Teacher-Led Workshops 2020 (Primary)
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Introduction

Teacher-Led Workshops (TLWs) are conducted by teachers for teachers. Guided by the mission of the Academy of Singapore Teachers (AST) to develop a teacher-led culture of professional excellence, AST has created opportunities for teachers to lead and inspire good practices through TLWs. Through this platform, teachers will engage in professional exchange of pedagogical context knowledge leading to enhanced pedagogical practice.

Duration of TLWs:

- Face-to-face: 2.5 hrs from 2.30 p.m. to 5 p.m.
- Online via videoconferencing: 2 hrs from 2.30 p.m. to 4.30 p.m.
- E-TLW on OPAL2.0: Approx. 3 hours to be completed in learner’s own time

Through TLWs, AST aims to:

- Lead and engage the teaching community
- Engage in professional sharing, collaborative inquiry and knowledge creation
- Affirm and recognize contribution of teacher facilitators
The structure of the **Face-to-face TLW** is as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Duration</th>
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<tbody>
<tr>
<td>2.30 p.m. - 2.50 p.m.</td>
<td>Registration and Tea</td>
<td>20 min</td>
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<tr>
<td>2.50 p.m. - 3.50 p.m.</td>
<td>Workshop</td>
<td>1h</td>
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<tr>
<td>3.50 p.m. - 4.00 p.m.</td>
<td>Break</td>
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<tr>
<td>4.00 p.m. - 5.00 p.m.</td>
<td>Workshop</td>
<td>1h</td>
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<tr>
<td>5.00 p.m. - 5.15 p.m.</td>
<td>Participants’ Reflection and Evaluation</td>
<td>15 min</td>
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<tr>
<td>5.15 p.m. - 5.30 p.m.</td>
<td>Post-workshop Discussion</td>
<td>15 min</td>
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To participate in any of the TLWs, kindly refer to the subject specific TLWs in the following pages and **register via OPAL 2.0**.

To conduct a TLW for 2021, you may access the application form via this link or QR code:

![QR Code](QRCode.png)
What Teachers are Saying

I love the clear explanations of the three intervention strategies that were accompanied by practical examples & activities, which I could apply in the classroom.

I am thankful for the in-depth analysis of the various writing options especially on punctuation and sentence structures. Thank you for the generous providence of the resources.

The workshop provided a structured way to apply all the learning strategies we can try out in the classroom. The retrieval practice units and activities are certainly aspects I would apply.

The examples of visual texts are rich. The teaching strategies are workable. The course trainers are kind and answered all our questions. A lot of thinking done which is very much appreciated.
List of Teacher-Led-Workshops for 2020

<table>
<thead>
<tr>
<th>S/N</th>
<th>Subject</th>
<th>Course Code</th>
<th>Title of TLW</th>
<th>Date</th>
<th>Day</th>
<th>Mode of Training</th>
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<td>Developing Studio Habits of Mind through Perceptual Drawing strategies</td>
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<td>Character and Citizenship Education</td>
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<td>Nurturing Empathy and Supportive Self-Talk for Learning</td>
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<td>Use Of Pictorial Radicals To Enhance Primary 4 Word Recognition</td>
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<td>Improve Oracy/Character Recognition Skills In P1P2 LP CL Learners</td>
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<td>Equipping Learners For Video-Based Conversation (CL)</td>
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<td>Chinese Oral Picture Description For P3 And P4 Students</td>
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<td>Spark Joy! Infusion Of iPad Application In CL (Primary) T&amp;L</td>
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These are the list of on-going TLW courses.
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<td>Develop Critical Thinking With Paul’s Elements Of Reasoning (CL)</td>
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<td>Teaching Listening And Viewing Using Multimodal Texts And SLS</td>
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<td>Think Like A Kid: Showing Kids How Through Explicit Instruction</td>
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<td>Empower Writers With Writing Workshops: Whole-School Approach</td>
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<td>Using T.E.P.A.T. In Spoken Interaction Skill (ML)</td>
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<td>Invasion Games: Sequencing Gameplay For Upper Primary Learners</td>
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<td>Engaging Students Through Creative Dance In PE</td>
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<td>Others: Assessment</td>
<td>70553</td>
<td>Formative Assessment: The Bridge Between Teaching And Learning</td>
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<td>46</td>
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<td>16 Jul - 30 Nov</td>
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<td>Engaging High Ability Learners In The Primary Classrooms</td>
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<td>Assessment And Feedback In A Diverse Classroom</td>
<td>16 Jul 2020</td>
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<td>15 Aug - 15 Dec</td>
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These are the list of completed TLW courses

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<td>The Use Of Wick Framework In Structuring Talk In The Classroom</td>
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<td>&quot;Let Me Show You How I Solved It!&quot; - AFL With Screencasting</td>
<td>20 Feb 2020</td>
<td>Thursday</td>
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<td>Bridging Music Composition At The Primary And Secondary Level</td>
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<td>Using Concept Mapping To Retain And Apply Science Concepts</td>
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Infusing Design Thinking In Art Making

Design thinking is essential in fostering 21st Century competencies. How could we introduce design thinking in our art lessons? Walk away with specific lesson ideas and projects to use in your art classroom right away! At the end of the TLW for the primary Art teachers, participants will be able to understand the principles and approaches of design thinking and experiment using design thinking tools to stimulate and foster students' curiosity and collaboration in the art classroom.

Mode of Delivery: Face to Face (Completed)
13 March 2020 (Friday)
Register on TRAISI using: 21608

Developing Studio Habits of Mind through Perceptual Drawing strategies

Students often lose confidence in drawing as they get older. As educators, we need to look at how we can rebuild their self-belief and the joy of drawing back to them. Using Perceptual Drawing activities, students will revive that joy in drawing that they used to have during their early primary school years. These activities will engage their senses and support them to be self-directed towards improving their drawing skills. After this workshop, participants will be equipped to match the various drawing activities to their current teaching practice coupled with cultivating the required learning disposition.

Mode of Delivery: Face-to-Face Workshop (skills based)
15 September 2020 (Tuesday)
Register on OPAL2.0 using: 21637
#3I Nation Builders: Tales Of Tiles

We are 3I Nation Builders – Identity, Inclusivity & Influence. This theme is in alignment to our school’s area of focus – Deepening Educators’ Belief. The focus of the workshop is to bring our educators back to their passion and mission which is to mould the future of our nation (as nation builders). Hence we should not be just seeing ourselves as teaching students to pass exams, to pass knowledge to them but more importantly, we are nurturing active citizens with skills and values to be able to contribute to the nation (preparing students for life).

The hands-on outdoor learning experience aims are to forge a common national identity as fellow educators through team-building activities and trail. In order to create an inclusive school culture, educators need to embrace all learners through Differentiated Instruction.

By adopting a few ICT tools, for example; Seesaw, Padlet and Sketchpad to show how they promote a culture of reflective and collaborative learning among the educators. The use of these ICT tools also enables educators to experience first-hand how they can monitor their students’ learning progress and to close any learning gaps. The use of various teaching aids can also complement and support instructional strategies planned and used by educators to engage diverse learners within and beyond the classroom context. They can enable educators to engage students in active learning and enhance the way students interact with the content, so as to attain the desired lesson objectives.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 70572
Character Citizenship Education

Nurturing Empathy and Supportive Self-Talk for Learning

How do we cultivate empathy and supportive self-talk for classroom learning? Based on observations, there is a lack of efforts in nurturing empathy to champion a social cause. Additionally, students need to learn how to learn through supportive self-talk. Empathy is a key part of being a responsible and helpful community member at school and elsewhere (Jones, Weissbourd, Bouffard, Kahn and Anderson, 2018). Guided by this and Andersen’s literature on supportive self-talk, and adapting the principles of Expeditionary Learning, an interdisciplinary approach (PE and EL) was conceptualised. This workshop shows how inter-departmental efforts can be leveraged via existing platforms, using empathy and supportive self-talk to advocate for the visually-impaired, addressing a societal problem published by Channel News Asia (CNA). Student reflections were used to ascertain the nurturing of empathy. The approach culminated in a community engagement session during which students presented their ebooks depicting ideas to improve the lives of the visually-impaired.

