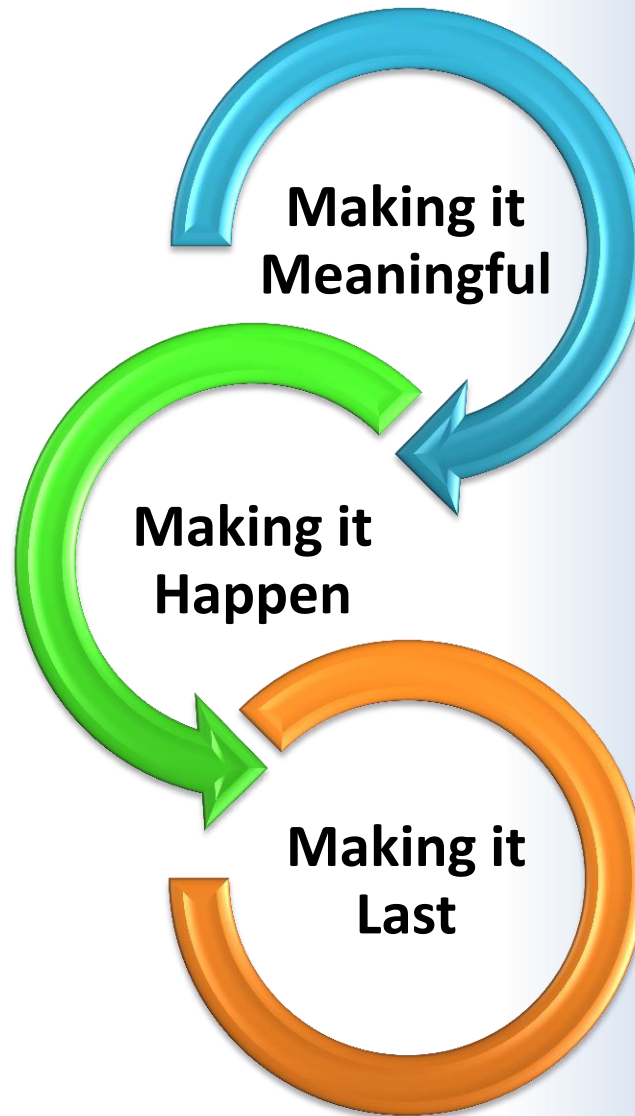


Everyone wants to be appreciated, so if you appreciate someone, don't keep it a secret."

- Mary Kay Ash



Outline





Making It Meaningful - Approach

- Translation of school values into policy, behaviour and practice
- An established school culture
 - Aligned to school values
 - A helping culture: Everyone can!
 - ‘Dare to try’ attitude

Making It Meaningful - Approach

- Annual school theme
 - 2008: Reaching Peaks Together
 - 2009: Reaching Greater Peaks Together
 - 2010 & 2011:



about teaching (teachers)
about service quality (EAS)

- 2012:




about serving



Translation of School Values into Policy, Behaviour, Practice and Programme

An example....

Value	Policy	Behaviour	Practice	Programme
Integrity - Rosythians are honest. We know right from wrong. 	We believe in performing our duties professionally with dedication and responsibility. We constantly strive to be good role models. We are committed to do what is right without prejudice or bias.	Make decisions based on positive values and beliefs	<ul style="list-style-type: none">- Key Results Areas and Teaching Competencies- Internal appointments in leadership positions- Job rotation	<ul style="list-style-type: none">- Career Development Plan- Development Plans for Expanded Job Scope / Improvement- Lesson Observations & Conferencing- Performance Planning Session- Work Review Sessions



Making It Meaningful - Approach

- Customised induction programme
 - BTs: induction for 1-2 year teachers
 - : induction for 3-5 year teachers (**ONE Rosyth**)
 - New job holders
- Clarity of job roles and expectations through modified EPMS



Eg. of Rosyth modified EPMS

National Education-linked Competencies

To be completed by all JHs. Not all the boxes need to be ticked

(Place a tick beside the relevant KCIs you plan to use as measures of the competency to be exhibited during the year. You may also identify additional targets to be achieved and competency indicators.)

