

People – Our Most Precious Resource



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small

No resources

Plenty of people

SINGAPORE



That's why people
become
our most important resource
and
our best investment

We have nothing else

People as our Resource

What does this look like in schools?



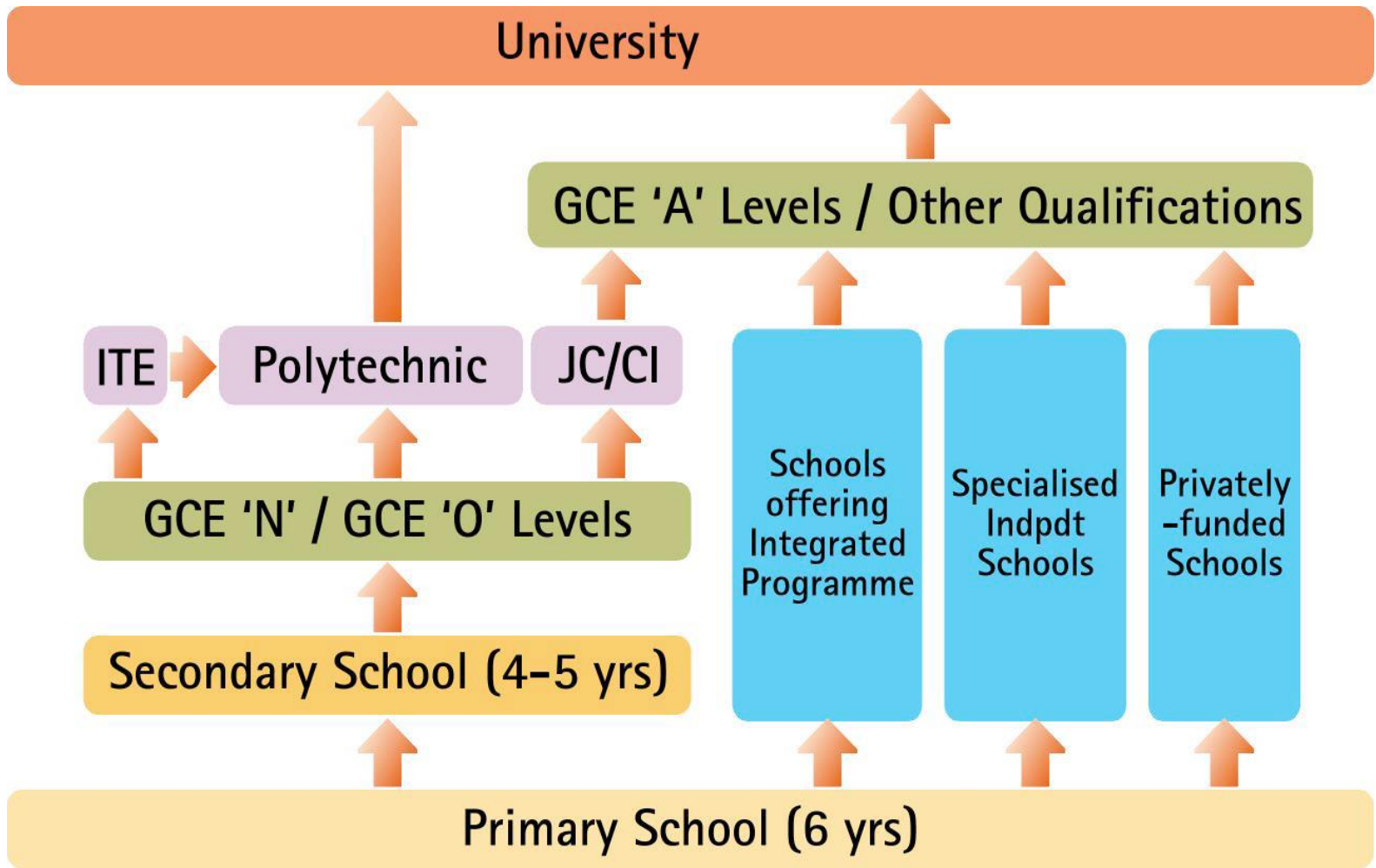
No Pupil Wastage

1. By cutting down student attrition
2. By keeping the curriculum interesting and relevant to the 21st century
3. By making school an inviting place

Cutting down student attrition

- Compulsory education for the first 6 years (primary school stage)
- Streaming to match student capacity at the secondary school stage
- Post-secondary alternatives for all streams after the first 10 years of education

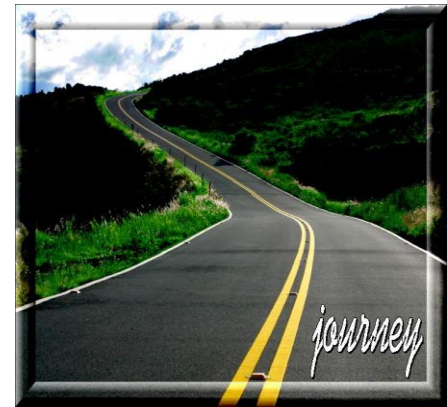
No Pupil Wastage with More Opportunities, Many Pathways



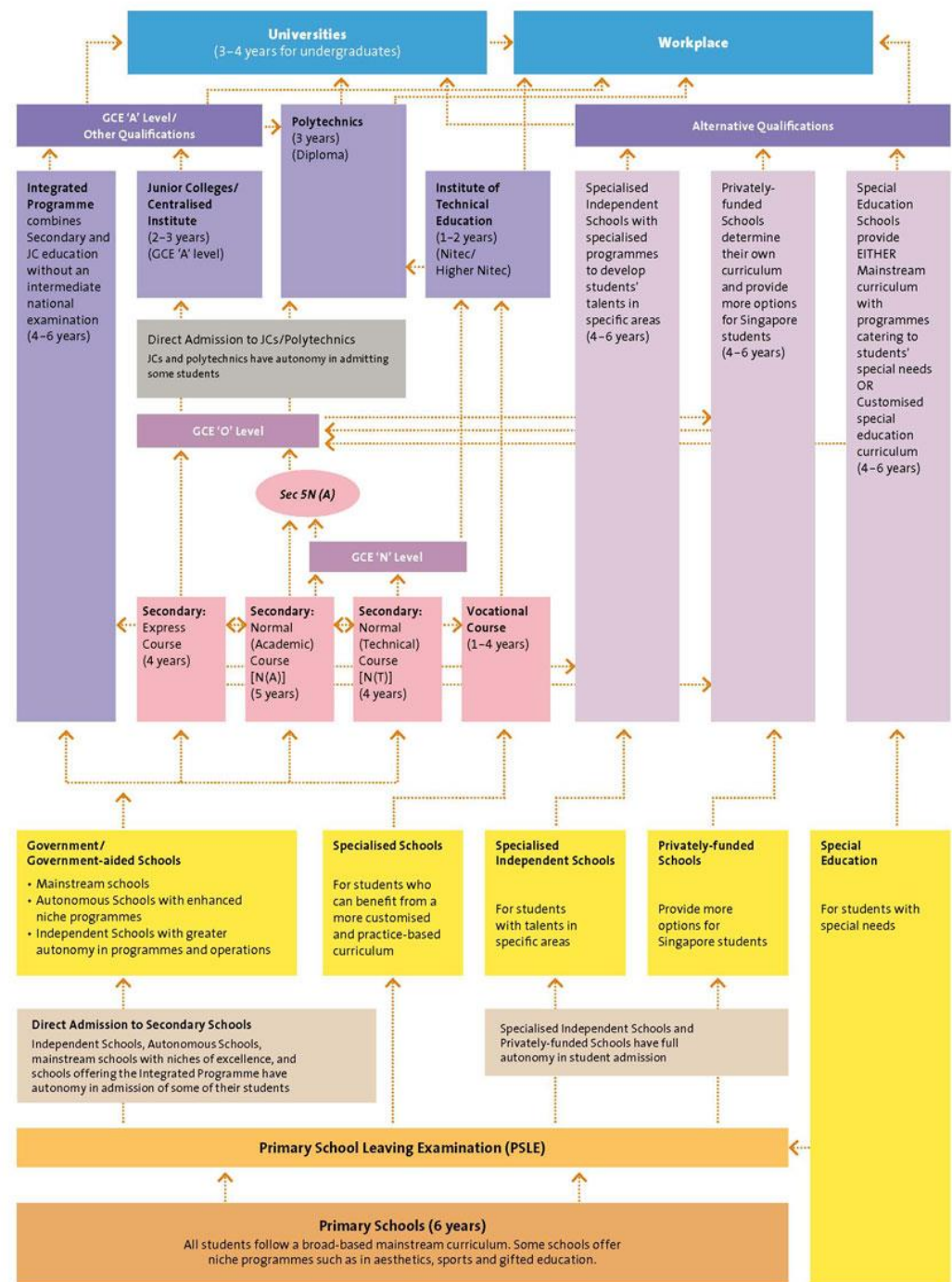
No Pupil Wastage by recognising
that not all students can learn
at the same pace

