Advanced Senior Teachers Programme

Handbook for Participants

August 2005

ADVANCED SENIOR TEACHERS' PROGRAMME

Contact details

Administrative Matters

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

Dr David Ng, Associate Dean for Leadership Programmes:

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

Curriculum Matters

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

Dr Lim Lee Hean, Assistant Professor, Policy and Leadership Studies Academic Group

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Towards leadership excellence

Education leaders, whether principals, heads of department or senior teachers, mean so much to our Nation. Their dedication and skills 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 Advanced 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 Pes & Research Office or the course manager, Dr Lim Lee Hean, Policy and Leadership 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 David Ng 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 Joy Chew is Associate Professor in the Policy and Leadership Studies Academic Group. She was trained as a sociologist at the University of Singapore and obtained her PhD in Sociology of Education from Monash University in 1988. Her specialist areas of teaching and

research are: education policy implementation, curriculum design and leadership, sociology of schooling and values education. She is actively involved in the design and delivery of executive leadership courses offered by NIE including the Leaders in Education Programme, Diploma in Departmental Management and Leaders for Leaders Programme.

Dr. David Hung is Associate Professor at the National Institute of Education, Nanyang Technological University. Dr. Hung has been involved in research into the learning sciences and is one of the contributing editors of Educational Technology (Educational Technology Publications, USA). He is also the sub-dean of e-learning in NIE.

Dr Lee Ong Kim is Associate Professor and Head of Policy and Leadership Studies Academic Group. His specialisation is in the area of Measurement, Evaluation, and Statistical Analysis (MESA) and Educational Research Methodology. His areas of interest include Test Equating through the use of Rasch Analysis, for the measurement of growth in student ability. He has conducted training programmes for Education Officers from the Maldives, Pakistan, and Malaysia. He has also provided consultancy services to several divisions of the Malaysian Ministry of Education and other non-governmental organisations in Malaysia as well as to the Ministry of Education of the United Arab Emirates. He currently teaches in courses on assessment, measurement, evaluation and research methodology.

Dr Lim Lee Hean is Assistant Professor in the Policy and Leadership Studies Academic Group. She received a doctoral research scholarship from the Nanyang Technological University to pursue her interests in the practice and theory of leadership mentoring and management. She has been involved in postgraduate and in-service curriculum conception, design and delivery of the programmes for professional development. Currently engaged in international studies for cross-cultural research, her research interests include mentorship and mentoring practices, management learning, leadership paradigms, as well as research on women and education.

Dr Looi Chee Kit is Associate Professor in the Learning Sciences and Technologies Academic Group, and Acting Head of the new Learning Sciences Lab which conducts research into ICT-enabled transformation of pedagogy in the schools. Dr Looi has worked on educational technologies since 1982. He has published more than eighty papers in international journals and conferences, and won four best conference paper awards. He is the key designer of innovative educational technology systems in the past decade which included inquiry tutors, word problem-solving tutors, epistemic game tutors, a web-based

collaborative learning environment, and learning management systems.

Dr Low Guat Tin is 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 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 Jeanne Wolf is Assistant Professor in the Policy and Leadership Studies Academic Group and a seconded Centre for Pedagogy and Practice staff member. Her specialization is the evaluation of educational public policies and programmes. She has over twenty-five years of experience in the fields of programme evaluation and education. Most recently, in Washington DC, she conducted and administered evaluations for a broad range of human service programmes, spanning international exchange, education, childcare, youth employment and training, social welfare, military families, and substance abuse treatment. Her teaching experience includes teaching and lecturing at universities, high schools, elementary schools and private industry in Japan, Peru, Papua New Guinea, and the United States.

The programme

AN ADVANCED PROFESSIONAL DEVELOPMENT COURSE FOR SENIOR TEACHERS

Creating New Knowledge and Innovation in Teaching and Learning

AIMS

This Advanced Senior Teachers' Programme aims to provide the platform for senior teacher leaders to expand their roles and to take on higher teacher leadership responsibilities. The programme places a premium on knowledge creation and innovation. Therefore, the modules or areas of focus will serve as support structure for the course and not the main focus of the course while the process itself becomes the content. The course aims to:

- Build expertise competence among Senior Teachers, with reference to their position next to the pinnacle of the teaching track;

- Enhance capacity to lead and mentor, taking cognizance of the prime focus on continual learning and evolving dynamism.

- Create new knowledge and innovation in teaching and learning beyond best practices.