Targets for this year (2012)

Competency	KCIs *	
• Nurturing the Whole Child • Understanding the Environment	KCI 1	/
	KCI 2	/
	KCI 3	
	KCI 4	/
	KCI 5	
• Cultivating Knowledge - Initiative - Analytical Thinking - Teaching Creatively	KCI 6	/
	KCI 7	/
	KCI 8	/
	KCI 9	/
	KCI 10	/

* Refer to Table 1 for the list of Key Competency Indicators (KCIs)

Strategies:

(List the strategies used to exhibit the competencies based on the KCIs selected)

- To allow pupils to be more aware of the NE messages, pupils are encouraged to do newspaper-cutting on their science journal and reflect the issues discussed in the relevant topics.

National Education-linked Competencies

(Place a tick beside the relevant KCIs that were used as measures of the competency exhibited in Semester 1. Please report on other targets and competency indicators that you may have also identified.)

Results for 2012(Semester 1)

Competency	KCIs *	
• Nurturing the Whole Child • Understanding the Environment	KCI 1	
	KCI 2	/
	KCI 3	/
	KCI 4	
	KCI 5	/
• Cultivating Knowledge - Initiative - Analytical Thinking - Teaching Creatively	KCI 6	
	KCI 7	/
	KCI 8	/
	KCI 9	/
	KCI 10	

* Refer to Table 1 for the list of Key Competency Indicators (KCIs)

Implementation:

The pupils managed to complete scrapbooks of newspaper clippings of science issues with at least an article on NE message.

Monitoring:

To encourage the pupils to be more aware of NE, teachable moments were

National Education-linked Competencies

(Place a tick beside the relevant KCIs that were used as measures of the competency exhibited during the year. Please report on other targets and competency indicators that you may have also identified.)

Results for 2012 (Whole year)

Competency	KCIs *	
• Nurturing the Whole Child • Understanding the Environment	KCI 1	
	KCI 2	
	KCI 3	
	KCI 4	
	KCI 5	
• Cultivating Knowledge - Initiative - Analytical Thinking - Teaching Creatively	KCI 6	
	KCI 7	
	KCI 8	
	KCI 9	
	KCI 10	

* Refer to Table 1 for the list of Key Competency Indicators (KCIs)

Implementation:

Description of the implementation of the strategies.

Assessment & Review:

Assess and review the strengths of your strategies during the year and areas for improvement.



Making It Meaningful - Approach

- Ways to ignite motivation

Group of teachers	How to make it meaningful
Experienced teachers	<ul style="list-style-type: none">- Opportunities to lead or participate in innovative practices related to curriculum and co-curriculum
Teachers with aspirations	<ul style="list-style-type: none">- Expanded job scope- Pursue dreams/ambition/passion/hobbies
Key Personnel and Senior Teachers	<ul style="list-style-type: none">- Mentor and coach- Lead and inspire teachers in curriculum and co-curriculum
EAS	<ul style="list-style-type: none">- Well defined roles- Space to innovate

Making It Meaningful - Approach

- Staff well-being
 - Adherence to Teacher Work Management Framework (MOE TWMF)
 - Protected time
 - 5-day work week
 - 1st Monday of school holiday is an official off day
 - At least 2 ½ weeks of protected holiday at Jun & Dec school holiday
 - Various leave types and flexi time-off
- Injection of 'Fun' in staff retreat, meetings & project groups for engagement to take away focus from tedium of work (paradigm shift)