The Singapore Education Journey

- Streaming with pace and flexibility
- allowing multiple entry points
- allowing cross-overs



The Singapore Education Journey



Interesting and relevant curriculum

- Updating pedagogy to match learning styles of the 21st century
- Updating curriculum to match advances in knowledge and thinking in the 21st century
- Updating subjects to match what is needed in the 21st world of work

21st Century Competencies

Values at the Core of 21st Century Competencies

Respect

Your child demonstrates respect when he believes in his own self-worth and the intrinsic worth of all people.

Responsibility

Your child is responsible if he recognises that he has a duty to himself, his family, community, nation and the world, and fulfils his responsibilities with love and commitment.

Integrity

Your child is a person of integrity if he upholds ethical principles and has the moral courage to stand up for what is right.

Care

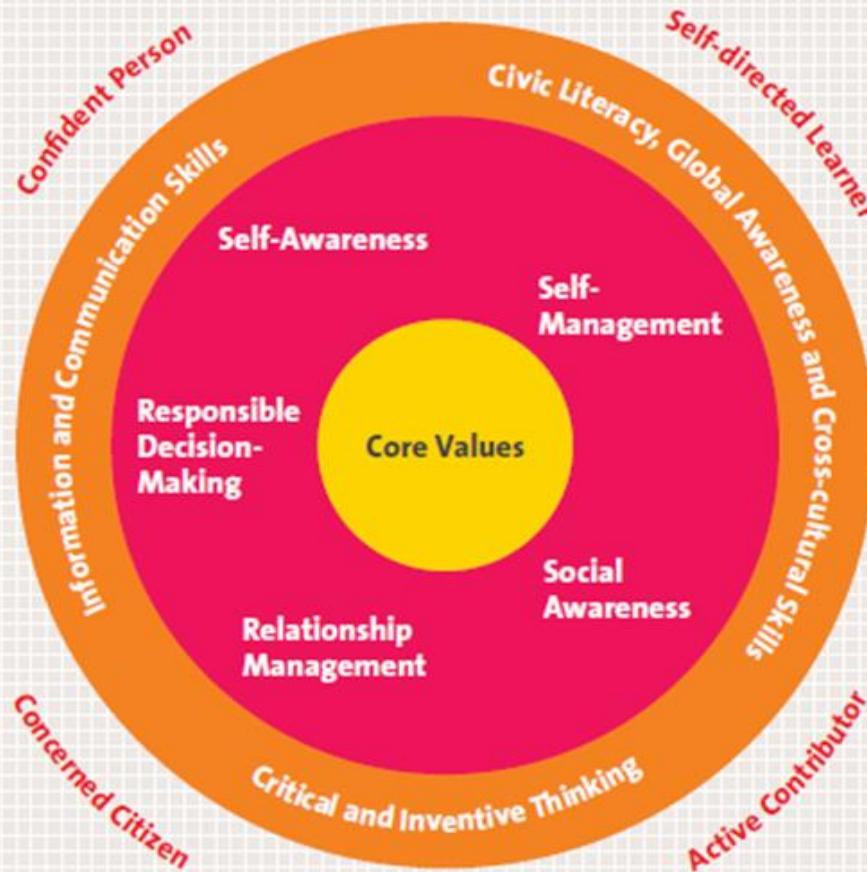
Your child is caring if he acts with kindness and compassion, and contributes to the betterment of the community and the world.

Resilience

Your child is resilient if he has emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability resourcefulness.

Harmony

Your child values harmony if he seeks inner happiness and promotes social cohesion. He appreciates the unity and diversity of a multicultural society.



Social and Emotional Competencies

Self-Awareness

Your child has self-awareness if he understands his own emotions, strengths, inclinations and weaknesses.

Self-Management

Your child can manage himself effectively if he has the capacity to manage his own emotions. He should be self-motivated, exercise discipline and display strong goal-setting and organisational skills.

Social Awareness

Your child has social awareness if he has the ability to accurately discern different perspectives, recognise and appreciate diversity, empathise with and respect others.

