



**NIE**

NATIONAL  
INSTITUTE OF  
EDUCATION

# Senior Teachers Programme

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## Handbook for Participants

February 2005



INNOVATION SINGAPORE  
Innovation of the year 2001

An Institute of **Nanyang**  
Technological University

## **Contact details**

### **Administrative Matters**

This Senior Teachers programme is managed by the Graduate Programmes and Research Office, and all enquiries should be addressed to the Office as follows:

Associate Dean for Leadership Programmes:

Phone : 6790 3877

Ms Mae Chan, Executive Officer for Leadership Programmes:

e-mail: [mpchan@nie.edu.sg](mailto:mpchan@nie.edu.sg)

Phone: 6790 3878

Fax: 6896 8949

Address: National Institute of Education, 1 Nanyang Walk, Singapore 637616

The Graduate Programmes and Research Office is located in Block 7 on the 3<sup>rd</sup> level, near the lift lobby.

### **Curriculum Matters**

On curriculum matters such as assessment and projects, please contact:

Dr Ong Ai Choo, Assistant Professor, Psychological Studies Academic Group

e-mail: [acong@nie.edu.sg](mailto:acong@nie.edu.sg)

## **Towards leadership excellence**

Education leaders, whether principals, heads of department or senior teachers, mean so much to our Nation. Their dedication and skill ensure success in the lives of our children. At NIE, we want to play our part by helping such leaders to confront the cutting edge of knowledge in education, so that they can heighten corporate capability in schools and take their operations into new realms of excellence.

You are one of these leaders and we welcome you to our programme. By being here, you are making two important investments: an investment in the improvement of your school; and an investment in your own personal career and development.

In your job as a senior teacher, you inevitably face considerable demands at a time of vast change. Our programme will help you meet those demands.

You will find your studies at NIE relevant, because the programme is for Singaporean professionals. It is designed by NIE's team of experts, professionals who have had considerable experience of working with senior teachers and other school leaders. By consulting our partners at the Ministry of Education and in schools, we believe we have homed in on the issues that really matter. And because we also bring an international perspective to our programme, we are confident your studies will be at the forefront of knowledge in this fascinating field.

This is an intensive four weeks course. That means you will have to work hard, but it will be fun as well as challenging. You will find the atmosphere friendly and stimulating, with opportunity to engage in discussion with your fellow students and with staff from both inside and outside NIE. This will open you up to different perspectives.

### **NIE: an Institute of Distinction**

Credibility is vital. We are Singapore's recognised premier centre for school leadership training. We have an enviable reputation both in Singapore and abroad for our research and teaching. Many of our staff enjoy international recognition for their work. They understand the Singapore education scene. And to enhance your experience, we call on distinguished professors from overseas to evaluate our programmes and to advise us on how we can keep our programmes in the lead.

NIE, of course, is widely known for initial teacher education and in-service education. Over the years, NIE has been deeply involved in the training and development of school principals, heads of department, level and subject heads, and a range of other professional educators. Indeed, NIE

plays a key role in partnership with the Ministry of Education in elevating the quality of leadership in Singapore's schools.

## **Introduction to the programme**

This handbook has been prepared for you as a participant on the Senior Teachers programme. It contains most of the information you will need as you progress through your studies. For example, it explains what NIE's staff expect of you; and it gives an outline of the material covered in the modules. It also explains, in general terms, how your work will be assessed and what you have to do in order to reach the required standard. It tells you how your work must be presented and what is required in terms of attendance.

Most of the information you will need is presented in this handbook. However, you should read it in conjunction with other documentation you will be given, as that will provide details of the University's regulatory framework and many other items of valuable information.

You should find this handbook helpful, but if there is anything that you do not understand, you should contact the Graduate Programmes & Research Office or Dr Ong Ai Choo, Psychological Studies. The contact details are at the front of the handbook. You will find both academic and administrative staff helpful and approachable, and it is important to raise your concerns early with those staff who can help: this will ensure that problems are sorted out before they become unmanageable.