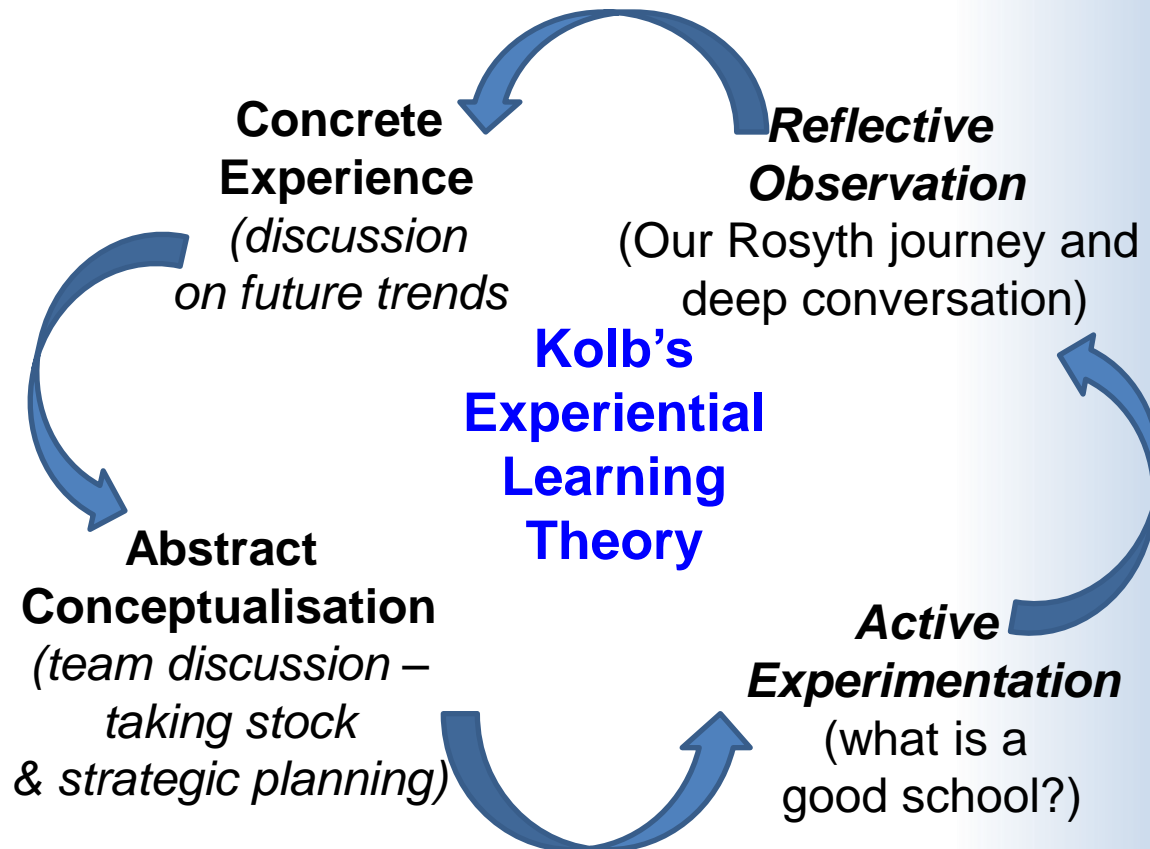
Making It Meaningful - Deployment

- Fairness in
 - Deployment
 - Remuneration
- Accuracy in deployment and assessment
- All staff are deployed based on their ability expertise and aspiration



Making It Meaningful - Deployment

- Knowledge Management through Kolb's Experiential Learning Theory





Making It Meaningful - Outcomes

- Low turnover rate
- Good SCS results [above national]
- All staff involved in Professional Learning Communities/ CoPs/ ARs
- Staff are motivated to take on leadership role or going into specialisation (eg. team coordinator, teacher mentor)



Making It Happen – Approach

Learning and Growth – Lead, Care, Inspire





Making It Happen - Approach

- Role modeling of School Leaders

Strategic thrusts	Examples of role-modelling in day-to-day Activities
Comprehensive & Stimulating Curriculum	<ul style="list-style-type: none">❑ Involvement in curriculum planning❑ Lesson observations❑ Participation in AR
Robust Character Development Curriculum	<ul style="list-style-type: none">❑ Encourage NE engagement by staff❑ Participation and support in school programmes❑ Promote healthy lifestyle and exercise❑ Champion staff well-being (<i>walk the talk</i>)
Integrated broad-based Aesthetic Programme	
Organisational Excellence	<ul style="list-style-type: none">❑ Plan for capacity building (eg succession plan, ideation)❑ Support for lifelong learning and innovation❑ Staff PD e.g. training, PLC, CoP❑ Inducting and mentoring teaching and non-teaching staff.❑ establish partnerships with stakeholders