Mode of Delivery: Online via Video Conferencing
28 August 2020 (Friday)
Register on OPAL2.0 using: 70558
Chinese Language

Differentiated Instructions In Teaching P5 Vocabulary

This workshop helps participants understand the benefits of giving Differentiated Instructions (DI) to learners. Participants will also be able to take away useful DI strategies that were carried out in real classes and experience a hands-on session to brainstorm a DI lesson plan.

Mode of Delivery: Face to Face (Completed)
21 February 2020 (Friday)
Register on TRAISI using: 13294

Using Online Games As AfL Tools In T & L Vocabularies (CL)

In our workshop, we will demonstrate how we use online games as AfL tools in teaching and learning Chinese vocabularies. We shall also share on how we use Student Learning Space (SLS), together with web 2.0 tools to design lesson packages to enhance student learning and assess their understanding. This can help teachers to hone their lesson design and leverage effectively on ICT tools to arouse students’ learning interest and also to instil joy of learning in classroom.

Mode of Delivery: Face to Face (Completed)
5 March 2020 (Thursday)
Register on TRAISI using: 13313
Chinese Language

Authentic Learning For Lower Primary Pupils (CL)

Authentic learning is an instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner. The workshop will introduce the concept of authentic learning, share some practical examples and tips of using Authentic Pedagogy in classroom teaching. Participants are also allowed to apply the components and strategies of Authentic Pedagogy to design a lesson plan. Participants will be able to implement the ideas and lesson plan in their classrooms to improve teaching and learning after they go back to school.

Mode of Delivery: Face to Face (Completed)
6 March 2020 (Friday)
Register on TRAIS using: 13329

Using Think-Talk-Write Strategy With ICT To Improve Writing (CL)

Many students are not able to see the association between speaking and writing. This workshop aims to help students articulate their thoughts for composition writing to become more confident writers. After attending this workshop, teachers will be equipped with the skills to teach composition writing through the Think-Talk-Write strategy. For “Think”, students use the Thinking Routine strategies such as See-Think-Wonder and school-designed Ferris Wheel Writing Structure to make their thinking visible. For “Talk”, students tap on ICT tools such as SLS and iMTL to verbalise and capture their thoughts. Guided by this structured approach, it was observed that students were able to verbalize their thoughts and improve their writing fluency. Participants will take away ideas on how they could tap on the Think-Talk-Write approach to help students see the connection between speaking and writing.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13337
Chinese Language

Use Of Pictorial Radicals To Enhance Primary 4 Word Recognition

Word recognition is the pre-requisite to learning Chinese Language. However, it is the challenge faced by the LP students. Thus, we explored the use of pictorial Chinese radical to help Primary 4 Low Progressing pupils to associate the pictorial images to the vocabulary, allowing them to memorise the vocabulary in an easier way, creating the joy of learning in Chinese Language. Through the process, we equipped the students with the 21st CC skills of being inventive thinkers, empowered them to be independent and confident learners, and engaged them in collaborative learning.

Mode of Delivery: Online via Video Conferencing
28 July 2020 (Tuesday)
Register on OPAL2.0 using: 13326

Critical Thinking In Reading Comprehension With SLS Platform (CL)

Upper Primary Chinese Language students have difficulty in answering higher-order thinking questions in reading comprehension. Using Paul’s Elements of Reasoning and the SLS platform, teachers carried out lessons designed to develop critical thinking focusing on these higher-order thinking questions. These lessons empowered students to be self-directed and confident learners and engaged them in both independent and collaborative learning. Participants will take away ideas of how they can adapt these lesson resources for use in their classrooms.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13340
Chinese Language

**Equipping Learners For Video-Based Conversation (CL)**

With Chinese oral video conversation topics linking more to students' real life experiences, this approach aims to expose students to topic beyond the curriculum and to equip them with the content and expressive skill to handle the video-stimulus based conversation for Chinese oral.

Through the selection of interesting, relevant and up to date topics from various sources, this promotes joy of learning through interactions among peers and through their discovery and appreciation of different issues through deliberate activities.

This intentional approach helps to build up and compliment the vocabularies and content learnt from the current Chinese curriculum, yet promoting students in learning beyond their textbooks and looking beyond just examination. This eventually prepares students to become a confident person, a self-directed learner, an active contributor and a concerned citizen.

Mode of Delivery: **Online via Video Conferencing**
25 August 2020 (Tuesday)
Register on OPAL2.0 using: 13324

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**Enhance Teaching And Learning Through Deliberate Practice**

Practice takes place in every lesson and plays an immeasurable role in teaching, therefore, meaningful practice can make teaching more effective. Deliberate Practice, a term coined by psychologist K. Anders Ericsson, refer to the specific learning method used by experts to achieve superior performance in their fields. This workshop will introduce the concept of Deliberate Practice, share some practical examples and tips of using Deliberate Practice in classroom teaching, participants are also allowed to use the five principles of Deliberate Practice to design a lesson plan. Participants will be able to implement the tips and lesson plan in the classroom to improve teaching and learning after they go back to school.

Mode of Delivery: **E-Learning Module on OPAL2.0**
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13327
Chinese Language

Promoting Differentiated Learning Via Interactive Powerpoint (CL)

In this workshop, a lesson on using Interactive PowerPoint to teach P2 picture sentence writing will be shared to participants. By using Interactive PowerPoint, students will be able to learn the helping words at their own pace and learn how to construct sentences related to the picture in a dynamic way. The using of Interactive PowerPoint promotes self-directedness and differentiated learning. The easily-crafted and freely-customized Interactive PowerPoint could also be infused in SLS lessons and be used in other teaching areas like vocabulary teaching or comprehension. Participants will learn how to make PowerPoint Interactive and design a lesson use Interactive PowerPoint during the workshop.

Mode of Delivery: **E-Learning Module on OPAL2.0**  
15 August – 15 December (On-going)  
**Register on OPAL2.0 using: 13300**

Develop Critical Thinking With Paul's Elements Of Reasoning (CL)

Critical thinking is essential in reading comprehension and can be developed progressively as students move through the primary levels. Starting from Primary 1, teachers developed students’ critical thinking in reading comprehension by using questioning techniques based on “Making Thinking Visible” (MTV) routines and Paul’s Elements of Reasoning. With these lessons, students were engaged with the text and also showed critical thinking in their responses and questions. Participants will take away ideas of how they can adapt these lesson resources for use in their Primary 1 and 2 classrooms.