Relationship Management

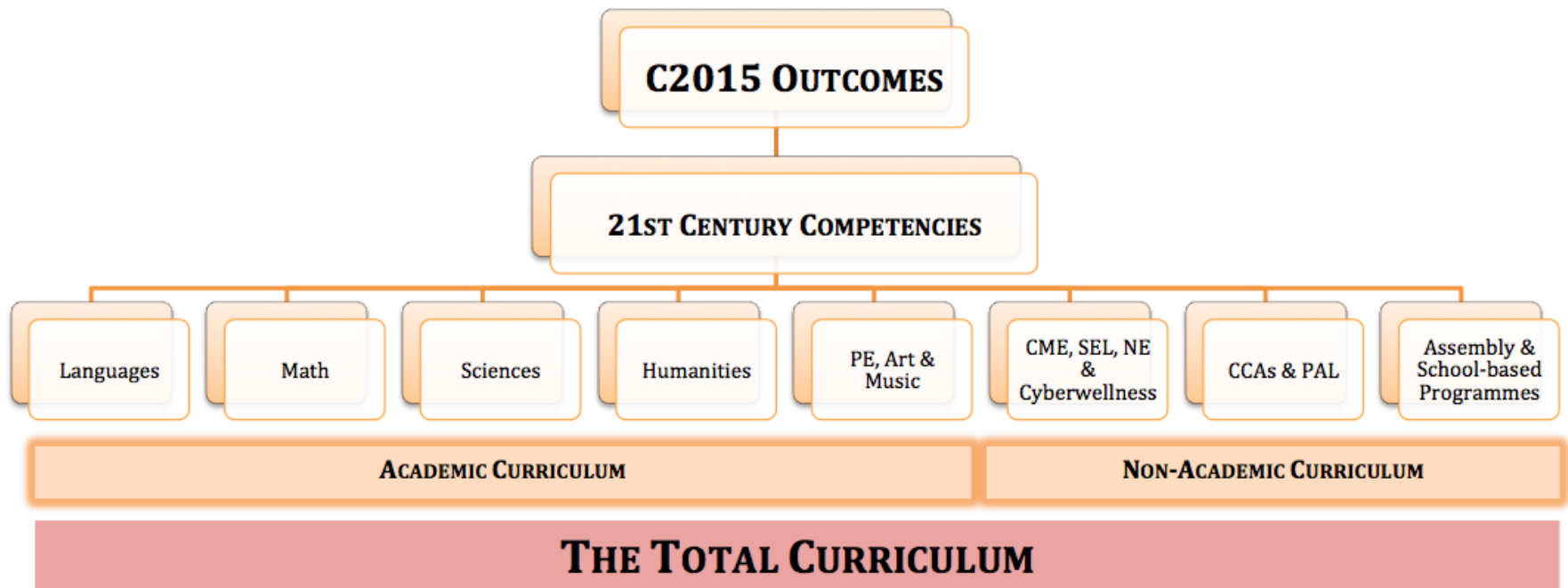
Your child can manage relationships effectively if he has the ability to establish and maintain healthy and rewarding relationships through effective communication, and is able to work with others to resolve issues and provide assistance.

Responsible Decision-Making

Your child can make responsible decisions if he has the capacity to identify and analyse a situation competently. He should be able to reflect upon the implications of decisions made, based on personal, moral and ethical considerations.

Interesting and Relevant Curriculum by updating curriculum to match what is needed in the 21st century world of work

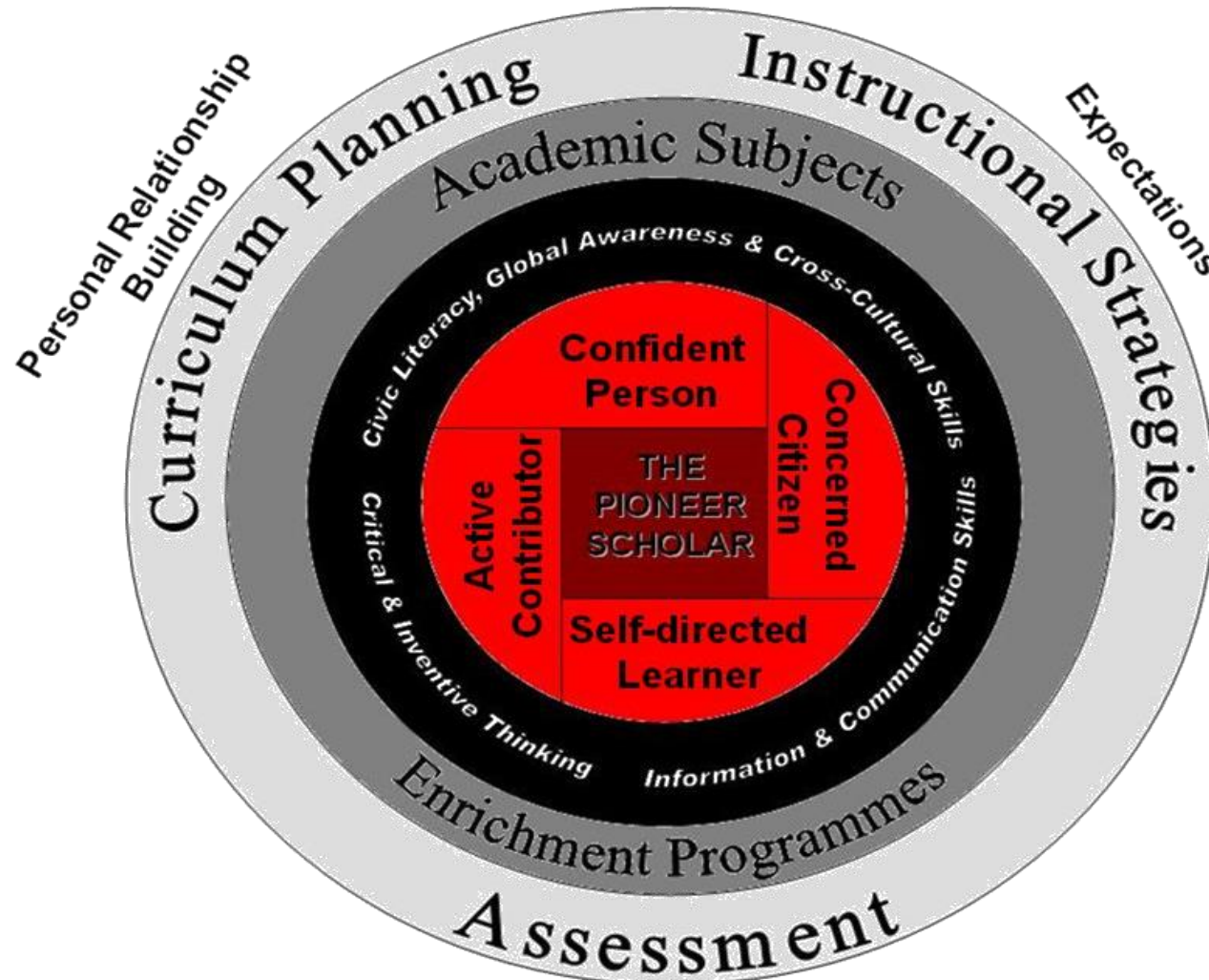
DEVELOPING 21CC THROUGH THE TOTAL CURRICULUM