At the time of writing, this handbook is accurate. Changes may occur during your programme (such as changes in staff or subject content) and we shall do everything possible to keep you informed of anything that might affect you.

## **Nanyang Technological University**

Nanyang Technological University is a dynamic and expanding institution with an enviable record of academic achievement. Established in 1991, its mission is to combine general academic excellence with international eminence in selected areas of activity. The University's mission includes the aim to prepare leaders, professionals and entrepreneurs for Singapore and to advance research and development in both academic and professional disciplines.

The National Institute of Education, which is constituted as part of the University, shares fully in that mission, but has a primary concern to train teachers and school leaders to meet the needs of Singapore. It aims to

equip education professionals with the knowledge and tools to operate effectively in an increasingly demanding educational environment.

The University's teaching style at post-experience level is friendly and informal, yet highly challenging. It emphasises the active and creative participation of students, some of whom have considerable service experience, in the learning process. This means that you can derive much enjoyment from your studies as well as the sense of fulfilment that comes with success.

Nanyang Technological University, with its expanding reputation at home and abroad, maintains a strong international focus and has an active policy of developing links and partnerships with prestigious institutions overseas. While the focus of our programme is essentially local, your learning is set in an international context, since that will help to ensure that developments in Singapore are at the cutting edge of knowledge in the field.

NIE has extensive involvement in research and many of the academic staff with whom you will come into contact are engaged in local and international research projects with practical significance to the work of teachers and managers in educational institutions.

### **The Graduate Programmes & Research Office**

Both you and the programme you are undertaking will be looked after by the Graduate Programmes & Research Office. Professor Lee Sing Kong is the Dean, and, with his team of professional and support staff, he is fully committed to ensuring that your experience at NIE is a profitable one.

Dr Kenneth Stott is the Associate Dean with specific responsibility for all leadership programmes, and he too will be constantly monitoring your programme to ensure it is meeting your professional needs.

Our office expresses its role in the form of a commitment: "We in the Graduate Programmes & Research Office make a commitment to promote the development of professional educators in learning, teaching, leading, research and innovation." We intend to stand true to that commitment.

## **The programme's staff**

Those academic staff who will be involved with your programme include the following:

Dr Chew Lee Chin graduated from the National University of Singapore (NUS) with a B.Sc (Hons) in biochemistry, and had many years of school teaching and administrative experience, during which period she researched for her MEd in educational counselling from NUS. She moved on to teacher education in 1991 and is currently Assistant Professor in the Psychological Studies Academic

Group of the National Institute of Education, where she obtained her Ph.D researching in educational testing in 1999. Her teaching and research areas include educational and psychological testing and measurement, computer-assisted assessments, applications of the item response theory; and she lectures on both pre-service and master level programmes. She has participated in several local research projects: JOBS (1991-1994), NIECELT (1997-2001), eduTOOLS (1999-2001), and also a HK-funded study on citizenship education in Asia (2002-2004). Her research papers have appeared in conference proceedings, and she is joint author of a curriculum review paper on citizenship education in an established journal and also a book chapter in a forthcoming publication. She was consultant to two schools for action research in 2004 and is Vice-President of the Educational Research Association of Singapore.

Hawkins, Russell (BA Flinders University, BA Honours [Psychology] Flinders University, Dip Hypnotherapy Australian Society of Clinical and Experimental Hypnosis, Grad Dip Computing. University of South Australia, MEd University of South Australia, MPsyh [Clinical] Flinders University, MBA Charles Sturt University, Doctor of Counselling Bond University, PhD [Clinical] Flinders University) is an Associate Professor in the Psychological Studies Academic Group. He was previously the Director for the Master of Psychology (Clinical) program at the University of South Australia where he also taught in the Forensic program (he is an invited member of the Expert Advisory Committee for the Early Intervention project, Crime Prevention Unit, South Australian Attorney-General's Department). Primarily a Clinical Psychologist, he is also a member of the Australian Psychological Society Colleges of Forensic Psychology, Organisational Psychology and Health Psychology. He has worked in a hospital chronic pain clinic for more than 20 years and also has long experience running a private practice in psychology. His research interests include child abuse, human sexuality, acute and chronic pain, hypnosis, clinical psychology and counselling psychology, forensic psychology and aviation psychology. He is currently the MA (Applied Psychology) programme coordinator.