Mode of Delivery: **E-Learning Module on OPAL2.0**  
15 August – 15 December (On-going)  
**Register on OPAL2.0 using: 13338**
Chinese Language

Create An Authentic Audience For Students' Work

Studies have found that particularly when it comes to analytic or critical thought, the effort of communicating to someone else forces a person to think more precisely, make deeper connections, and learn more. Making schoolwork purposeful can impact student motivation and engagement. When students have an audience for their work, readers can provide further information, opinions, suggest resources, seek answers to questions and so on. This can drive a cycle of further learning and development. Through the collaborative project of two schools (Fuhua Primary School and Sembawang Primary School), participants will learn how the teachers created an authentic audience for their students’ work and how it has impacted students’ learning. Powerful interactions with real audiences allow students to receive honest feedback about their work and provide teachers with an opportunity for authentic assessment.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13322

Spark Joy! Infusion Of iPad Application In CL (Primary) T&L

As teachers teaching Chinese language at the primary school level, it is important to find ways to create joyful learning for our students. Applying the Social Constructivist approach via iPad application, lessons involving self-directed and flipped learning were carried out. Through the use of iPad application(Explain Everything and Shadow Puppet), the learners have become more self-directed and confident. In this workshop, participants will take away ideas and have a hands-on session on how they could infuse these applications for use in their classroom.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13299
Chinese Language

Using Padlet For T&L Of Comprehension, Composition & Oral (CL)

The objective of the TLW is to learn more about the versatility of the online tool Padlet for teaching and learning. With Padlet in a networked computer or iPad, students are able to pen down their thoughts and consolidate learning through collaboratively sharing and brainstorming with peers before their composition writing. Comprehension questions are categorized according to the Bloom's taxonomy. Padlet wall can be used for students to create various mindmaps digitally. In addition, we can incorporate the use of Padlet into the formative assessment, eg. exit ticket. Besides, students can post videos and are able to self- and peer-evaluate the videos through collaboratively sharing and discussion online. Overall, the analysis revealed that above 80% of students showed greater interest in comprehension, composition writing and oral learning lesson through the use of Padlet. Students enjoyed using Padlet and laptops and provided positive feedback to the teachers.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13071

Develop Critical Thinking In Reading Comprehension With Nearpod

Students have difficulties in understanding reading comprehension texts, and eventually lose the motivation to learn. To engage students to learn actively, reading comprehension lessons were designed using Making Thinking Visible (MTV) routines and an online platform, Nearpod. Students were observed to be engaged, and gained deeper understanding of texts. These lessons showed that students can be motivated to become more self-directed learners. Participants will take away ideas of how to enhance the reading comprehension experience.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13341
Chinese Language

ICT Enhanced Flipped Learning Pedagogy In "Smart" Classroom (CL)

The workshop will guide participants to focus on the Pedagogy implementation in ICT based classroom (Ipad/laptop/SLS/Nearpod/Kahoot). Through this workshop, participants will be able to gain insight how ICT enhanced Flipped TnL pedagogy can arouse pupils' interests of learning, monitor the on-going understanding during lesson. Through hands on session, the participants will have chance to design simple lesson and trial teaching. Besides the ICT tools used, new classroom management tips, facilitating and questioning skills will also be emphasized to adapt ICT based TnL environment. Participants will take away the ideas to make ICT facilitated lesson more effective and visualize learning outcomes in every step.

Mode of Delivery: **E-Learning Module on OPAL2.0**
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13304

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Improve Reading Comprehension Teaching By FA Approaches (CL)

Through a detailed sharing of how Pei Hwa Chat is conducted, participants will get a glimpse of how the school’s National Education team designed the curriculum and chat plans using facilitation strategies, equipped teachers with the competencies to customise the lessons, and understand the challenges faced and how they were resolved. Participants will experience a contemporary issue discussion, learn to adopt and implement Pei Hwa Chat in their schools.

Mode of Delivery: The workshop has been **cancelled**
17 July 2020 (Friday)
Chinese Language

Vocabulary Teaching Strategy Based On Reading Comprehension (CL)

As teachers teaching CL at the primary school level, it is important to find ways to improve students’ vocabulary. Based on the principle of organization of knowledge that how students organize knowledge influences how they learn and apply what they know, a set of vocabulary teaching strategies are designed to guide teachers to support students to learn and improve vocabulary. Guided by the strategies, students will be engaged in making interconnections among vocabulary based on contexts of reading comprehension, building multiple organizing structure of vocabulary based on the topics of passages, and transfer passive vocabulary to positive vocabulary by completing learning tasks. Participants will take away ideas on how they could adopt a set of vocabulary teaching strategies for use in their own classroom.

Mode of Delivery: The workshop has been cancelled
24 July 2020 (Friday)

Exploring A "Speaking To Writing" Teaching Strategy (CL)

Essay Writing is the weakness of many students. In comparison, the students are more developed in their oracy, and this ability can be leveraged to support their essay writing. Using the “Speaking to Writing” teaching model, it will involve the construction of oral communication activities to facilitate learning of the students in class. It also taps on visible thinking routine such as “See-Think-Wonder” to elicit ideas for their content. Upon these activities, the students will then be guided to transfer their learning in the interaction activities into writing. These lessons will empower the students to be self-directed and confident learners and engage them in collaborative learning. Participants will take away ideas to enhance the oracy of the students, as well as the use of the visible thinking routine in guiding the students to craft and enrich their oral/written content.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13301
Teaching P4 Chinese Composition Using Thinking Routine With SLS

At P4 level, students have to be taught and exposed to thinking routine in the teaching of Chinese Composition. A structural approach to raise their awareness and competencies to write with greater depth, confidence and able to come from different perspectives. There will be opportunities for students to interact, discuss and with the use of SLS to write with better organisation go through process of make their thinking visible with the aid in drawing of Mind Map. The workshop also allows participants to organise their own thoughts, to think through the problems they faced and how best to put in expressive words with appropriate description.

Mode of Delivery: **E-Learning Module on OPAL2.0**
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13289

Improve Oracy/Character Recognition Skills In P1P2 LP CL Learners

More and more pupils are finding it difficult to learn Chinese Language nowadays. Teachers in West 2 cluster collaborated on a research on strategies to help low progress learners at lower primaries. For oracy skill, teachers composed lyrics, using nursery rhymes tune. We hope to introduce and reinforce the vocabulary and sentence structures taught in the textbooks. Tapping on their interest in rhymes and songs, pupils learn the vocabulary and sentences through singing. Teachers also used Total Physical Response or role play so that pupils find meaning in the vocabulary taught. For word recognition, teachers used a wide variety of teaching approaches such as stroke exercise, pictures, short videos to help pupils find meaning in the vocabulary taught. Harnessing ICT tools, seamless learning beyond the classroom can be achieved, with parents getting on board to assist their child at home. We focused on more interactive, and repetition of learning so that pupils can find joy in learning Chinese Language.

Mode of Delivery: **Online via Video Conferencing**
18 August 2020 (Tuesday)
Register on OPAL2.0 using: 13339
Chinese Language

T.W.G. Chinese Language Writing Lesson Package (CL)

The 4 essential skills – Listening, Speaking, Reading and Writing are critical for language acquisition for learners. Among these skills, many students struggle in acquiring good writing skill. It is therefore important to develop strategies to get students to be excited about writing.

Constructivist states that that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. This sharing involves the introduction of T.W.G. writing lesson package that adopts the constructivist approach to develop students’ writing skill. Guided by a customised thinking routine, students are empowered to be self-directed learners and highly engaged in the writing activities. Participants of the workshop will learn how to design a writing lesson package using T.W.G. approach to develop their students’ writing skill.

Mode of Delivery: Online via Video Conferencing
20 August 2020 (Thursday)
Register on OPAL2.0 using: 13297

Chinese Oral Picture Description For P3 And P4 Students

With the introduction of Chinese new syllabus by MOE (huan le huo ban) as well as the PSLE E-oral format, it becomes imperative to lay a good foundation to develop students’ oral competency, especially at the P3 and P4 level. Using the Social Constructivist approach, lessons involving scaffolding, tutoring, cooperative learning were carried out. These lessons allow students to draw meaningful connections between oral and themes from textbooks.

