

Senior Teachers Programme

Handbook for Participants

August 2006

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:

Dr David Ng, Associate Dean for Leadership Programmes:

email : fsdng@nie.edu.sg

Phone : 6790 3877

Ms Mae Chan, Executive Officer for Leadership Programmes:

e-mail: 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 3rd 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

Phone: 6790 3205

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 the course manager, 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 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

Academic staff who are involved with this programme include the following:

Mrs Angela Ow is Director, Training and Development Division, Ministry of Education. She has extensive teaching and school management experience having taught at the primary and secondary levels for 20 years since 1963 before her appointment in 1983 as principal in Hai Sing Girls High School and later in Serangoon Garden Secondary School. In 1992, she joined MOE HQ and took on the positions of Senior Inspector of School, Assistant Director in the South Zone and Deputy Director of the School Appraisal Branch in Schools Division before her current position in Training and Development Division. Mrs Ow is actively involved in the Association of Supervision and Curriculum Division (ASCD Singapore) and is currently the immediate past president. Besides being involved in various professional committees, she is also a member of the Governing Board of the SEAMEO Regional Training Centre (RETRAC).

David Hogan is Professor and Dean of CRPP. Prior to that, he was Professor of Education at the University of Tasmania, and before that, an Assistant Professor and Associate Professor at the Graduate School of Education, University of Pennsylvania. Prof Hogan has written extensively about the history of

education in the US and won a series of awards for his work, including the American Educational Research Association Outstanding Book Award (1986), the Henry Barnard Prize, the History of Education Society Award, a Spencer Fellowship and a National Endowment of the Humanities Fellowship.

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 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 Moo Swee Ngoh was formerly 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 obtained MDiv (counselling), MA in Ed (Curriculum and Instruction), and PhD (Education). Her teaching and research interests include critical and creative thinking, social and emotional learning, psychosocial development of adolescents, and public speaking and presentation. She was formerly deputy head of Educational and Staff Development, Singapore Polytechnic, and the training director of the Singapore Centre for Teaching Thinking. She has extensive experience in training organisations, statutory boards, and schools on critical and creative thinking, EQ, and social emotional learning, as well as conducting workshops for parents on topics such as "Developing your child's thinking skills and intelligent behaviours", "Developing your child's EQ" and "Motivating your child for school success."

Dennis Sale has worked across all sectors of the British educational System, incorporating all age and ability levels. He has extensive experience in teacher education, training, coaching and evaluating over 2,500 teaching professionals from diverse professional fields, cultural and ethnic backgrounds. Dennis has long pioneered the promotion of active and experiential learning, creative teaching and good thinking in the curriculum. His research specializes in the areas of creative and effective teaching and learning design and competency-based curriculum development. He has published some 20 papers and is a regular presenter at international conferences in education. Dennis has conducted a wide range of consultancy in public and private institutions in both the UK and in Asia. These include active learning workshops in several Asian countries and other educational institutions in Singapore.

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 21st 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 3rd 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 5th 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 6th Asia-Pacific Conference on PBL (2006, Japan).

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

Teaching and Learning

- New paradigms of learning and pedagogy
- Curriculum innovations

Roles

- The teacher as mentor and coach
- The teacher as reflective practitioner

Self

- Developing an innovative mindset
- Enhancing your Emotional Quotient
- 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