Allan Luke is Dean of the Centre for Research in Pedagogy and Practice, National Institute of Education, Nanyang Technological University, Singapore. A trained Canadian primary teacher, he was previously Dean, University of Queensland, Deputy Director General of Education and Chief Advisor to the Minister, Queensland. He has published 14 books - the latest of which are 'Struggles Over Difference' (State University of New York Press) and the forthcoming 'Bourdieu and Literacy Education' (Lawrence Erlbaum); his essays and research papers have appeared in leading journals including Harvard Educational Review, Teachers College Record, Educational Theory and others. He was awarded the Educational Press Association Award for Outstanding Scholarship, is a member of the International Reading Association Hall of Fame, received the 2002 Gold Medal of the Australian College of Education, and was recipient of the 2003 Bulletin/IBM Award as Australia's top educator.

Dr Angeline Khoo (BA Hons, University of Singapore, M.Ed National University of Singapore, PhD Australian National University) is a tenured staff member of the Nanyang Technological University in Singapore, and lectures at the National Institute of Education in social psychology and educational psychology. Before joining the National Institute of Education in 1990, she was a secondary school teacher and was involved in counselling students. Her current research interests

include adolescent sexuality and sexuality education, social identity, self-categorisation, shame and guilt, delinquency, prosocial behaviour, and internet behaviour and safety. She is also the Chairman of PAGI's Education Subcommittee, and a member of the Committee on Smoking Control and the Films Consultative Panel. She has also served on the Censorship Review Committee 2002.

Dr Ng Aik Kwang is the author of two books on creativity. The first book is entitled Why Asians are less creative than Westerners, while the second book is entitled Liberating the creative spirit in Asian students. Dr Ng lectures at the Nanyang Technological University in Singapore, where he instructs novice and experienced teachers on how to nurture creativity in Asian students. His research interest is in the cultivation of creativity in the Asian classroom and society. He received an Early Career Research Award from the International Council of Psychologists for research excellence in 2001.

Dr Tan Oon Seng is Head of Psychological Studies at NIE and Director of the Singapore Center for Teaching Thinking. He is the elected President of the Educational Research Association, Singapore. Prof Tan's areas of research include cognitive psychology and problem-based learning. His specific areas of research include amongst other things the study of cognitive functions of creativity and has been cited in *The Straits Times* as a creativity expert. He is the author of *Problem-based learning innovation: Using problems to power learning in the 21<sup>st</sup> century*. He is the editor the international collection *Enhancing Thinking through Problem-based Learning Approaches: International Perspectives*. He is the main co-author of *Educational Psychology: A Researcher-Practitioner Approach (Asian Edition)*, a worldwide university textbook and reference. He is the main editor and co-author of the book *Problem-based Learning: Educational Innovation Across Disciplines*. He has been the Guest Editor of the journal *Innovations in Education and Teaching International* for the special issue on problem-based learning. Dr Tan is a member of the Board of Reviewers for the Journal of Problem-based Learning (JPBL). He is also reviewer for University of Delaware Problem-based Learning Clearinghouse. In 2000 Dr Tan OS won The Enterprise Challenge (TEC) Innovator Award from the Prime Minister's Office for co-pioneering a project on Educational Innovation for the Knowledge-based Economy Dr Tan has been a keynote speaker at several international conferences including the 3<sup>rd</sup> Asia-Pacific Conference on PBL (Australia), the International Conference on Problem-based Learning PBL2002 (Baltimore, Maryland, USA) and the International Conference on University Teaching and Learning 2002. He was keynote speaker at the 5<sup>th</sup> Asia-Pacific Conference on PBL in 2004. He is a member of the International Advisory Panel for the International Conference on PBL (2005, Finland) and 6<sup>th</sup> Asia-Pacific Conference on PBL (2006, Japan).

