

NAME : Ong Daphne Rachel
DESIGNATION : Senior Teacher (History)
SCHOOL : Broadrick Secondary School

Ms Ong Daphne Rachel is a History Senior Teacher (ST) from Broadrick Secondary School (BRSS) who is passionate in her pursuit to improve her professional practices, through research and collaborating in Networked Learning Communities (NLC) to share her expertise and learning from others.

Leading the History NLC: Assessment for Learning - Student Learning Space (AfL-SLS), Rachel worked towards making AfL meaningful through SLS and ways to motivate students to carry out peer assessment using SLS. She developed a series of lesson packages to harness educational technology for the purpose of AfL in the history classroom. Sharing sessions at various platforms were conducted for teachers, on topics such as the Singapore Teaching Practice and the role of questioning in SLS, and also the ways in which SLS can be used for performance task and self-assessment. These sharing sessions have strengthened teachers' pedagogical knowledge across different secondary schools. Rachel has facilitated and supported the NLC team's journey in exploring the way SLS has enabled learning in students.

Rachel co-facilitated a series of workshops on 'Assessment Literacy in History'. With the History Master Teachers in the Academy of Singapore Teacher (AST), Rachel delved into the importance of the clarity of task and crafting quality criteria. She also identified the importance of questioning and eliciting evidence of understanding to make thinking visible. The systematic approach taken in sharing about AfL in the History classrooms has benefited teachers in the fraternity.

Harnessing her expertise in AfL in the History classroom, she was invited to co-author with the History Principal Master Teacher a research article for History and Social Studies Education (HSSE), NIE. The research article is titled 'Assessment for Learning in History: Maximising Error Analysis to Bridge Students' Learning Gaps in Answering Source-Based Case Study Questions' and was published in the HSSE Online Journal. Source based assessment is a key concern for Rachel and she had identified students' preoccupation with grades rather than detailed written feedback to help improve learning. Leveraging AfL principles, she designed an innovative and comprehensive error analysis package that focused on tracking each student's progress and learning gaps in answering source based questions. It has enabled students to gain metacognition and write better essays through self-monitoring and self-regulation. Her research article helped educators to reflect on their assessment practices and adds to the pool of pedagogical tools to use in the classroom for review.

With her expertise in AfL in the history classroom, Rachel is a firm believer about how assessment and feedback have great bearing on the way students learn. Her dedication is evident in her interactions with other educators and her interest in levelling up their competencies. Her commitment to the professional development of teachers makes her an outstanding educator and a remarkable teacher leader.