Mode of Delivery: Online via Video Conferencing
28 August 2020 (Friday)
Register on OPAL2.0 using: 13316
English Language

Storytelling Using Ozobots (EL)

For English teachers in the primary school level, it is common to see the sequence of event jumbled up in students’ narrative writing. Using the Constructionism approach in the Makerspace setting, lessons using a programmable robot were carried out. These lessons empower the students to be a logical thinker. The activities engaged them in independent as well as collaborative learning. Workshop participants will take away ideas and technical knowledge of how they could adapt these lesson resources for use in their classroom.

Mode of Delivery: Face to Face (Completed)
21 February 2020 (Friday)
Register on TRAISI using: 13303

Fun With Vocab

Vocabulary is central to the teaching and learning of language as it provides learners access to all forms of oral and written communication that cuts across other subject areas as well. Presenters will share research based literature on vocabulary teaching and a variety of strategies to enhance vocabulary development and retention among students:

Mode of Delivery: Face to Face (Completed)
25 February 2020 (Tuesday)
Register on TRAISI using: 13309
Photo Haiku

Are you trying to engage your students in practicing their language and literacy skills in a fun and engaging way? Try the Photo Haiku way!

Haiku is a traditional form of Japanese poetry with only three lines. This poetry has five syllables in its first and last lines and seven syllables in the middle line. By accompanies the Haiku with a picture, it becomes a highly engaging teaching tool for young learners to develop observation skills, focus, at the same time develop their language skills as they reinforce elements of writing while writing the Haiku.

This workshop introduces six perspectives of writing Photo Haiku. The six perspectives provide participants with different lenses to look at an object and communicate their ideas and feelings creatively while writing Photo Haiku. Participants will gain insight on how these six perspectives are taught in fun and interactive ways. Opportunities for group discussions enable participants to brainstorm ways to apply Photo Haiku in their classroom teaching.

Mode of Delivery: Face to Face (Completed)
27 February 2020 (Thursday)
Register on TRAISI using: 13287

Formative Assessment In Continuous Writing For Upper Primary

This workshop aims to equip participants with some practical ideas to incorporate formative assessment strategies, namely activating students as learning resources for one another and as owners of their own learning, in Continuous Writing for Upper Primary students.

Participants will be engaged in hands-on activities such as peer editing, and sharing in writing specific and effective feedback on students’ compositions to bridge the gap between the current standard and the goal the student wants to achieve in the next piece of writing. Participants will practise writing feedback on the exemplars provided with the checklist as a guide.

Mode of Delivery: Face to Face (Completed)
28 February 2020 (Friday)
Register on TRAISI using: 13149
Using Elkonin Box To Help Weak Spellers Excel In Their Spelling

A group of P1 teachers used the Elkonin Box with selected non-LSP Primary 1 pupils to help them learn their spelling and ensure that they can retain these words for a longer time. Lesson packages for use in the classroom were designed by the teachers. Participants can understand more on the benefits of this strategy and have a hands-on session on how they can implement it in their classes.

Mode of Delivery: Face to Face (Completed)
5 March 2020 (Thursday)
Register on TRAISI using: 13307

Motivating P6 LP Students To Write

How do we enhance low progress (LP) students’ motivation to write? Based on classroom observations, LP students seemed to lack motivation to write during Continuous Writing (CW) lessons. According to Deci & Ryan’s Self-Determination Theory, conditions supporting an individual’s experience of autonomy, competence, and relatedness are argued to foster intrinsic motivation. Guided by this theory and Sousa & Tomlinson’s literature on Differentiated Instruction (D.I.), SLS lessons were designed to enhance LP students’ motivation to write. This workshop features the use of SLS lessons with the infusion of choice and D.I. according to interest.

A validated questionnaire was used to measure intrinsic motivation. Results showed a statistically significant relationship between the use of D.I. according to interest with choice and students’ motivation to write. Additionally, qualitative data analysis revealed improvement in writing skills pertaining to the development of CW theme, and in enhancing characterisation.

Mode of Delivery: Face to Face (Completed)
6 March 2020 (Friday)
Register on TRAISI using: 13280
The Use Of Wick Framework In Structuring Talk In The Classroom

Developing students to be an effective communicator does not happen by chance. As teachers, we are intent on developing our students to become effective communicators who are not just able to express themselves but are able to elaborate and validate their viewpoints confidently.

WICK, an acronym for Words, Images, Colour and Knowledge, is a strategy that can be explicitly used to help students analyse visual stimulus and guide them to express their thoughts and ideas effectively. This strategy can also be used to scaffold the thoughts of students and help them to express themselves more effectively.

Through this workshop, participants will experience an interactive and hands-on session on the use of WICK strategy and adapt it to suit the needs of their students.

Mode of Delivery: Face to Face (Completed)
12 March 2020 (Thursday)
Register on TRAIS using: 13305

Planning Key Questions And Motivating Learners

Targeted at teachers teaching English at the primary school level, this workshop explores the ways to plan key questions and consider learners’ profiles to allow students to gain confidence, enjoyment and motivation in the learning of the subject. Using the Self-Determination Theory and different dimensions of learners’ profiles, lessons involving different modes of interaction were carried out in class. These lessons empowered students to be self-directed and confident learners, and engaged them in both independent and collaborative learning. Participants will take away ideas of how they could adapt the approach for use in their classrooms.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13306
DD with POV: Digging Deeper With Point Of View In Writing

The strategy was derived from the learning gaps in composition writing. Students were not producing stories of greater interest as the latter were mundane with ordinary plots and characterization. The use of point of view would help students in developing greater depth in their writing while producing stories of greater interest. An approach which helps writer to expand their writing skills by focusing on human, animal, inanimate object and link to assessment would be shared.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13314

Think Like A Kid: Showing Kids How Through Explicit Instruction

Providing clear explanations can be done through the teaching action ‘Thinking Aloud’ where the teacher goes through the mental processes of thinking in steps like a student. Comprehension strategies such as Inferring, Making Connections, Visualisation and Questioning will be used where the teacher models how expert thinkers solve problems in understanding a passage. Participants will get an insight on how to get students to verbalise their thoughts and develop their metacognitive skills using Stellar Texts or books through the Gradual Release of Responsibity Framework. Learner strategies such as Cooperative Learning Structures structures will be used to scaffold the students’ thinking, allowing them to learn the language in a non-threatening way. To nurture future-ready learners, ICT will be infused purposefully through the use of the Student Learning Space and web-tools like padlet where participants will also see how students learning is enhanced and how students make their thinking visible.

Mode of Delivery: Online via Video Conferencing
17 September 2020 (Thursday)
Register on OPAL2.0 using: 13318
English Language

Teaching Listening And Viewing Using Multimodal Texts And SLS

This workshop will focus on equipping primary school students with the necessary listening and viewing skills and learner strategies to make meaning of spoken, audio and visual texts. Purposeful and critical listening is developed through activities which involve top-down, bottom-up and interactive processes with the use of multimodal texts. Structured listening and viewing lessons which consist of pre-listening, listening and post-listening tasks were carried out with primary three and four students. Student Learning Space (SLS) was also used as a platform for some of these activities. These tasks enable students to be critical listeners who listen for understanding. Participants will take away ideas and strategies they can adapt in their classroom for listening and viewing lessons.