RATIONALE

In recent years, the waves of ongoing seascape changes within and beyond education have transformed the very core of education. One significant change is the emergence of the knowledge-based economy. Information and new knowledge are quickly replacing capital and energy as the primary wealth-creating assets for the nation and organizations. These changes quintessentially challenge how knowledge is viewed and learned. Amidst such changes, Senior Teachers must therefore ride the waves of change while encapsulating the new core of education – knowledge itself.

The generation of new knowledge is multi-faceted, inclusive but not limited to a concrete conceptual understanding of teaching and learning in the fields of pedagogy and andragogy. Senior teachers will also need to have a

good grasp of contemporary issues and policies. Such a quest on the part of teacher leaders requires surfacing and challenging current assumptions of teaching, learning and knowledge itself. This quest will invariably illuminate values and beliefs fundamental to their being and becoming as a teacher leader.

This Advanced Senior Teachers' Programme builds upon the Senior Teachers' Programme. The theoretical underpinning for this programme is based on the Leaders in Education Programme.

The significant difference of this Advanced Senior Teachers' Programme from the Senior Teachers' Programme is its emphasis on knowledge creation, innovation and developing of relevant competencies. While competencies are important, our belief is that competencies are relevant to deal with present and known problems. Teacher leaders need to be able to create new knowledge to deal with complex teaching and learning issues.

PROGRAMME STRUCTURE

The structure of the programme will be based on six key processes

Learning Teams

Each Learning Team comprises 6 - 7 participants and led by a faculty team leader. Participants will be able to experience intensive learning engagement through generative conversation under such structured team settings, with the assistance of experienced faculty members.

Action Learning

Action learning is utilised as a means of advanced education that entails learning by surfacing and acting upon relevant problems encountered by Senior Teachers. This involves learning by doing and learning from significant others in developing a realistic project, in the process of exchanging information and ideas for practical solutions.

Independent Learning

This is to encourage participants to take charge of their own learning agenda. They have the option of inviting relevant speakers or discuss an area of professional study for the purpose of developing greater depth and

understanding. The range of topics can be potentially wide-ranging such as from the field of teacher leadership, mentoring, and innovative pedagogies. It could include topics like: personnel development, organizational change efforts observed in Singapore and other education systems, policy analysis on the delivery of education programmes for primary, secondary or post-secondary education, the use of innovative teaching strategies for enhancing the learning of school subjects, lessons learnt by educators on the complexity of implementing programmes, among others.

Classroom-based Learning

Classroom-based approach is adopted to enhance delivery of specific concepts that are fundamental to the understanding and appreciation of relevant practice.

On Learning and Communities of Learners

Using the platform of on-line learning, participants will have access to the virtual learning communities and able to tap on the power of instantaneous learning.

Individual Presentation

Participants will engage in a seminar style professional discourse. They will present their learnings from their reflections, modules, readings, and proposed framework of innovation.

PROGRAMME MODULES

Teacher Leadership and Action Research

The notion of teacher leadership rests on two defining aspects of schooling: (a) the ability to enhance student learning and elevate the quality of life in their schools and communities, and (b) the power of teaching to create new meaning, new knowledge for people in schools and communities. One of the primary tools to enhance teacher leadership is through action research. Teacher leaders must be knowledge creators and therefore must constantly seek different ways and effective ways of teaching and learning.

Preparing for Teacher Leadership
A. The Development Approach
B. Values
C. Enhancing Student Learning through Teacher Leadership

Parallelism: Building School Capacity through Shared Leadership
A. Defining Parallel Leadership
B. Essential Characteristics of Parallel Leadership
C. How Parallel Leadership Works

Teacher-leader Action Research
A. Collaborative action research in the context of teaching and learning
B. Instructional Strategies
C. Curriculum Design

Resources
Crowther, F; Kaagan, S.; Ferguson, M.; Hann, L. (2002). Developing Teacher Leaders.

Marzano, R. (2003). What works in schools: Translating research into action.

Gabriel, J. (2005). How to thrive as a teacher leader.

Facilitators
Dr Low Guat Tin
Dr Jeanne Wolf

Policies and Curriculum

Curriculum related policies and design are professional development experiences that begin with teacher leaders looking broadly at the policies on curriculum. It will then entail a close examination of pupils' learning experiences, not just in the teacher's own subject areas but across subjects and the holistic learning experiences in relation to the policies. Seeing the connectedness and the total learning experience is vital for curriculum design. Teacher leaders critically examine and reflect on their own curriculum (and related instruction and assessment). They think beyond their grade levels or subjects to the learning of all students, not just their own.