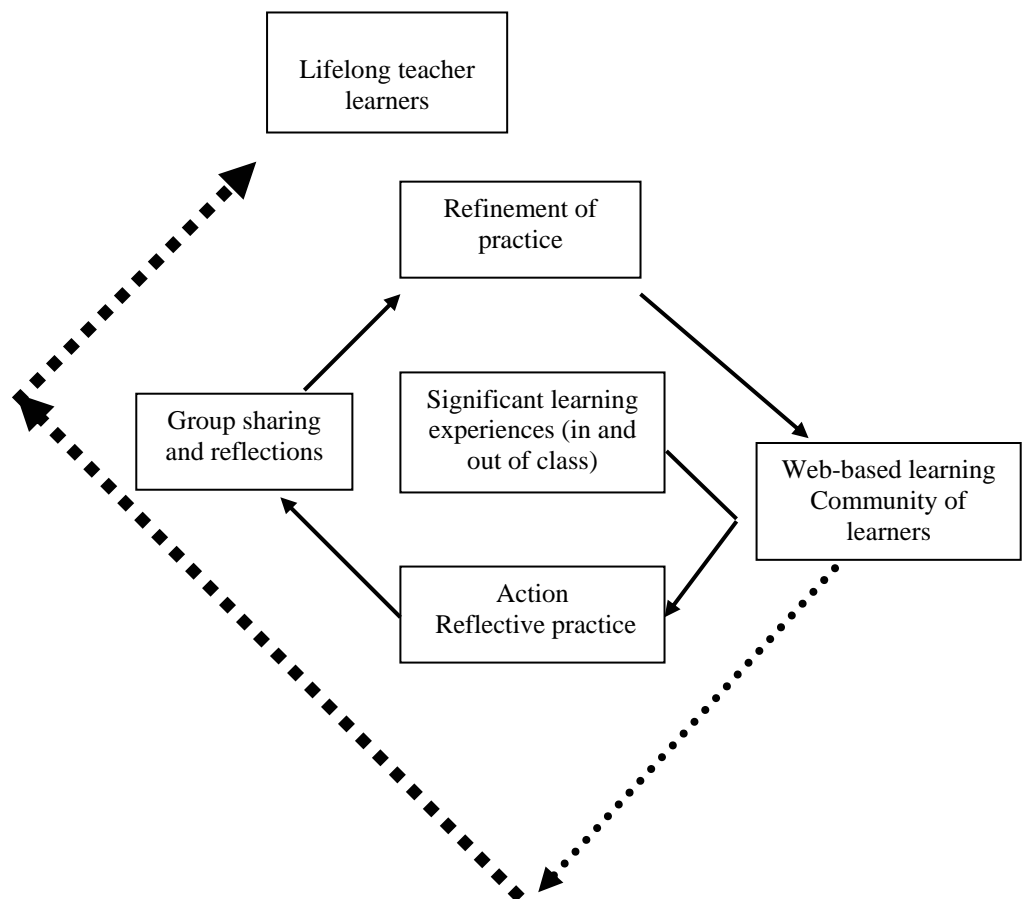
Learning by Doing

- Engaging in action research
- Working cooperatively in exciting projects

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 journal which is essentially a critical and reflective commentary of key learning points
2. Group project

The group project involves the implementation of selected areas of learning acquired during the four-week intensive programme. Participants are expected to make two presentations:

- (a) A presentation of the proposed group project. This is done at the end of the four-week ST course.
- (b) A presentation of the outcomes and evaluation of the implementation of the proposed group project. This is usually held five to six months after the ST course ended.

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

- Pedagogical innovations e.g. a 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

PROGRAMME CONTENT

Modules

1. Nurturing the Holistic Learner
2. Becoming a Teacher Innovator
3. Enlarging Your People Hinterland: Developing People and Relationships
4. Mentoring/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
- foster the social emotional learning of students

Content

- Socio-cultural contexts of educational innovations
- Multiple intelligences
- Promoting social emotional learning
- Fostering habits of mind

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.

Elias, M. J., Zins, J.E., Weissberg, R.P., Frey, K.S., Greeberg, M.T., Haynes, N.M., Kessler, R., Schwab-Stone, M.E., and Shriver, T.P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: ASCD

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

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

Ong, A.C. (2004). Promoting emotional and social learning in primary school children. *Teaching and Learning*. 25 (1), 103-114.

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

Delivery

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

Facilitators

Dr Liu Woon Chia

Dr Ong Ai Choo

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 greater understanding of how to nurture creativity in students
- be able to facilitate a problem-based learning unit
- be able to design authentic learning tasks that facilitate higher order thinking skills
- know the steps involved in designing a thinking curriculum
- 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
- Curriculum and Assessment
- Design a thinking curriculum

Resources

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

Costa, A. (1985, Ed). *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.