Mode of Delivery: **Online via Video Conferencing**
1 September 2020 (Tuesday)
**Register on OPAL2.0 using: 13323**

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Empower Writers With Writing Workshops: Whole-School Approach

We have a wide spectrum of writers, from emergent to proficient writers. Also, our students need teaching to support their writing and lots of experience with writing. Hence, a whole-school approach with spiral and recursive built up of skills better meet our learners’ needs as they are engaged at their various stages of development through strategies that are targeted at specific craft moves. They learnt at different pace and these skills are also revisited in greater depth. Writing lessons are modelled and developed as writing workshops which include mini-lessons on specific craft moves, independent writing time and sharing sessions where students could read aloud their drafts. Participants will better understand how to structure writing workshops and develop sample focused lessons, be equipped with heuristics such as Draw-Label-Caption, QuickWrite and the six-traits as a formative assessment tool.

Mode of Delivery: **E-Learning Module on OPAL2.0**
15 August – 15 December (On-going)
**Register on OPAL2.0 using: 13286**
English Language

Engaging Primary School Students In Exposition Writing

This workshop is intended to give participants a good understanding of Expository writing and how teachers can leverage Thinking Routines (e.g. Circle of Viewpoints, Chalk Talk) to support students in generating ideas and develop details in their expository writing. Participants will also learn strategies for how they could leverage authentic texts to deepen student comprehension of expository writing.

Mode of Delivery: The workshop has been cancelled
3 July 2020 (Friday)

Question-Answer Relationship (QAR) In Reading Comprehension

In 2018, before the design of the reading comprehension package, the team used the Backward Design framework to have a better understanding of the problems students faced in answering comprehension questions. The team refined the teaching package. The members would be sharing how they used QAR as a strategy to help students develop comprehension skills. At the end of the TLW for Upper Primary English teachers, participants will be able to identify the 4 types of questions in QAR (Right There, Think and Search, Author and Me and On my Own) and explore how existing materials can be adapted to provide students with the necessary support in answering reading comprehension questions.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13311
English Language

Engaging Lower Primary Students Through Pre-Writing Activities

Students often lack motivation to write and may find it a challenge to get started on a piece of writing. As students come to class with different prior knowledge, it is important to provide them with background information about the writing topic to interest and excite them. In this workshop, participants will explore how free writing, Picture Word Induction Model, 5W1H and mentor text can help students build confidence in writing. Providing varied writing opportunities can make the writing experience more meaningful and joyful.

Mode of Delivery: The workshop has been cancelled
30 July 2020 (Thursday)

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Thinking For Speaking

Are students really unmotivated to speak? How have teachers created opportunities for the teaching of speaking in the classroom? What are the necessary scaffolds to support the teaching of speaking? With the introduction of English Language Syllabus 2020 and a sharper focus on 21st century competencies, there has been a greater emphasis on oral communication skills. In this workshop, participants will take away ideas on how thinking routines are being used to scaffold the thinking process of students and support them in the generation and development of ideas for speaking. In addition, lesson ideas on how teachers can engage their students through collaborative and reflective learning will be shared with participants.

Mode of Delivery: Online via Video Conferencing
6 August 2020 (Thursday)
Register on OPAL2.0 using: 13291
English Language

Improving Oracy Through Stimulus Based Conversation

Teaching Stimulus Based Conversation has always been a challenge for teachers. How do we go about teaching students how to have a conversation? Shouldn't this be second nature for all students? Unfortunately, it is not. In this workshop, we will guide teachers to help students who struggle to speak during the stimulus based conversation. Participants will be guided in the art of scaffolding their student's thoughts in a coherent manner that would boost the confidence of their students. Through this workshop, we will teach you the different strategies to get students to start thinking about talking and talking about a variety of topics. Through interactive session and active participation, participants will get to apply what has been shared and create a method of guiding student’s thoughts and responses that would cater to the needs of their students.

Mode of Delivery: The workshop has been cancelled
27 Aug 2020 (Thursday)

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Teaching Of Composition Introduction Using The Abbreviation NUSKS

As the Primary 3 students just started to embark on writing a full composition with four pictures, the use of the abbreviation NUSKS is a simple technique that can be applied to start off student’s Introduction and generate ideas for the rest of their composition.

Using iMTL and its features also allows teacher to assess students’ understanding and give immediate feedback on any misunderstanding of concepts/learning intention. This was also done in order for the students to achieve the success criteria(s) set for the lesson. There is also instant feedback for the teacher to work on if students did not understand any part of the lesson.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13350

Using T.E.P.A.T. In Spoken Interaction Skill (ML)

Most Malay students in our school face difficulties when trying to answer the 3 different types of questions during the oral exams. This is based on the results we obtained during the year the new oral component being launched. With the use of static pictures in the previous years, students were not use to the video component in their oral exams. This is a concern as the oral component takes up a quarter of the exam marks. To identify the students’ gaps in their oral interactions skills and to address the difficulties, the ML teachers from Woodgrove Primary School have designed a systematic approach and structured process to develop oral interaction skills among students. A technique called T.E.P.A.T. is developed and used.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13348
Malay Language

Applying STP & Thinking Routine In The Teaching Of Compre (ML)

The researchers will share the Malay Language Committee’s effort in improving pupils’ ability to answer inference questions. This involves the infusion of Singapore Teaching Practice and applying Thinking Routine See-Think-Wonder in teaching reading comprehension to produce more motivated pupils and improve critical thinking skills when reading Comprehension texts.

Mode of Delivery: The workshop has been cancelled
23 July 2020 (Thursday)

Engaging Learning, Joyful Learners @ Flipgrid Classroom

In the MTL review 2010, oral communication is an important 21st century skill. Video is used as test stimulus as it can better portray real-life situations and provide authentic contexts for oral conversation and discussion. From recent observations, students lack the confidence in speaking Malay Language and unable to comprehend on the video that they had watched during an oral interaction exam.

As teachers teaching Malay Language in primary school level, it is important to find ways to develop students speaking skills to prepare them for their year-end e-oral examination. Lessons involved using of ICT such as Edpuzzle and Flipgrid, MTV and collaborative learning were also carried out. These lessons empowered students to be self-directed and confident speakers, and engaged them in independent and collaborative learning. Participants will take away ideas of how they could adapt these strategies for use in their classrooms.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13351
Malay Language

Use Of 'SQ' In Teaching And Learning Malay Language

The teaching of Malay Language emphasizes on cultivating interest and love in the language as well as developing students into confident and effective communicators. Lessons are designed with these clear objectives in mind and are targeted at increasing students’ engagement through active participation. To this end, ICT tools like Seesaw and Quizlet, are harnessed to elicit students’ responses and engage them in their learning. The tools provide opportunity for students to be actively involved and be responsible for their own learning. In addition, teachers act as facilitators to direct students’ learning and are able to provide prompt feedback to move the students’ learning forward. After using the tools, students were observed to be more confident in speaking the language and are more forthcoming with ideas especially in writing. These tools have helped facilitate the development of self-directed and collaborative learners who show great motivation in the learning of Malay language.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 13352
Mathematics

"Let Me Show You How I Solved It!" - AFL With Screencasting

Teachers and students from St Andrew’s Junior School, Keming Primary School and Holy Innocents’ Primary School make use of think-alouds to enhance students’ mathematical reasoning and communication in problem-solving. One way to capture students’ think-alouds is through the use of screencasts. This process also develops students’ clarity in thinking by creating opportunities for strengthening students’ analytical skills and verbalising their mathematical reasoning through screencasting tools. The teachers also guided students’ in self- and peer-monitoring of their think-alouds through the use of descriptors provided in the rubrics teachers designed. This innovation shows how schools scaled up an initial intervention in one school to two other schools with the necessary adaptations in the approach adopted and resources developed to meet different students’ learning needs. During this workshop, participants will get hands-on experience on the use of various screencasting apps/tools, understand the various pedagogical approaches adopted by the schools in the use of the screencasting apps/tools in the teaching of Mathematics and the use of self and peer assessment tools to help develop students’ mathematical thinking, communication skills and metacognition.