Teacher Leadership in Curriculum Design, Delivery
Develop an understanding of the importance of exercising inspired and proactive leadership in the design, delivery, and supervision of curriculum;

Policies and Nature of Curriculum Design
Become knowledgeable about the nature of curriculum design and its relationship to curriculum development and planning;

Issues Underlying Curriculum Decision-making
Explore significant issues underlying curriculum decision-making, and integrate diverse theoretical perspectives to improve curriculum design and curriculum supervision practice; and

Curriculum Mapping
The importance of curriculum mapping is to provide horizontal and vertical alignment in curriculum design and delivery.

A. Understanding the nature of collaborative action research in the context of teaching and learning;
B. Establishing traditions of reflective practice, professional development and collaborative professional growth with teachers;
C. Developing curriculum materials to encourage and support exemplary practice in teaching and learning; and,
D. Illuminating the nature of professional alliances through university-school collaboration.

Facilitators
Dr Joy Chew
MOE

<u>Mentoring</u>

Mentoring highlights pertinent aspects of coaching which are significant in empowering the teacher leaders. The relationship-centered nature of mentoring and its inherent learning promote values that are people and learning centered, without compromising standards. Teacher leaders will be challenged beyond the skills component, and led to explore the learning process and the learning effects of creating knowledge and developing a sense of competence, confidence and commitment as teacher leaders in the paradigm of mentoring. Its systematic impact on culture generation affecting the core of education will also be examined.

Overview of Mentoring and Andragogical Frames
Participants will be challenged to explore the pervasiveness and fluidity of mentoring in its transcendence beyond time, distance and space. The depiction of conception and subsequent evolving notions of mentoring facilitates distilling the essence of mentoring. There will be attempts to discover the complexities and re-alignments of mentoring and andragogical frames of learning in the process of empowering mentoring in knowledge creation.

Aspects of Mentoring: Coaching
Coaching is quintessentially a function in the myriad of mentoring and will be positioned in various forms and approaches that are inclusive but not limited to the following: partnership coaching, cognitive coaching, transformational coaching, traditional coaching, masterful coaching, GROW, action coaching and creative coaching. Through questioning, analyzing, synthesizing and re-creating, participants will be encouraged to surface learning with regard to the salient points of coaching across nomenclature. The assumption that pertinent aspects of coaching could be significant in empowering the Senior Teachers will be re-surfaced, reflected upon, re-searched to re-valued, in the process of generative learning to re-create.

Authentic Mentoring
The fluidity of mentoring could embrace learning relationships that pertain to cerebral learning, competence learning, as well as transformational learning. Frameworks of benefits at multi-levels will be re-explored. The relationship-centred nature of mentoring and its inherent learning promote values that are people and learning centred, without compromising standards. The teacher leaders will be challenged beyond the skills component, and to explore the learning process and the learning effects. Focus will also be upon developing a sense of competence, confidence and commitment as Senior Teachers in the paradigm of mentoring. Authentic

mentoring is hard to fault as the icon of the pinnacle of influence. As such, its systematic impact on culture generation affecting the core of education will also be re-examined, in the continual quest towards the fostering of innovative values in times of constant change.

Resources

Lewis, G. (2000). The mentoring manager: Strategies for fostering talent and spreading knowledge. London: Prentice Hall.

Lim, L. H. (in press). Illuminating the heart of mentoring: Intrinsic value in education. New Horizons in Education.

Lim, L.H. (2005). Leadership mentoring in education. Singapore: Marshall Cavendish Academic.

Lim, L. H., & Low, G. T. (2004). Relevance and significance of relationships. International Studies in Educational Administration, 32(3), 34- 43.

Mentoring and Coaching. In L. L. Yeap, M.S. Khine, L.H. Lim, & G.T. Low (in press). To empower, be empowered. Singapore: McGraw Hill.

Facilitator
Dr Lim Lee Hean

Educational Technology

The potential impact of using technology has not been fully realised because teachers are slow to adopt new technologies. Educational technology is concerned with the use of various technologies to enhance the teaching and learning process in all subjects, including technology education. With the advance of information technology and other new forms of technology, teachers must keep pace with such changes and be willing to adopt them to impact teaching and learning.

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.

Facilitators

Dr David Hung

Dr Looi Chee Kit

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. Three forms of assessments are required:

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

2.   Two Group projects

The first group project involves the design of a multi-disciplinary innovative teaching and learning experience. The other group project is to design an innovative subject-based project. Participants are expected to make presentations on the group projects.