Dr Liu Woon Chia (BSc National University of Singapore, Dip Ed National Institute of Education, MEd University of Nottingham, PhD University of Nottingham) is an Assistant Professor with the Psychological Studies Academic Group at the National Institute of Education. Prior to joining NIE, she taught chemistry and mathematics at a government co-educational secondary school and an independent school. Thereafter, she worked as a research associate in the Centre for Research in Social Policy at Loughborough University, UK. Her research interests include motivation, self-concept, ability grouping (streaming), teaching with multiple intelligences and problem-based learning.

Dr Low Guat Tin is an Associate Professor in Policy and Leadership Studies, National Institute of Education. Her basic training is in school psychology and she moved on to study educational management in The University of Michigan, Ann Arbor. She has conducted workshops and seminars in various countries and her expertise is in human resource management. She has written a number of books and articles on various areas both in management and in living creatively. Her research areas include: women in leadership, learning styles, mentoring and motivation. The 9 years she spent in Australian Universities and the 3 years in The University of Michigan, Ann Arbor has helped her to appreciate many things in life.

Dr Lee Boon Ooi is an assistant professor at the National Institute of Education, Nanyang Technological University. He specializes in counselling psychology and health psychology. He has more than a decade of counselling experience with people having emotional problems and chronic illnesses. Dr Lee is currently doing consultation at the Department of Psychosocial Oncology at the National Cancer Centre.

Dr Moo Swee Ngoh is Associate Professor in Policy and Leadership Studies. She specialises in Teacher Mentoring and Instructional Supervision. She has conducted courses and workshops in the above areas for middle-management personnel in schools: senior teachers, level and subject heads, and heads of department. Her teaching areas include developmental supervision, teacher mentoring, peer coaching, and effective teaching and classroom management. Dr Moo's current learning and developmental interests include learning organisation and systems thinking.

Dr Ong Ai Choo is Assistant Professor in Psychological Studies Academic Group, National Institute of Education. She is also an associate counsellor at Raffles Hospital. She teaches pre-service and in-service teachers in a range of areas including creative and critical thinking skills, counselling skills, multiple intelligences. Her research interests are the social emotional learning of children, and parenting behaviours and their relationship to school and psychosocial adjustments. She has extensive experience in training schools and organisations in thinking skills, emotional intelligence, initiative and enterprise, resiliency and stress management, and is a consultant in designing and implementing a thinking curriculum. She also conducts training for students in learning strategies and study skills and in social-emotional development and runs workshops for parents in parenting styles, motivating children for school, and promoting thinking in children.



## **The programme**

### **A PROFESSIONAL DEVELOPMENT COURSE FOR SENIOR TEACHERS**

#### **The Key to Driving Innovation and Enterprise in the Classroom and School**

#### **Senior Teacher excelling as Learner, Innovator and Coach**

## **AIMS**

### **Creating Significant Learning Experiences**

Senior teachers, with their wealth of practical experience and expertise, play a key strategic role in supporting the school's leadership to bring about far-reaching changes in the educational landscape envisioned by senior policy makers.

- This course seeks to prepare senior teachers to achieve the vision of innovating in the classroom and school, in their roles as instructional leaders and coaches to younger colleagues. The course focuses on creating a variety of exciting learning experiences that result in new ways of teaching and learning, and that are built upon the firm foundation of holistic education and sound values. The course aims to enable senior teachers to:
- Be kept up to date with current issues, trends and developments in learning and teaching
- Be inspired by innovative individuals and practices in and outside of their specialist fields
- Be challenged to innovate in all aspects of their job
- Be encouraged to share with others their own experiences and ideas

## **RATIONALE**

In the past decade, there is an unprecedented slew of educational initiatives and developments in many countries in response to the

challenges of globalization and the attendant recognition of the need to develop intellectual capital as the key to economic and social advancement. The educational imperatives are to nurture a diversity of talents along different pathways and to prepare the young for an innovation-driven future. New teaching capabilities are therefore required to facilitate innovation in the schools and classrooms.