Mode of Delivery: Face to Face (Completed)
20 February 2020 (Thursday)
Register on TRAISI using: 31447

Understanding C-P-A In Teaching & Learning Of Math Concepts

Concrete-Pictorial-Abstract (C-P-A) is an integral instructional strategy in the development of conceptual understanding in Singapore Primary Mathematics. The key to the strategy is in its use of multiple representations to embody the mathematical concept. The workshop first covers how students perceive these representations with an examination of how the development of conceptual understanding evolves from concrete to pictorial and abstract representations. Subsequently, lesson ideas developed using the multi-modal approach is shared to bring about a more effective use of C-P-A through the development of representational flexibility among students. Participants will eventually work collaboratively to design, adapt and create similar resources to use in their classrooms.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 31448
Gamifying Learning With Math-o-poly

Have you thought of making math lessons fun for your students using games? How about reinforcing math concepts in a manner such that the students enjoy learning it? Learning Math and solving questions can be intimidating for early learners. Math-o-poly was thus conceived to spark greater joy of learning. This is done with the idea to inculcate and reinforce the love for Mathematics.

In this workshop, participants would be able to try out Math-o-poly and how various learning theories are weaved into the game design. Coupled with the theories shared, participants will then collaborate to gamify math topics. At the end of the session, everyone will be able to bring back games created during the workshop.

Mode of Delivery: **E-Learning Module on OPAL2.0**
15 August – 15 December (On-going)
Register on OPAL2.0 using: 31446

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Learning Study-Variation Theory: Solving Word Problems On Average

The core idea of variation theory is that discernment is a necessary condition for learning: hat aspects we attend to or discern are of significance for how we understand or experience the object of learning, and it cannot happen without the learner experiencing variation. This workshop illustrates how critical features and dimensions of variation can help in solving word problems on average. During this workshop, participants will get the opportunity to engage in math classroom activities that have been planned based on variation theory. Subsequently, they will be able to identify the critical features in three types of word problems on Average and have the hands-on experience of applying what they have learnt to identify the critical features in other concepts and use dimensions of variation to enable their pupils to experience variation. Participants can also learn from our journey as we will be sharing the process of planning, implementing and reviewing of a lesson on solving word problems on Average. It is the hope that this approach can help pupils understand Math concepts better.

Mode of Delivery: The workshop has been **cancelled**
10 July 2020 (Friday)
Music

Ukulele As The Main Instrument In Upper Primary Music Lessons

Have you ever wondered the possibility of extending your students’ learning beyond curriculum time? With only 30 minutes a week to teach the Upper Primary, it can be challenging to deliver the outcomes of the Music Syllabus. This workshop seeks to provide guidance in planning upper primary music curriculum, covering breadth and depth at the same time with ukulele as the main instrument. Using the principles of constructivist learning, participants will be guided in thinking through the importance of igniting the joy of learning during music lesson. Participants can look forward to learning basic ukulele playing skills and receiving ready-made resources that can be used immediately in their music teaching.

Mode of Delivery: Face to Face (Completed)
20 February 2020 (Thursday)
Register on TRAIS using: 21583

Bridging Music Composition At The Primary And Secondary Level

As we welcome the implementation of the Primary and Lower Secondary Music Syllabus in the near future, it is relevant for music teachers to have some sensing on how or what a primary school teaching looks like vis-à-vis in secondary school. Using the non-formal approach to music teaching, collaborative learning can be carried out to evoke students’ musical creativity. Participants will take away ideas of how, based on a common musical concept, teaching is spiraled from the primary to the secondary level.

Mode of Delivery: Face to Face (Completed)
12 March 2020 (Thursday)
Register on TRAIS using: 21585
**Music**

**Strategies To Engage Students To Sing Expressively**

Teachers tend to prioritise pitching and rhythms as the main focus when teaching a song. Besides pitching and rhythm it is important for teachers to be equipped with strategies to develop the students' voice to sing more expressively. The workshop aims to equip teachers with a number of strategies to help students experience the concept of articulation, dynamics, phrasing, mood and tone so as to enable them to sing expressively.

Mode of Delivery: Face to Face (Completed)
13 March 2020 (Friday)
Register on TRAISI using: 21610

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**Unlocking Creativity In A Primary Music Classroom**

Improvisation is a part of musical intelligence in Howard Gardner’s multiple intelligence. Thus it is very important for teachers to engage students in a musical creative process. In this workshop, participants will go through an engaging experience in facilitating improvisation in a primary music classroom. Using the Orff approach and Experience-Concept-Application framework, the facilitators will showcase student-centric lesson ideas that allow for experiential and collaborative learning through the improvisation of a simple rhythm or melody. Participants will experience first-hand the lesson ideas for Stages 1 and 2 of the General Music Syllabus (Primary 1 – 4) and gain insight on the pedagogical process in facilitating improvisation.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 21577
Flipped Classroom Using Student Learning Space (SLS)

How does a flipped classroom look like? How do I flip my classroom using Student Learning Space (SLS) and how can I create and edit my own instructional videos using iPhone or iPad? What are some of the challenges I may face when flipping my classroom and how can I overcome them?

Come join this workshop for the answers as Music teachers from Lakeside Primary School show how they flipped their Primary 5 Music classrooms for their ukulele module. Besides hands-on practices on lesson content creation and on SLS, participants will be engaged in discussions to explore possible classroom activities post online instruction as well as to brainstorm possible solutions to some of the challenges faced in implementing flipped classroom.

Mode of Delivery: **E-Learning Module on OPAL2.0**
15 August – 15 December (On-going)
**Register on OPAL2.0 using: 21582**
Physical Education

Engaging Students Through Creative Dance In PE

It is important for PE teachers to provide an engaging experience for students to learn. Using a thematic approach for lower primary and current music like Pop, Hip Hop and Lyrical Hip Hop for upper primary, creative dance lessons in Edgefield Primary involves plenty of exploratory and collaborative learning. Through these lessons, students were empowered to be self-directed and confident learners, engaged in independent and collaborative learning. Participants will take away ideas on how they could adapt these lesson resources for use in their respective PE classes.

Mode of Delivery: Online via Video Conferencing
1 September 2020 (Tuesday)
Register on OPAL2.0 using: 90463

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Employing ICT Tool (Padlet) In Gymnastics

ICT tools are excellent teaching aids and resources that support instructional strategies that teachers use. In RVPS, we harnessed the use of ICT tool, Padlet, to design student-centered lessons, to engage students in active learning. Using the Social Constructivist approach, these lessons enable students to construct and co-construct learning experiences. It allows students to be self-directed and facilitates reflective thinking. Learning becomes visible such that learners are able to see where they are at, and teachers are able to see learning through the lens of the students. Participants will take away lesson ideas and resources that they could adapt for their own lessons, as well as, get hands-on experience to create their own Padlets.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 90454
Physical Education

Engaging And Experiential Approach In Teaching Navigation In OE

Teaching an engaging OE in PE lesson in Navigation is often challenging due to space, resources and safety constraints. Through exploratory and collaborative learning, Edgefield Primary has designed a series of engaging navigation lessons that overcome these issues. This workshop will facilitate conversations on issues that teachers face when conducting these lessons. Building on the OE strand of Sense of Place, participants will be able to experience lessons tailored to the different primary levels and take away ideas on how they could adapt these lesson resources for use in their PE lessons. The workshop will be held in Edgefield Primary for an authentic learning experience as some places in the school eg. Eco Garden are key elements of place-based learning.