Making It Happen - Approach

- Clarity in communication
 - Say U Say Me sessions
 - Modified EPMS form
 - Revisit job profiles of each substantive grade at staff meetings [PD segment]
 - Development plan for under-performing staff months prior to final ranking exercise
 - AM and OM sit in Steering Committee meeting
 - Involvement of EAS in staff retreat and meeting



Making It Happen - Deployment

- Optimal use of MOE provision for adjunct teachers and teachers (above provision)
- Teachers' Preference Form/timetable (flexible)
- Opportunities created for staff to 'act on' their project/improvements
 - ☐ Learning@Rosyth
 - ☐ OneRosyth for BTs
 - ☐ CoP and PLC- Action Research
 - ☐ Sharing at local and overseas conferences
 - ☐ Exercise@Rosyth- physical development



Making It Happen - Outcomes

Examples of Programmes/Activities Arising from Staff Involvement and Collaboration

Programmes/Activities	Description
“Mind, Body & Soul” Framework	Framework for staff well-being in line with the school’s mission and vision
HAPIER	Instructional programme integrating English Language and Social Studies concepts
PEAKS@ROSYTH and GIFT	Programme catering to the high ability pupils from P4 and P5 respectively
Programme for Aesthetics Integration	Structured and integrated programme to develop students in the aesthetics
Incorporation of ICT in various subjects	e.g. Manga Art – ICT in Art, ICT in Alternative Assessments
Alternative Assessments	Alternative Assessment tasks from P1 to P4
Interdisciplinary approach	Deployed during learning journeys or learning trails

Making It Happen - Outcomes

- Refined MIB (MOE Idea Bank) structure that enhances ownership and sense of belonging in staff and promotes continuous improvement





Making It Last - Approach





Making It Last - Approach

- Harnessing of ICT to enhance administrative practices and for improved productivity
- Rosyth one-stop HR Portal
 - ☐ School learning directions
 - ☐ School policies related to HR and staff development
 - ☐ Job aids- training tool
 - ☐ Event portfolio - training tool
 - ☐ Course listings – promote development
 - ☐ Links to MOE or other external course sites



PEOPLE DEVELOPER @ ROSYTH ON-LINE

A one-stop portal for staff of Rosyth School to access People Development information and documents

Rosyth's Human Resource Policy

Our People Are Our Greatest Asset:

- At Rosyth, we respect and value all our people
- Mutual trust and confidence are the ingredients for our cornerstone of our relationships within the school
- We encourage the thirst to learn
- Our people are energised and motivated to excel



MOE Teachers' Vision Statement

Teachers' vision was written by teachers, for teachers through an envisioning exercise in which schools islandwide participated in through Teachers Conversations at zone and school level.

Singapore Teachers: Lead. Care. Inspire

By word and deed, through the care we give, we touch the lives of our students. We make a difference - leading and inspiring our students to believe in themselves and to be the best they can be.

As individuals and as a community of professionals, we seek continually to deepen our expertise. Respectful of fellow educators, we collaborate to build a strong fraternity, taking pride in our work and profession.

We forge trusting partnerships with families and the community for the growth and well-being of each student.

We Lead. Care. Inspire.

QUICK LINKS

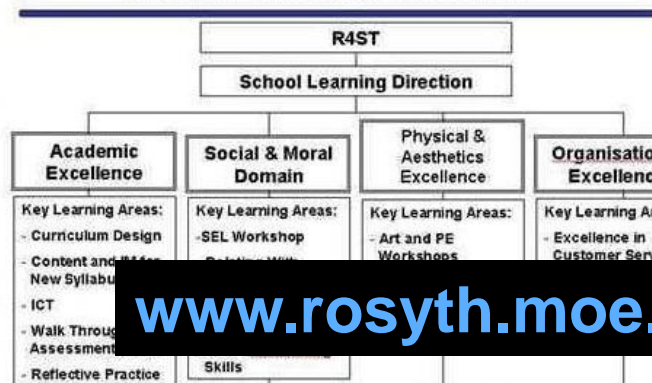
PD Forms
Performance Management Forms
Course Listings
PLC@Rosyth
Rosyth Staff Suggestions
Useful Information
Useful Web Sites
Important Reminders
What's New at the PD Publications Corner
Upcoming Training and Events
Key Learning Programmes
Internal Courses Entered in ITR
Rosyth Staff Recognition Awards / OCA
Rosyth Staff Surveys
Key People Developer Statistics
Workload Allocation Policy, Operational Workload Examples, Leave Norms
PDMS, Edumall, IFMS, QMS