To support senior leaders in their enlarged role as enablers of innovation, this course provides a variety of significant learning experiences that will equip them with the necessary knowledge and skills, and which will imbue them with the spirit of innovation and enterprise as they engage in their own learning.

## **PROGRAMME THEMES**

Sessions will be based on three key themes

### **T**eaching and Learning

- New paradigms of learning and pedagogy
- Curriculum innovations

### **R**oles

- The teacher as coach
- The teacher as researcher
- The teacher as reflective practitioner

### **S**elf

- Developing an innovative mindset
- Enhancing emotional and adversity quotients
- Cultivating effective personal habits

## **TEACHING METHODS**

The course offers rich and significant learning experiences that engage participants in their own learning, resulting in a high level of energy throughout the course. It uses a wide range of active learning strategies, such as discussions, forums, dialogues, debates, case studies, role-play, simulations, dramatizations and reflection, and provides abundant opportunities for participants to present their own work and to collaborate with others.

Innovative, challenging ways of learning include:

### **Thought-provoking Visits**

- Visits to centres of excellence
- Tours of niche schools

### **Learning by Doing**

- Engaging in action research
- Working cooperatively in exciting projects

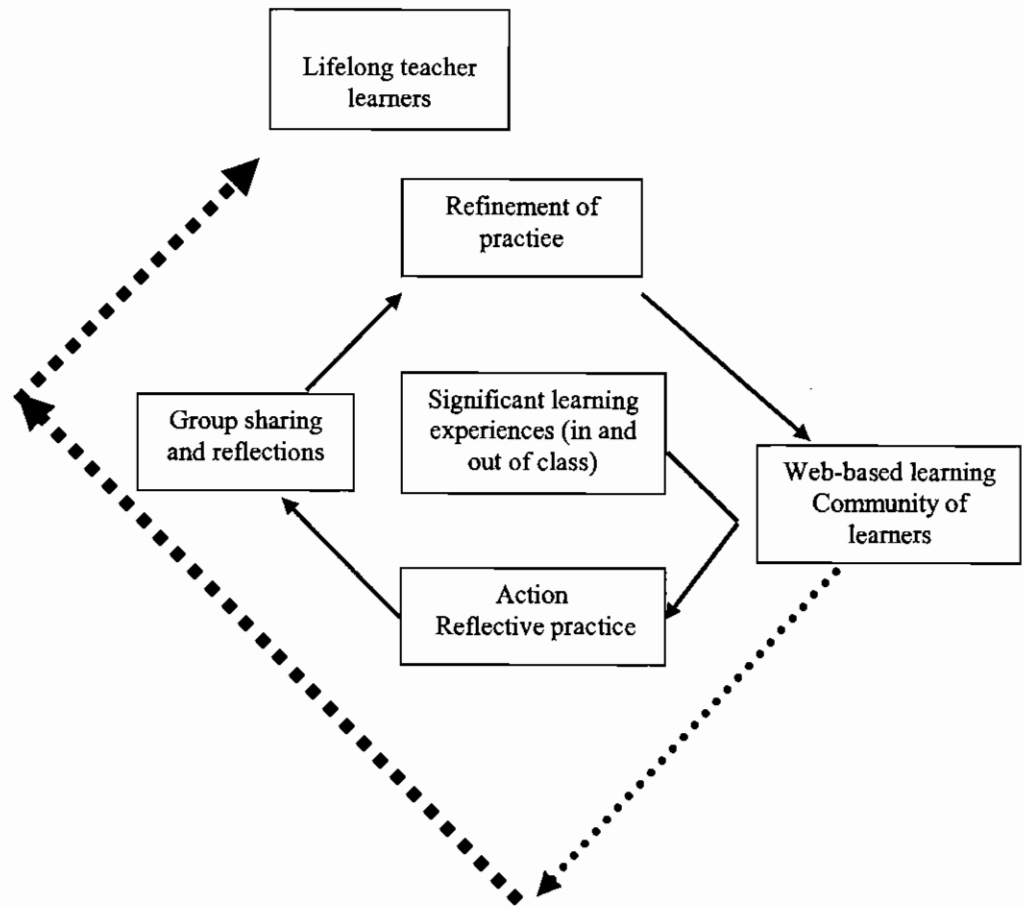
### **Learning from Experts**

- Meeting overseas experts in education
- Seeing master teachers in action

### **Networking with the best**

Enjoyment, stimulation, opportunity to network

- Networking with other excellent teachers
- Creating sustaining relationships for continued personal and professional growth
- Networking through the Community of Learners website – tapping into a rich resource of the latest examples of successful practices, theories, case studies