Mode of Delivery: Online via Video Conferencing
27 August 2020 (Thursday)
Register on OPAL2.0 using: 90476

Invasion Games: Sequencing Gameplay For Upper Primary Learners

How do teachers support their students to develop skills like anticipation when picking up invasion games? The workshop targets primary school teachers who are interested in leveling up their students’ gameplay in invasion games. It explores how the perceptual reading of gameplay and decision-making can be sequenced for learners within existing models such as Teaching Games for Understanding (TGfU).

Drawing from the theoretical material gathered by Rovengno & Bandhauer (2017) and Slade (2010), the session focuses on the use of inquiry questioning and task design. Through the approach, students will be able to develop their perceptual skills and make appropriate movement responses and decisions in games, taking to account their ability, interest and experience. More importantly, this is an opportunity for participants to network and share their own ideas related to teaching gameplay.

Mode of Delivery: Online via Video Conferencing
6 August 2020 (Thursday)
Register on OPAL2.0 using: 90462
Incorporating ICT In PE Lessons Using Flipped Learning

As teachers teaching Physical Education at the primary school level, it is important to encourage pupils to explore their curiosity and further improve their skills. In line with the 21st century teaching with technology (TPACK), we will share ways to engage learners through exploratory and collaborative activities that promotes curiosity and critical thinking through exploration and observation. Participants will take away ideas of how they could adapt these lesson resources for use in their classroom and encouraging their own students to be reflective learners.

Mode of Delivery: The workshop has been cancelled
18 Aug 2020 (Friday)
Science

Using Concept Mapping To Retain And Apply Science Concepts

Based on the review of the 2018 Mid-Year Examination Science results analysis, it was found that middle progressing pupils were unable to recall and apply basic Science concepts. The level and department intervention strategies identified the need for teachers to focus on helping middle-progressing pupils to recall scientific knowledge and key concepts taught in class. The team realised that the pupils needed help in retention of information for Science topics. As such, concept mapping was used as a tool to guide P5 pupils to retain and apply Science concepts.

Mode of Delivery: Face to Face (Completed)
25 February 2020 (Tuesday)
Register on TRAISI using: 41343

Pedagogy To Promote Critical Thinking In Scientific Reasoning

Students face difficulties in providing their claims, evidence and reasoning in explaining scientific phenomenon. This workshop will shed light on how teachers use and adapt Toulmin’s argumentative model to inform their adaptation of the Claim-Evidence-Reasoning (CER) Framework for teaching scientific reasoning and how students use the CER framework to be self-regulated learners. The workshop covers the process of teacher inquiry as the presenters use the Action Research approach to identify the key issues that teachers and students face. The workshop will also give participants practical, hands-on understanding of how the Toulmin’s argumentative framework can be applied as a pedagogy in teaching Science by sharing sample lesson plans and resources.

The workshop will end with discussions with participants to unpack some of the key considerations and lessons learnt for implementing the CER framework for teaching science across different student profiles and school contexts.

Mode of Delivery: Face to Face (Completed)
28 February 2020 (Friday)
Register on TRAISI using: 41333
Science

Promoting Collaborative Learning In Primary Science

As Science educators, it is important to provide students with opportunities to develop skills, habits and attitudes necessary for scientific inquiry. In this workshop, we share how we have made use of collaborative learning in our Science lessons to promote scientific inquiry in our students. We have also incorporated the use of SLS in our lessons to engage the students to work collaboratively. Participants will take away ideas of how they could adapt these lesson resources for use in their classrooms.

Mode of Delivery: **E-Learning Module on OPAL2.0**
15 August – 15 December (On-going)
Register on OPAL2.0 using: 41340

Experiential Learning For Discovery Of Science Concepts

Simple participation in a prescribed set of learning experiences does not make learning experiential. The experiential methodology is a series of working principles, all of which are equally important or must be present to varying degrees at some time during experiential learning. Science teachers in Greendale Primary School have been designing lessons to provide experiential learning for the students. Such learning experiences have cultivated learners who can reason for themselves and are able to successfully explain their position. They have clarity of purpose with tasks they undertake, and the self-management skills necessary to work successfully both alone and in a group. Valuable Science attitudes such as open-mindedness have been demonstrated by the learners. Through this workshop, participants will gain useful ideas on how to make everyday Science lesson an experiential one for their students.

Mode of Delivery: **Online via Video Conferencing**
30 July 2020 (Thursday)
Register on OPAL2.0 using: 41348
Science

Enjoying Science - The GYPS Way

This strand examines different ways of actively engaging students in the science classroom in Guangyang Primary School. Learning experiences of students can be enriched when meaningful science activities are designed with a dual purpose of having necessary rigour in supporting students’ learning of science as well as injecting joy during the learning process.

An interesting observation would be the reciprocal effects of Joy of learning and the Joy of Teaching. In designing engaging Science lessons, various teaching areas from the Singapore Teaching Practice have been employed. Learning resources found within the school garden have been incorporated together with another ICT tool – NEARPOD, so as to bring the learning of Science beyond the walls of the classroom. This further excites teachers in their teaching of Science and students in the learning of Science.

Mode of Delivery: **E-Learning Module on OPAL2.0**
15 August – 15 December (On-going)

**Register on OPAL2.0 using: 41342**

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Variation Theory In Teaching Of Primary Science

Teach science more effectively! By using the Learning Study Framework, teachers can plan more effective lessons. These lessons allow pupils to understand science concepts faster and better through Variation Theory. Participants will take away new ideas of how science can be taught and some resources for use in their classrooms.

Mode of Delivery: **E-Learning Module on OPAL2.0**
15 August – 15 December (On-going)

**Register on OPAL2.0 using: 41347**
Science

Teaching And Learning Of Science Concepts Through Dramatisation

At times, pupils find it challenging to appreciate and remember abstract science concepts that are taught in class. This hinders their ability to apply such concepts accurately as they attempt to explain the world around them.

Through drama, pupils can develop a deeper impression on the concepts taught in class as they collaborate with their classmates and explore different ways to present their conceptual understanding clearly and accurately.

As pupils make meanings to the concepts they learn through the planning and enactment of the drama, they would be able to experience the joy of learning as they reinforce their conceptual understanding via a more hands-on approach.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 41339
Social Studies

Social Studies Online Using Google Classroom And G-Suite Tools

The workshop will benefit teachers with little or no experience in the use of G-Suite tools (e.g. Google Docs, Slides, Forms) and other open tools (e.g. Padlet, Edpuzzle, mindmaps) for teaching and learning. Google Classroom offers a safe learning space to enable flipped learning and facilitate a more learner-centred classroom experience. Students acquire content at home through e-resources and apply their learning through scaffolded collaborative learning.

Workshop participants will be introduced to the use of Google Classroom and G-Suite tools to design Social Studies lessons and performance tasks. Participants will have hands-on opportunities to create and customise lessons that engage students in Collaborative Learning (CoL) and Self-Directed learning (SDL).