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

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

Ong, A.C. (2002). An educational innovation in teaching thinking. *The Korean Journal of Thinking and Problem Solving*, 12 (1), 47-58

Ong, A. C. & Borich, G. (Eds). (in print.) *Teaching Thinking: Methods and Curriculum Approaches*. Singapore: McGraw Hill

Ong, A. C. & Tan, K.S. (2002). Reclaiming students' motivation: Infusion of thinking skills into Literature. *Teaching and Learning*, 23 (1), 39-48.

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.

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

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

Delivery

- Group activity
- Class discussion
- Group presentations
- 'Show and tell'
- Visits to innovative centres of excellence

Facilitators

Mrs Angela Ow
Prof David Hogan
Dr Ng Aik Kwang
Dr Ong Ai Choo
Mr Dennis Sale
A/P Tan Oon Seng

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 strategies and skills to manage their own negative emotions
- Know more effective ways of relating to others
- Explore ways to collaborate with parents

Content

- Empathy and listening skills
- Validating others
- Managing difficult people
- Collaborating with peers and parents
- Self-awareness
- Working with parents

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.

Delivery

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

Facilitators

Dr Ong Ai Choo

Module 4

Structured Mentoring And Coaching

Introduction to the Module

Mentoring is an important mode of professional development in education; it is a critical part of the continuing support for building the professional capacity of teachers. Its underlying assumption is that a more experienced colleague can help to facilitate the professional growth of a novice teacher or a person new to a particular stage in a career.

New teachers are faced with a myriad of challenges as they take on their first appointments in schools, and many often experience 'reality shock' in their initial years of teaching. Having a mentor to guide and support them through beginning teaching helps to ensure that young teachers will have a good induction into the education service and a firm grounding for their subsequent growth.

The teacher mentor role is new for classroom teachers; it involves taking on a new set of functions and thinking differently about their professional responsibilities. Teacher mentors need to be equipped for their expanded role, as school-based teacher educators.

Effective performance of the TM role needs to take cognizance of the education context and the current emphasis on TLLM. Teachers as continuous learners have to walk their talk, with mentors 'teaching less' so that their mentees will be 'learning more'...

Learning Outcomes

At the end of the course participants will be able to:

- describe the roles and responsibilities of a teacher mentor;
- understand the initial teacher training that BTs receive at NIE, and how it can be further developed in schools;
- describe the needs of beginning teachers
- explain adult learning principles;
- apply HR and communication skills;

- apply coaching techniques;
- conduct lesson observation cycles

Content

- TLLM and Mentoring
- Teacher Mentoring – an Overview
 - 'Why' & 'What' of mentoring
 - Mentor roles & responsibilities
 - Mentor disposition, knowledge and skills
- NIE's Foundation Program for initial teacher preparation
- Beginning Teacher Needs, Adult Learning Principles, & Teacher Socialization
- Mentoring Process & Structure
- Communication and HR Skill
- Effective Teaching and Classroom Management
- Lesson Observation Skills
- Conferencing and Coaching Skills

References

Boreen, J. & Niday, D. (2003). *Mentoring across boundaries*. Stenhouse Publishers, Maine, USA.

Brooks, V., Sikes, P. (1997). *The good mentor guide*. Open Univ Press. Phil.

Hendricks, W. (ed.) (1996). *Coaching, Mentoring and Managing*. Career Press. NJ.

Jonson, K.F. (2002). *Being an effective mentor*. Corwin Press, Thousand Oaks, CA.

Portner, H. (2003). *Mentoring new teachers*. Corwin Press, Thousand Oaks, CA. USA.

Sherer, M. (1999). *A better beginning*. ASCD.

Lecturers:

Dr Moo Swee Ngoh

Assoc. Prof Low Guat Tin

Lecturer (Foundation Programs Office)

Module 5

Balancing Personal and Professional 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

Content

- Psychology of work
- Redefining work
- Know the habits of successful people
- Awareness of personal values and skills of prioritizing

Delivery

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

Tutors

Mrs Angela Ow

Dr Low Guat Tin