**THE LEARNING MODEL**

## **ASSESSMENT**

The trend towards new ways of learning and teaching requires new forms of assessment. In this course, assessment techniques are based on the current view that learning and assessment go hand in hand. Two forms of assessments are required:

1. A reflective log, which is essentially a critical and reflective commentary of learning, followed by systematically ordered substantiating evidence.
2. Group project

Participants may choose their own group project from a range of areas:

- Pedagogical innovations e.g. a PBL project, innovative pedagogy in a specific subject e.g. a science project
- Innovative curriculum design and assessment – planning, delivery and assessment of learning outcomes that demonstrate knowledge of trends and developments in own subject area in lessons
- Innovating educational practices through action research on key school issues
- Other innovative school based projects e.g. parental partnership programme

- (1) This assessment comprises presentation of the implementation of the project 4-5 months after the completion of the 5-week course. This is a very important part of the assessment as it provides empirical evidence of the usefulness of the programme.

# **PROGRAMME CONTENT**

## **Modules**

1. Nurturing the Holistic Learner
2. Becoming a Teacher Innovator
3. Enlarging Your People Hinterland: Developing People and Relationships
4. Coaching the Adult Learner
5. Balancing Personal and Professional Life

### **Module 1**

#### **Nurturing the Holistic Learner**

##### ***Introduction to the Module***

The task of preparing the young for the challenges of an innovation-driven future involves maximizing the potential of every learner and equipping them with the necessary skills, values and mindset. Schools and teachers are now in a better position to provide a well-rounded education that will enable students to realize their unique talents and abilities.

##### ***Learning Outcomes***

At the end of the module, participants will:

- understand the social context of teaching and learning
- have an overview of the theoretical underpinning of current trends in learning and teaching
- know ways to nurture the unique strengths and talents of learners
- appreciate the learning needs and psychosocial problems of contemporary student learners in the light of their unique challenges
- review the cognitive and behavioural methods for developing self-reliance, perseverance and resilience

##### ***Content***

- Socio-cultural contexts of educational innovations
- Learning styles and multiple intelligences

- Motivations of student learners
- Learning and behavioural difficulties in the classroom
- Psychosocial stresses and problems of today's youths
- Self-reliance, perseverance, and resiliency, teamwork, social responsibility and leadership

### **Resources**

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.

Chapman, C. (1993). *If the shoe fits...: how to develop multiple intelligences in the classroom*. ILL: Skylight Publishers.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21<sup>st</sup> century*. New York: Basic Books.

Lachlan E.D. Crawford (2002). Towards an Ability-Driven Education System in Singapore. *REACT*, Vol. 21, No 1, pp. 1-12.

Lazear, D.G. (1999). *Eight ways of knowing: Teaching for multiple intelligences: A handbook of techniques for expanding intelligences*. Arizona: Zephyr Press.

Lazear, D.G. (1994). *Seven pathways of learning: Teaching students and parents about multiple intelligences*. Arizona: Zephyr Press.

Learning Styles (2001). *A resource guide for specialists and teachers*. Psychological Assessment and Research Branch, Ministry of Education.

Ong, A.C. (1999). Learning styles of tertiary students in Singapore. In Chang, Gopinathan & Kam. (Eds). *Adolescence: Growing Years in Singapore*, 101-117, Singapore: Prentice Hall

Revich, K. & Shatte, A. (2002). *The resilience factor*. New York: Broadway Books

Tan, H.P. Charlene. (2003) Peer Tutoring: An Effective Strategy to Promote Student-Centred Learning. In *CDTLink*, Vol 7, No 3, November, pp. 5, 20.