Mode of Delivery: **Face-to-Face Workshop (skills based)**
15 September 2020 (Tuesday)
**Register on OPAL2.0 using: 21464**

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Tamil Language

Reciprocal Teaching Toolkit For Comprehension (TL)

In the teaching of comprehension at the primary level, it is important to inject joy of learning so as to develop the curiosity of the comprehension text and confidence in answering questions. The Reciprocal approach provides students with four specific reading strategies namely Questioning, Clarifying, Summarizing, and Predicting (Annemarie Sullivan Palincsar). This Approach is a form of constructivist teaching that facilitates a combined effort between teacher and students as well as among students to understand the meaning of the comprehension text better. These lessons empowered students to be self-directed and confident learners and engage them in independent and collaborative learning. With a better understanding of the comprehension text, students are able to craft their answers for the questions effectively. Participants will take away ideas of how they could adapt these lesson resources for use in their classrooms.

Mode of Delivery: Face to Face (Completed)
3 March 2020 (Tuesday)
Register on TRAISI using: 13325

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Using Paul's Elements Of Reasoning In Composition Writing (TL)

It is found that children that have an early start cultivating critical thinking skills are more creative and are better at making good judgments. They are able to approach any circumstances systematically. Hence, when students apply critical thinking skills in writing compositions in MT languages by asking themselves the essential critical questions, they will be able to analyse the composition picture to understand the scenarios in depth. This is applicable for title compositions too. Using various Elements of Reasoning help students to elaborate their story from different perspectives and think of different creative endings. Participants will take away ideas of how they can use Paul’s Elements of Reasoning to help students better engage with the given composition picture and get a deeper understanding of it, so as to write more developed compositions.

Mode of Delivery: Face to Face (Completed)
12 March 2020 (Thursday)
Register on TRAISI using: 13342
**Other Subjects : Co-Curricular Activities**

**Psychological Skills Training For CCA Athletes**

Psychological Skills Training (PST) for primary school athletes aims to help school team players across all sports CCAs learn to cope with the mental and emotional aspects of competition and translate these skills to daily life.

Participants will take away relevant psychological skills which they can adapt for use in their CCAs and classrooms.

Mode of Delivery: Face to Face (Completed)

3 March 2020 (Tuesday)

Register on TRAISI using: 90455

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**Other Subjects : Formative Assessment**

**Formative Assessment: The Bridge Between Teaching And Learning**

Most of the students come to class with learning gaps. Some students have many learning gaps while others have fewer gaps. To value add to their learning and help them leave the class with fewer learning gaps, a learner-centred and balance assessment system with the effective use of appropriate formative assessment (FA) strategies is essential in teachers’ everyday lessons. In this workshop, participants will explore how to weave different FA tools into different parts of the lesson to enhance teaching and promote students’ learning. Through facilitated discussion, participants will find out how to use feedback to move learners forward. Participants will discover that teachers are able to use different evaluation tools to activate students as owners of their own learning too.

Mode of Delivery: **E-Learning Module on OPAL2.0**  
15 August – 15 December (On-going)  
**Register on OPAL2.0 using: 70553**
Other Subjects: Learner Profiles

Differentiated Instruction In The Middle Primary Classroom

This workshop is for middle primary teachers, particularly in understanding their role in relation to Differentiated Instruction principles. This workshop provides an overview of Differentiated Instruction (DI), with its basic principles and components. It aims to help participants develop an appreciation of learner diversity, needs and interests in the regular classroom. The teachers will understand the principles and practices of Differentiated Instruction and how these can be used to cater to different groups of students in a classroom setting in various subjects, English, Math and Science. Teachers will also be able to experience a hands-on session in a Primary 3 English differentiated classroom and discuss possible challenges in implementation in a differentiated classroom. Strategies and resources for differentiating instruction in the classroom for Primary 3 English, Math and Science will be shared among the participants.

Mode of Delivery: The workshop has been cancelled
24 Mar 2020 (Tuesday)

Differentiating Instruction For High Ability Learners

How do I provide academic challenge for HAL and scaffolding for the other students so that all learners experience the joy of learning in a heterogeneous classroom?

In this workshop, participants will find out how learning can be differentiated for HAL and other learners in a heterogeneous classroom; considering the characteristics and learning needs of all learners.

The workshop will take participants through how the SOLO (Structure of Observed Learning Outcome) Taxonomy (Biggs & Collis, 1982) can be used as a guide in the design of differentiated learning for students of diverse abilities so that learning is rigorous and joyful.

Participants will be engaged in hands-on lesson design so that they can apply what they have learnt in their own teaching contexts.

Mode of Delivery: E-Learning Module on OPAL2.0
15 August – 15 December (On-going)
Register on OPAL2.0 using: 70543
Other Subjects: Learner Profiles

Assessment And Feedback In A Diverse Classroom

SOLO, which stands for the Structure of the Observed Learning Outcome, provides a simple, reliable and robust model for three levels of understanding – surface deep and conceptual (Biggs and Collis 1982). SOLO is a means of classifying learning outcomes in terms of their complexity, enabling us to assess students’ work in terms of its quality. At first, students pick up only one or few aspects of the task (unistructural), then several aspects but they are unrelated (multistructural), then they learn how to integrate them into a whole (relational), and finally, they are able to generalised that whole to as yet untaught applications (extended abstract). SOLO can be used not only in assessment, but in designing the curriculum in terms of the level of learning outcomes intended, which is helpful in implementing constructive alignment.

Mode of Delivery: Online via Video Conferencing
16 July 2020 (Thursday)
Register on OPAL2.0 using: 70548

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Engaging High Ability Learners In The Primary Classrooms

High Ability Learners (HAL) require a balance of support and challenge for engagement, transformation and extension of learning (Mariani, 1997). To meet the needs of the HAL in Innova Primary School, the existing school-based English Language (EL), Mathematics (MA) and Science (Sc) programmes were remodelled using ideas from curriculum compacting (Reis, Burns and Renzulli, 1992), principles of curriculum differentiation (Maker & Schiever, 2010) and the Parallel Curriculum Model (PCM) (Tomlinson et al., 2002). An inquiry was conducted over three terms to explore the relationship among the remodelled school-based EL programme, achievement emotions and critical thinking of a Primary Four class of HAL in the English Language class. It was found that the students showed increased enjoyment and critical thinking in their learning and they reported a reduction in boredom and anxiety. Data analysis is still underway for the study in the Mathematics and Science classes.

Mode of Delivery: Online via Video Conferencing
14 July 2020 (Tuesday)
Register on OPAL2.0 using: 70541
Teaching Beyond The Classrooms: Meaningful Outdoor Learning

Traditionally, learning takes place in the classroom under careful, teacher-controlled lessons. However, there is a need to also create learning experiences outside the classroom such that students can learn through exploration and discovery. With the trends and shifts in Singapore employment, the Paper-&-Pen method may not be sufficient to prepare our students for the future. Teachers need to be more aware of the benefits from outdoor teaching, as it tends to emphasise real-life environment, challenges and experiential learning. Through these lessons, students were able to learn in the world that surrounds them. This actual experience led to a deeper understanding of the concepts that were difficult to grasp in the classroom. Participants will take away ideas of how they could plan meaningful outdoor lessons for their students.

Mode of Delivery: **Online via Video Conferencing**
14 July 2020 (Tuesday)
**Register on OPAL2.0 using: 70477**
2 Malan Road, Singapore 109433
6664 1474
MOE_Academy@moe.gov.sg

For more information on Teacher-Led-Workshops, please refer to:
https://academyofsingaporetachers.moe.edu.sg/