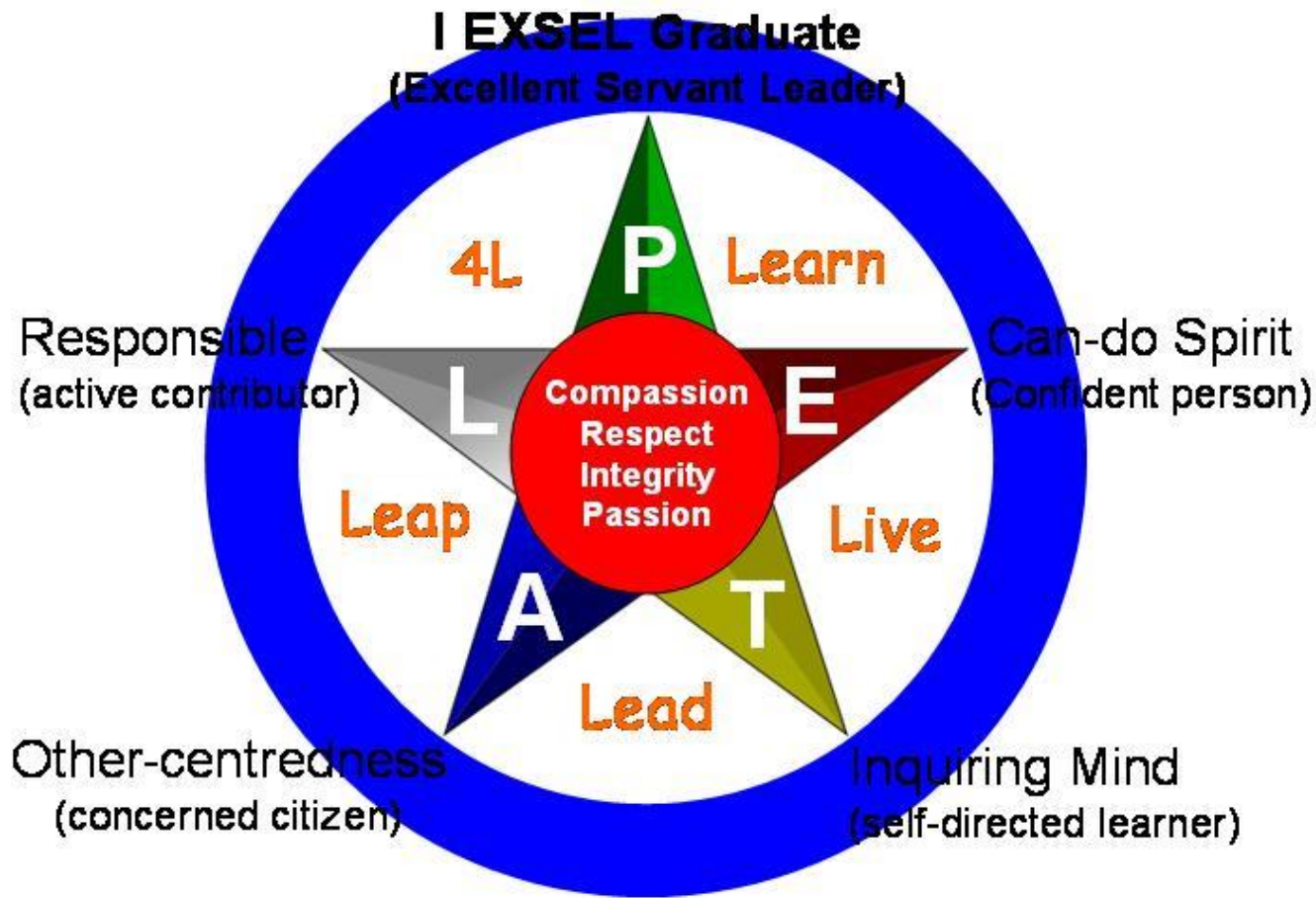


Example – Pioneer Junior College

Pioneer Junior College: “While I Live, I Learn”



Foundation of Essential Beliefs



Quality

Relationships

Quality Collective

Thinking

Quality

Actions

OUR EDUCATIONAL PHILOSOPHY

The Canossian Teacher-Leaders' CREED

As Canossian Teacher-Leaders,

We will always strive for **Excellence**

More than Expect, We will **LEAD by Example**

More than Instruct, we will **INSPIRE** with Passion &
Compassion

More than Being Just, we will **CARE** for and **RESPECT** the
whole person

More than Advise, we will **EMPOWER** and **AFFIRM**

More than just Act, We will REFLECT with Integrity

LEAD – CARE – INSPIRE

Such is the Canossian Spirit

Making school inviting

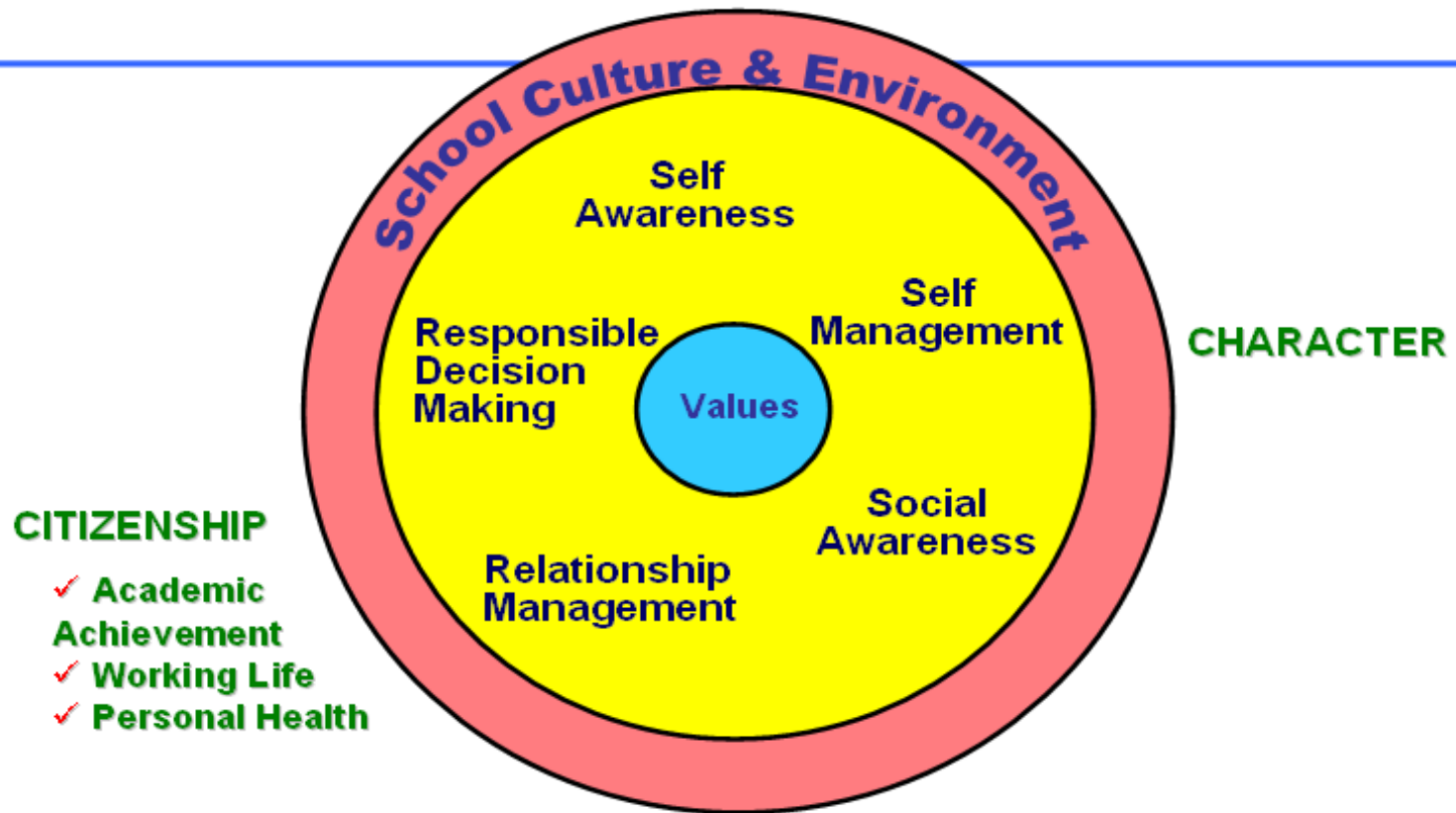
- Pastoral care
- Co-Curricular Activities (CCAs)– sports, uniformed groups, performing arts, hobby clubs
- Social and Emotional Learning
- Vocational Guidance
- Counselling
- Special needs