PLC@Rosyth

Introduction to PLCs
PLC Launch Slides
PLC The Essential Content
A Sequence of Sorts
PLC Beginnings
PLC Templates - General
PLC Templates 1 - Learning Teams
PLC Templates 2 - Team Members
PLC Templates 3 - Collaborative Tools
PLC Video Part 1
PLC Video Part 2
PLC Courses 2011
PLC Team Champions 2011
PLC Readings
The Educators' Digest Issue 1
PLCs An Overview
A Big Picture Look at PLCs

2011 SCHOOL KEY LEARNING PROGRAMMES

School Learning Direction



Quick links to Learning and Development related websites

(If you are accessing from home, VPN is required for MOE Intranet sites.)

Useful Web Sites

- TRAISI!
- Academy of Singapore Teachers (Internet)
- Academy of Singapore Teachers (Intranet)
- AST Training Programmes

www.rosyth.moe.edu.sg/people

Edumall2.0

Development of new roles for staff assuming expanded job scope	appointment
EPMS Training Programme for Middle Managers	Selected M Managers
Department Level Key Learning Programmes	
Use of new LMS System Interface; AsknLearn	All Trs
Briefing by ITB & NCS	All Trs
STELLAR Workshop	P1-P3 EL T
PERI Holistic Assessment (P1&P2)	P1-P2 EL T
STELLAR Training	Selected P
STELLAR Sharing	P1-P4 EL T
Rules and Conventions of English Grammar for Pri Sch	Selected EL
Teaching for Understanding in Primary Mathematics	All Mathem
Promoting Journal Writing in Primary Mathematics Classroom	P1-P3 Mate
Item and Assessment Tasks for the Thinking curriculum	P4-P6 Math



Making It Last - Approach

- Timetable – nimble and flexible for changing needs, contingencies and emergencies
- Enhanced job scope for teachers with aspirations to be KP/ST/Excellent classroom trs
 - ❑ A clear career development plan for KP, ST, LT and MT
 - ❑ Job breaks – vertical and lateral transfers; attachment to external organisation or institution
 - ❑ Experimentation/development of special programmes



Making It Last - Approach

- Partnerships with stakeholders- “We are not alone!”
- Review structure put in place – RADAR and BSC scorecard



Making It Last - Deployment

- School Staff Developer (SSD)
 - ☐ Manages the PD@Rosyth portal
 - ☐ Promote learning activities to staff
 - ☐ *Given dedicated time at each contact time to talk to staff about PD*
- “Golden” girls and boys
 - ☐ Career planning with these teachers at least 2 years prior to retirement
 - ☐ Valued for their expertise, wisdom, influence and passion
 - ☐ Contract/flexi adjunct scheme



Making It Last - Deployment

- Development Plan for under-performing officers
 - Provide time for them to reflect on their teaching and allow them to learn from others through peer observation



Making It Last - Outcomes

- Half-yearly review of system and processes using RADAR
- Number of STs = 8
- Number of LTs
 - 1 in 2011 (became MT in 2012)
 - grooming 1 to be LT by end of 2012
- At least one staff on attachment (one term or more) to external organisation each year
- 4 lateral transfers in 2011/12
- 2 vertical transfers in 2011/12
- Very low MC rate compared to MOE and /civil service benchmark
- NO one has asked for part time work as an excuse to “escape”



We want to end our presentation with these quotes which encapsulate our beliefs and how we act @ Rosyth:

- *Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity. — George S. Patton*

People rise to the challenge when it is their challenge.— Ralph Stayer & James Belasco

Treat people as if they were what they ought to be and you help them to become what they are capable of being.— Johann Wolfgang von Goethe

THANK YOU



A kite created by one team of staff members during a staff retreat representing their beliefs and professionalism.