***Delivery***

- Lectures
- Discussions
- Case studies
- Group work and presentations
- Visit to niche schools

***Facilitators***

Dr Russell Hawkins

Dr Ong Ai Choo

Dr Angeline Khoo



## **Module 2**

### **Becoming a Teacher Innovator**

#### ***Introduction to the Module***

Innovate or perish! What are the implications for the teacher practitioner? This module looks at teachers as innovators or change agents as reflected in new mindsets and new ways of teaching and doing things. It demonstrates the shift from the old paradigm that views students as knowledge reproducers to the new paradigm which views students as knowledge producers. The module focuses on innovation in all aspects of the teachers' work, with a special emphasis on innovative learning, teaching and assessment aimed at engaging learners in critical thinking, thinking outside the box, and practical thinking.

#### ***Learning outcomes***

At the end of the module, participants should

- have a better grasp of the slippery concept of creativity
- have a greater understanding of how to nurture creativity in students
- have a deeper awareness of the challenges facing the creative teacher
- be able to facilitate a problem-based learning unit
- know the steps involved in designing a thinking curriculum
- be able to design authentic learning tasks that facilitate higher order thinking skills
- develop assessment rubrics to assess thinking

#### ***Content***

Topics include:

- What is creativity?
- The creative framework
- Nurturing creative problem-solvers in the classroom
- Establishing a creative climate of learning in the classroom
- Challenges facing the creative teacher in the typical classroom
- Infusing innovation into the teacher' roles
- Problem based learning
- Design a thinking curriculum

### **Resources**

Browne, M. and Keeley, S. (1994). *Asking the right questions : A guide to critical thinking*. Englewood Cliffs, N.J. : Prentice-Hall.

Borich, G. (1996). *Effective teaching methods*. Englewood Cliffs, N.J. : Merrill

Costa, A. (1985). *Developing minds : A resource book for teaching thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.

Downing, J. P. (1997). *Creative teaching: Ideas to boost student interest*. Teacher Ideas Press.

Ng, A. K. (2004). *Liberating the creative spirit in Asian students*. Prentice-Hall.

Ruggiero, V. (1988). *The art of thinking : A guide to critical and creative thought*. New York : Harper & Row, c1988.

Starko, A. J. (1995). *Creativity in the classroom: Schools of curious delight*. Longman.

Kain, D.L. (2003). *Problem-Based Learning for Teachers, Grades 6-12*. Boston: Allyn and Bacon.

Tan, O.S. (2003). *Problem-based learning innovation: Using problems to power learning in the 21<sup>st</sup> century*. Singapore: Thomson Learning

Tishman, S. , Perkins, D. & Jay, E. (1995). *The thinking classroom: learning and teaching in a culture of thinking*. Boston : Allyn and Bacon.

Tombari, M. and Borich, G (1999). *Authentic assessment in the classroom. Applications and practice*. New Jersey: Prentice Hall.

### **Delivery**

- Video-show
- Group activity
- Class discussion
- Group presentation
- Visits to innovative centres of excellence

### **Facilitators**

Dr Liu Woon Chia

Dr Ng Aik Kwang

Dr Ong Ai Choo

### **Module 3**

#### **Expanding Your People Hinterland: Developing People and Relationships**

##### ***Introduction to the Module***

With globalization, traditional walls and boundaries are breaking down as new cultures and values emerge, and new ways of relating and communication become imperative. More than ever before, developing relationships and people skills are deemed critical in order to survive and compete successfully in the global economy. Individuals must learn to enlarge their people hinterland and learn skills for building sustainable and meaningful relationships.