Making School Inviting with a wide range of co-curricular activities

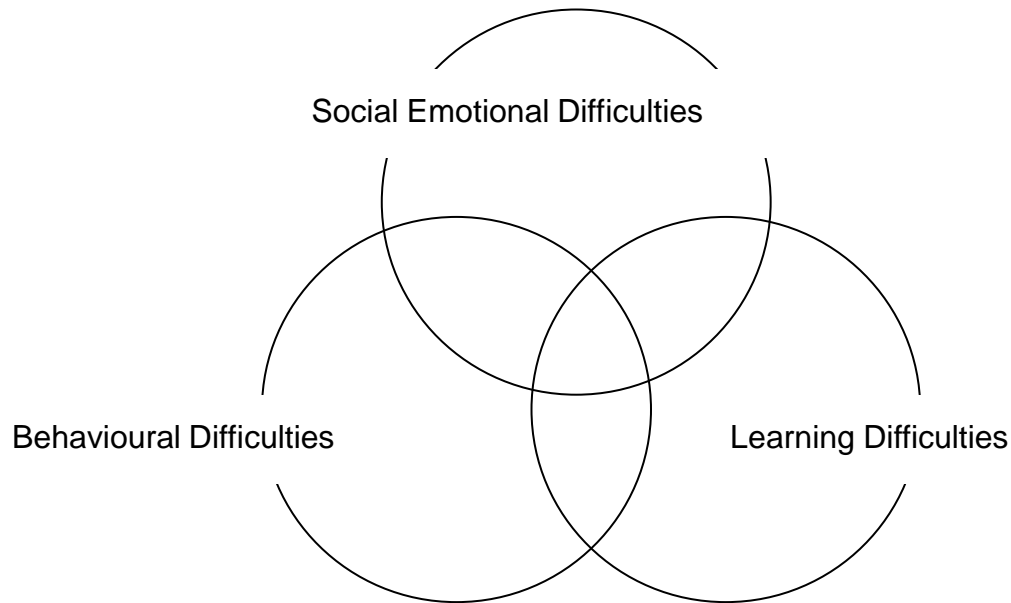


Making School Inviting with Social Emotional Learning

SEL FRAMEWORK



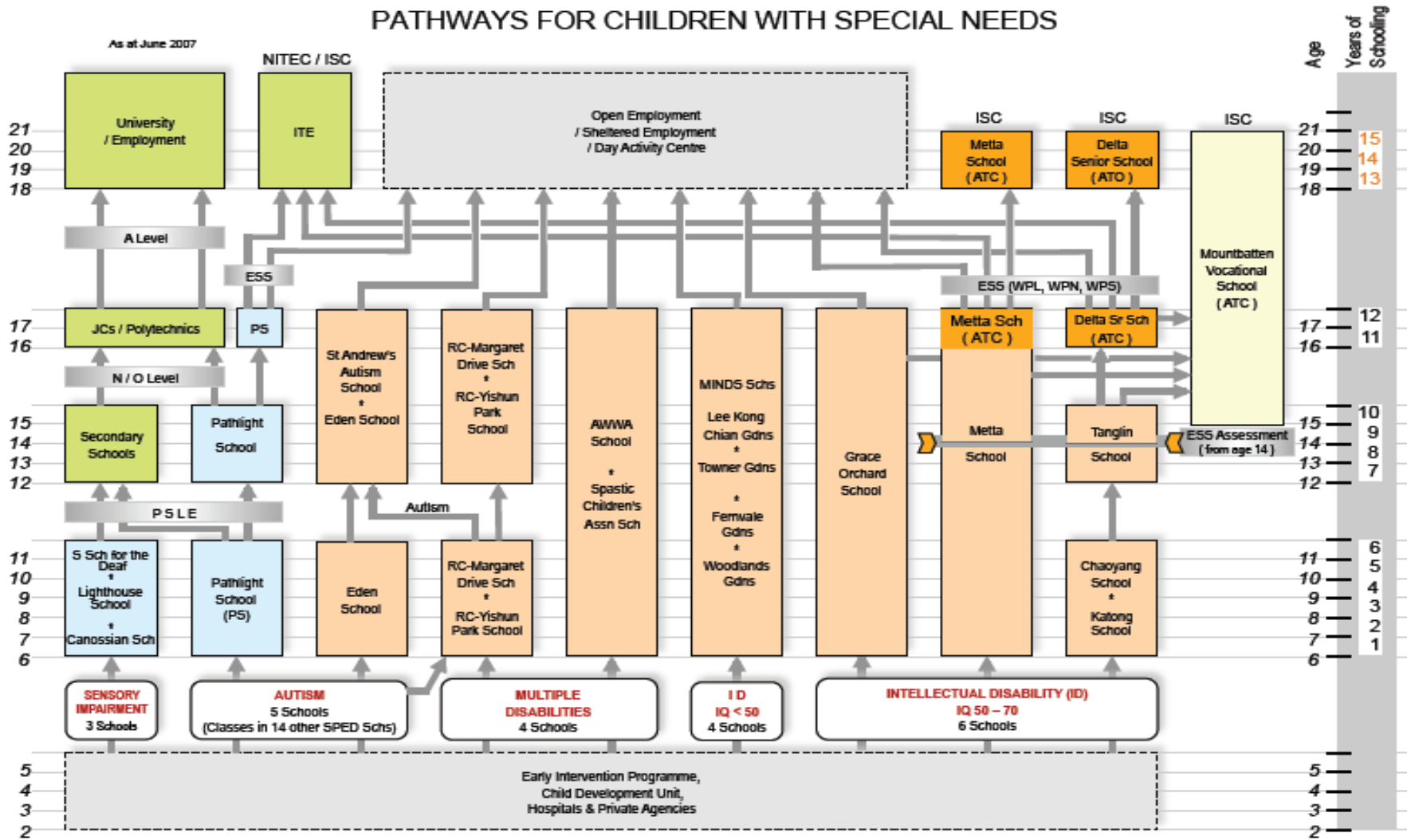
Making School Inviting by recognising that a child's cognition, affect and social functioning are interdependent and providing necessary support



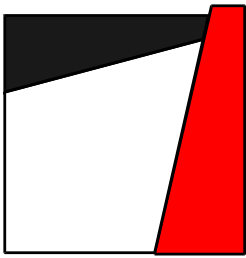
Comprehensive and Coherent Support System

Making School Inviting by addressing Special Needs

PATHWAYS FOR CHILDREN WITH SPECIAL NEEDS

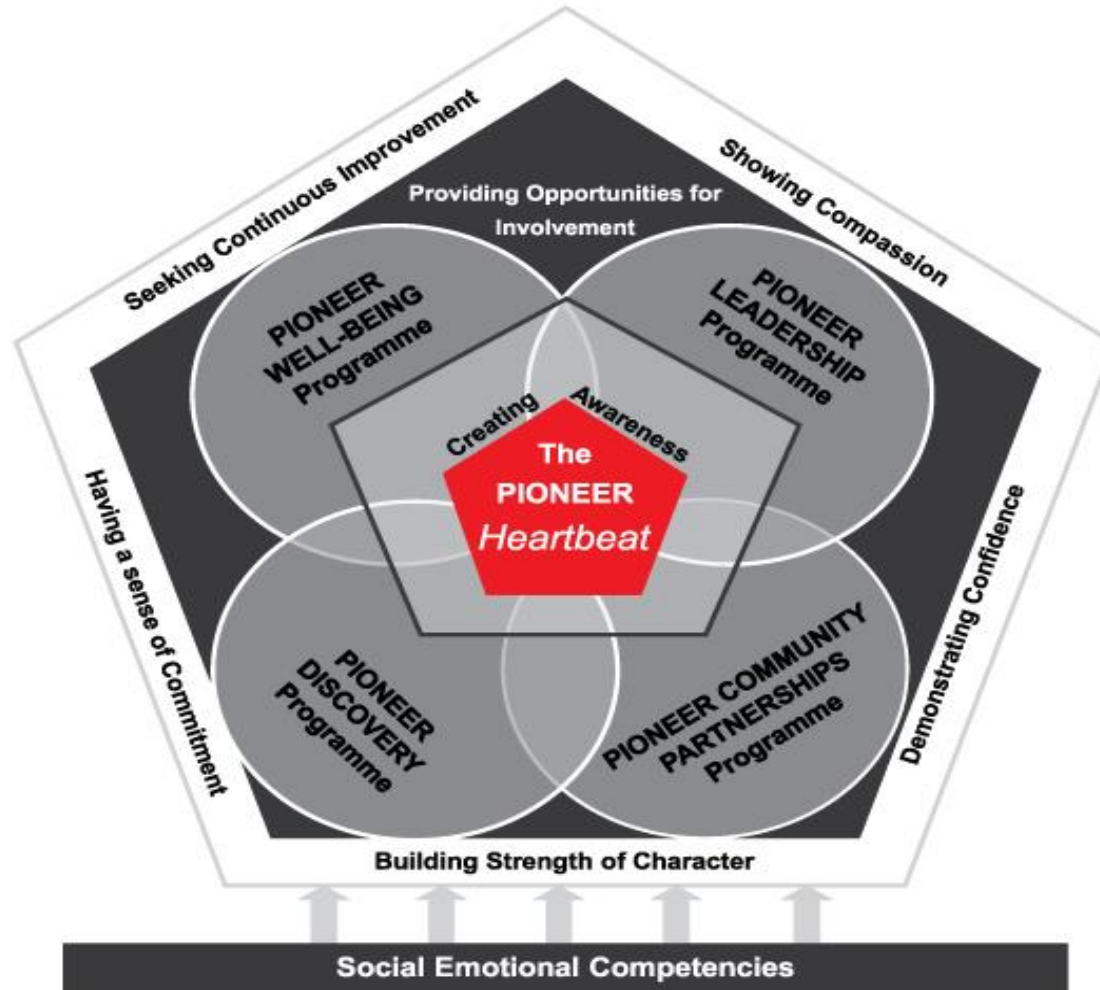


Legend: NITEC – National ITE Certificate
 IBC – ITE Skills Certificate
 ATC – Approved Training Centre
 ESS – Employability Skills System
 WPL – Workplace Literacy
 WPN – Workplace Numeracy



Example – Pioneer Junior College

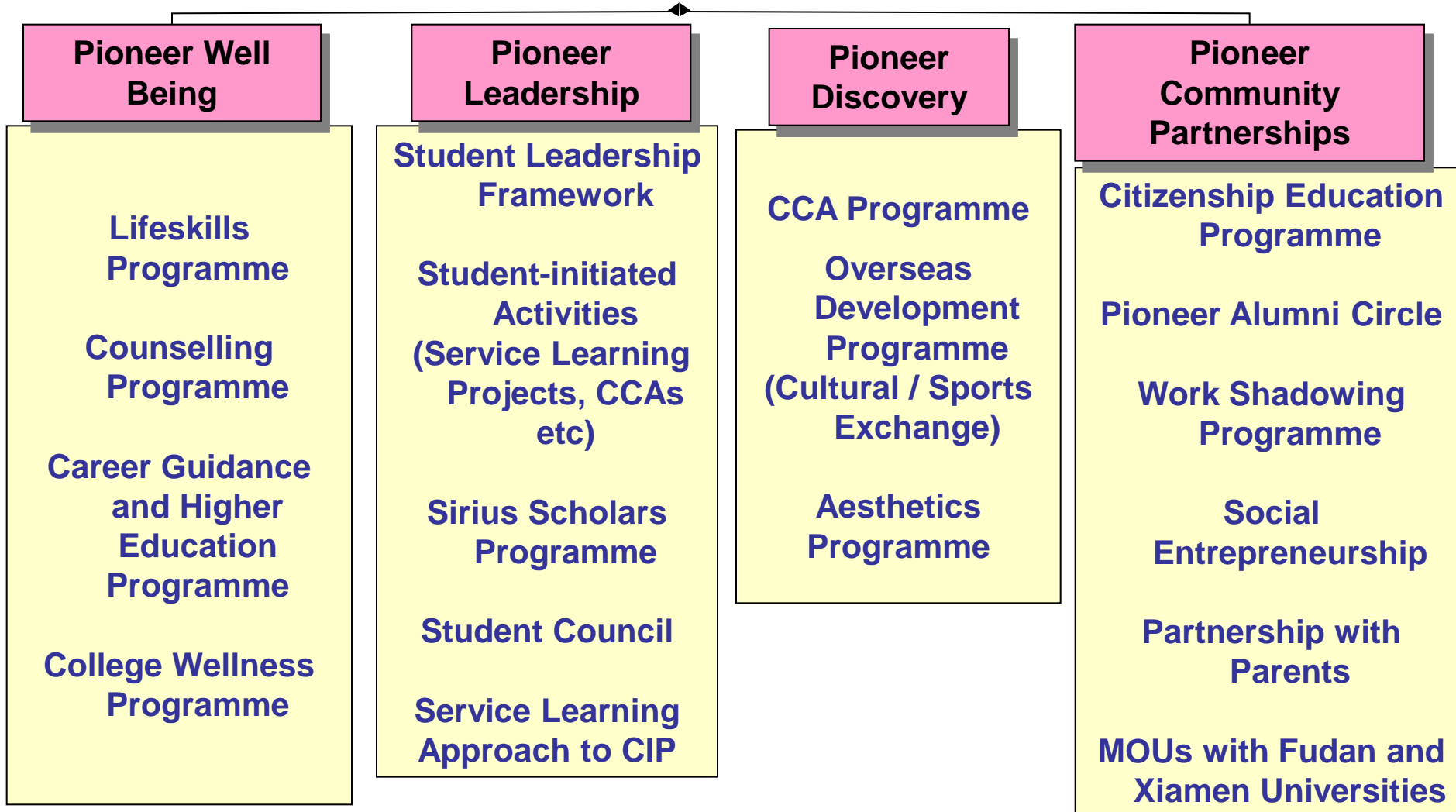
Pioneer Junior College: “While I Live, I Learn”