##### ***Learning Outcomes***

By the end of the module, participants will:

- Have a greater awareness of their own personal strengths and challenges
- Know more effective ways of relating to others
- Explore ways to collaborate with stakeholders in education
- Understand how stress relates to physical, mental, and social health
- Explore and learn the most appropriate methods to cope with stress
- Know strategies and skills to manage their own negative emotions

##### ***Content***

- Empathy and listening skills
- Validating others
- Managing difficult people
- Collaborating with peers and parents
- Self-awareness
- Meaning of stresses
- Coping with stress

##### ***Resources***

Goleman, D.(1995) *Emotional intelligence*. New York : Bantam Books

Ong, A.C. (2004). Working with parents. In. Tan, E. (Ed). *Counselling in Schools. 'Theories, Process and Techniques*. Singapore: McGraw Hill.

Patton, P. (1997). *EQ in the workplace : Bridging the gap between what we know and what we do*. Singapore : Raffles Editions.

Segal, J. (1997). *Raising your emotional intelligence : A practical guide*. New York:Holt.

Monat, A., & Lazarus, R.S. (1991). *Stress and coping*. New York: Columbia University Press.

### ***Delivery***

- Role play
- Case studies
- Discussions
- Presentations
- Town visit

### ***Facilitators***

Dr Lee Boon Ooi

Dr Low Guat Tin

Dr Ong Ai Choo

## **Module 4**

### **Coaching the Adult Learner**

#### ***Introduction to the Module***

Senior teachers play an important part in guiding and enhancing the professional development of their younger colleagues. This is achieved through their role modelling of professionalism and effective practices, and their inspiring, mentoring and coaching of these teachers.

This module aims to equip participants with the knowledge and skills for successful performance of their role as coach to their colleagues.

#### ***Learning Outcomes***

On completion of this module participants will be able to:

- recognize adult learning needs and principles;
- discuss the role, qualities and attributes of an effective coach;
- recognize their own strengths and weaknesses in terms of performing the coaching role;
- outline the goals and outcomes of coaching;
- discuss the various theoretical approaches to the coaching role;
- identify and develop coaching skills and techniques;
- apply these skills to their coaching role and functions;
- plan and manage the coaching process and procedures;
- exercise competence and skills in conducting lesson observations for appraisal.

#### ***Resources***

Costa, A.L., & Garmston, R.L. (2002). *Cognitive Coaching: A Foundation for Renaissance Schools*. Mass: Christopher-gordon Publishers.

Crane, T.G. (2000). *The Heart of Coaching*. San Diego, Cal: FTA Press.

Whitmore, J. (2000). *Coaching for Performance*. London: Nicholas Brealey Publishing.

#### ***Delivery***

- Presentation
- Discussion

#### ***Facilitator***

Dr Moo Swee Ngoh

## **Module 5**

### **Balancing Personal and Profession Life**

#### Introduction

The ability to experience balance between Personal and Professional life is increasingly more important as work begins to demand more of our time and energy. More people are working longer hours and for many work is also brought back to their homes. Just as teachers learn to ride the many changes in the system, work on the many initiatives that are introduced, they are also facing increasing demands at home. The need to find balance between work and home is hence important. For this, action research will be introduced as an approach for teachers to grow as reflective practitioners, to make progress on schoolwide priorities and to build professional cultures at the workplace.

#### Learning Outcomes

By the end of the module, the participant should be able to:

- Understand the importance of finding balance between work and personal life, as well as the importance of being engaged in their work place and life
- Understand what it means to be “engaged” and learn some skills in this area
- Know the habits of successful people
- Understand the *who, why, when, where, and how* of conducting action research

#### Content

- Brief summary of Covey’s Seven Habits of Highly Effective People
- Psychology of work
- Redefining work
- Know the habits of successful people
- Awareness of personal values and skills of prioritizing
- Action research as a tool for practitioners to develop the school as a center of inquiry

- Action research to guide self and school renewal
- Planning and conducting an action research study

#### Resources

Mills, G.E. (2000). *Action research: A guide for the teacher researcher*. Upper Saddle River, N.J.: Merrill.

Calhoun, E.F. (1994). *How to use action research in the self-renewing school*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Participants will also be given printed articles and handouts in the above areas.

#### Delivery

Interactive sessions, lessons, discussion, role-play and case studies.

#### Tutors

Dr Low Guat Tin

Dr Chew Lee Chin