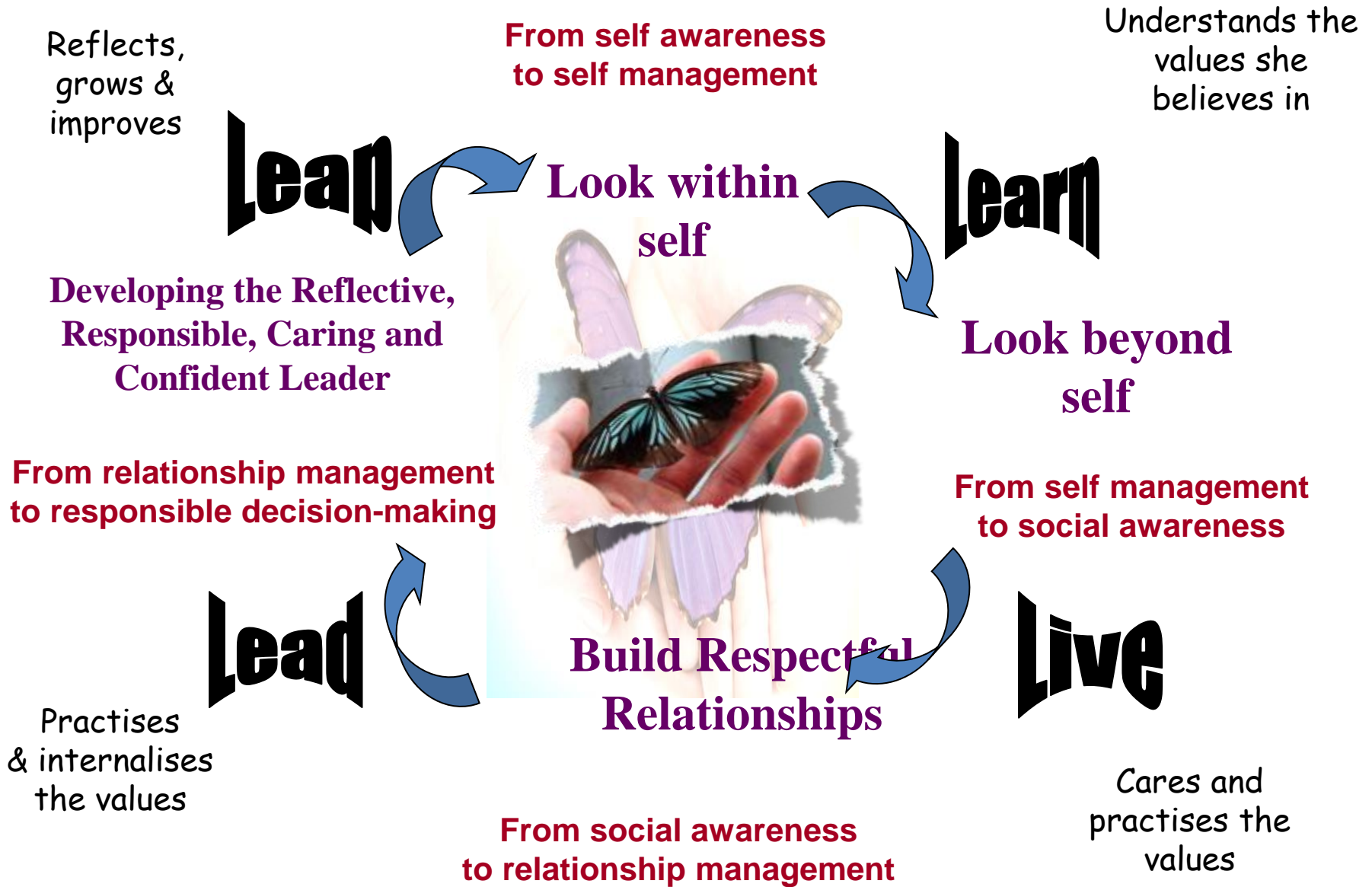


Example – Pioneer Junior College

PDF Pioneer Junior College: “*While I Live, I Learn*”



The SACSS 4 L Approach



People as our Resource

What does this look like in schools?



Every Teacher Developed

- Minimum of 100 hours of training
- Key milestone trainings for each teacher
- Career tracks
- Tracking potential

Every teacher developed with a minimum of 100 hours of training

- To effectively implement curricular changes
- To develop pedagogical strategies
- To implement school-wide programmes

English Language Institute of Singapore (ELIS)	Malay Language Centre of Singapore (MLCS)	Physical Education & Sports Academy (PESTA)	Singapore Centre for Chinese Language (SCCL)	Singapore Teachers Academy for the aRts (STAR)	Umar Pulavar Tamil Language Centre (UPTLC)
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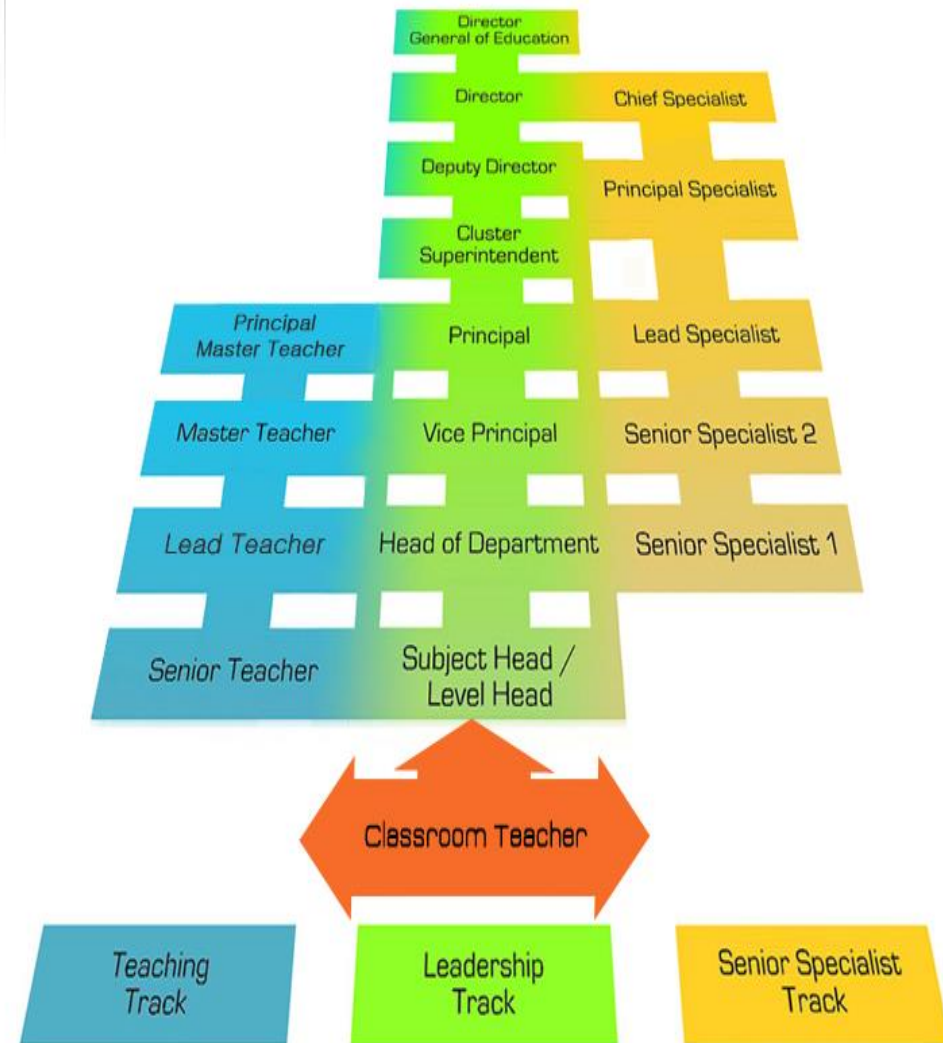
Every teacher and school leader developed with key milestones

- Beginning teacher
- Classroom teacher
- Experienced classroom teacher
- Senior Teacher
- Lead Teacher
- Subject Head
- Head of department
- Vice principal
- Principal

[Example of Learning Framework \(Teaching\)](#)

Every teacher developed according to his/her career track

- Teaching track
- Senior Specialist track
- Leadership track



Every Teacher Developed with the Tracking of Potential

- Classroom teacher
- Teacher mentoring teachers (Senior Teacher/Lead Teacher)
- Teacher leading teachers (Subject Head, Level Head, Head of Department)
- Vice Principal
- Principal
- Principal leading principals (Cluster Superintendant at HQ)
- Deputy Director (at HQ)
- Director (at HQ)

Challenges

- Communication with parents and teachers
- Trust and teamwork in the workplace
- Different paths to success



Communication

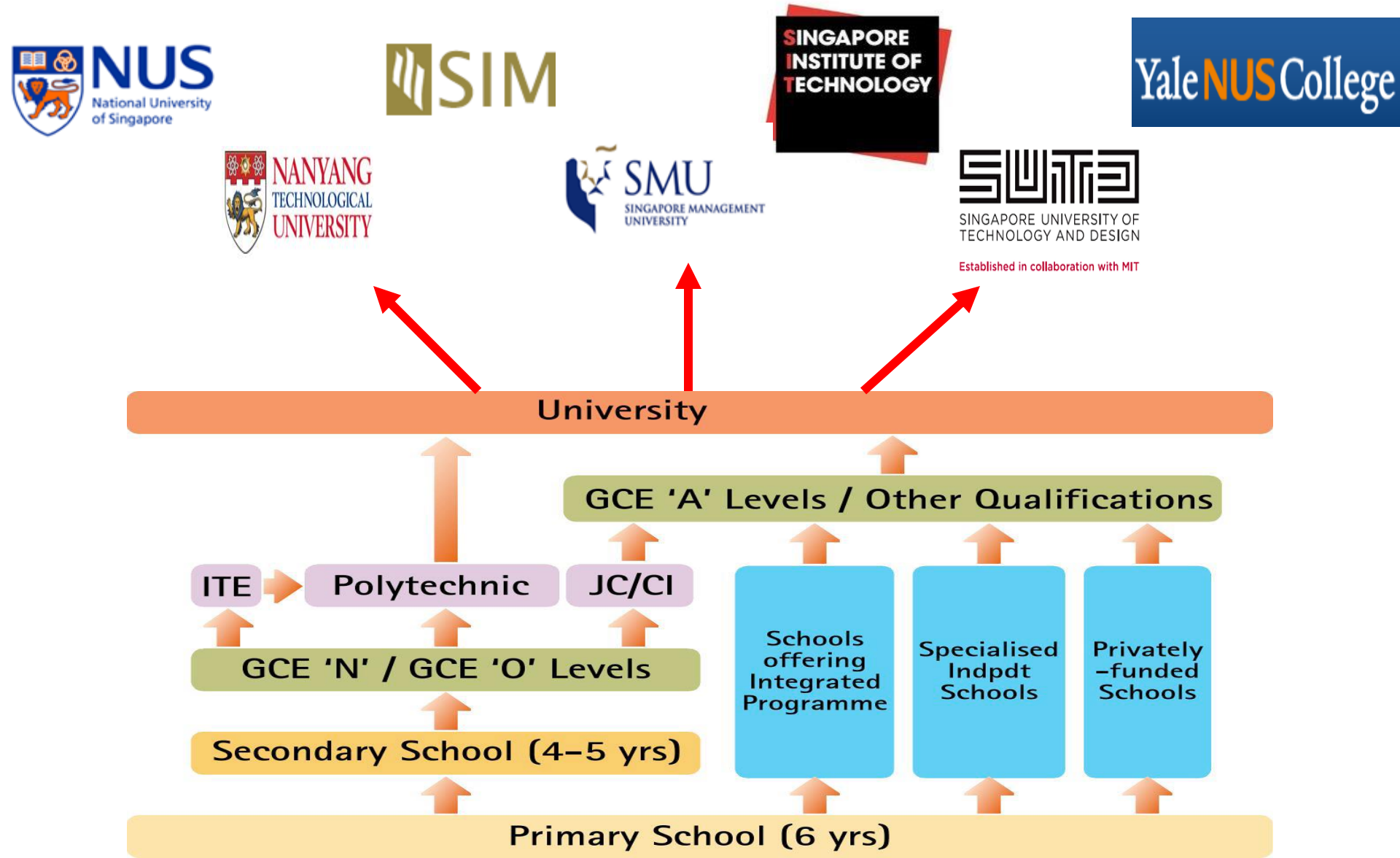
- With parents
 - No one wants their child to be in a slower stream (except those who don't care)
 - Less respect for school activities that are not related to exams and results
 - Inability to supervise their children at home
- With teachers
 - It's not what you teach; it's what they learn
 - Belief that all students can learn



Trust & Teamwork in the Workplace

- Trust in the workplace
 - When teachers move at a different pace
 - When teachers are given challenging tasks like a difficult class or a demanding CCA
- Teamwork in the workplace
 - Synergising the strengths of individuals
 - All articulating the same belief about students

Different Pathways to Success



The Key Success Factors

- Holistic Development
- Flexible Future Oriented Curriculum
- Social Skills and Teamwork through sport, performing arts, uniformed groups, clubs and societies
- Developmentally appropriate Socio-emotional support
- Partnership Support