



Ministry of Education
SINGAPORE

PRESS RELEASE

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MORE SUPPORT FOR SCHOOLS' "TEACH LESS, LEARN MORE" INITIATIVES

1. The Ministry of Education (MOE) will be providing more resources to schools to support their "Teach Less, Learn More" (TLLM) initiatives this year. A "TLLM *Ignite!*" package will be offered to selected schools to catalyse School-based Curriculum Innovations (SCI) while the "PETALS™: The Teacher's Toolbox", aimed at supporting teachers in engaged learning, will be disseminated to all schools. TLLM, which aims to engage learners better and prepare them for life, was launched by Mr Tharman Shanmugaratnam, Minister for Education, at the MOE Work Plan Seminar in September 2005.

THE "TLLM *IGNITE!*" PACKAGE

2. The "TLLM *Ignite!*" package aims to catalyse more schools in their SCI efforts. MOE believes that such ground-up initiatives will engage students and cater to their learning needs better. Examples of SCIs that schools could carry out include curriculum customisation, curriculum integration, differentiated instruction, inquiry-based learning and problem-based learning. The "TLLM *Ignite!*" package would be provided to about 100 schools each year, for the next three years starting from 2008.

3. The "TLLM *Ignite!*" package comprises top-down support by MOE to schools interested in carrying out SCIs. These schools will receive a range of support which include:

- i. A Project Facilitator from MOE Headquarters (HQ) who will facilitate top-down support and provide a one-stop point of contact between MOE HQ and the school;
- ii. Curriculum design, pedagogy and assessment know-how in the school's specific area of SCI from an MOE HQ curriculum partner, local and overseas consultants and TLLM Mentors;
- iii. Being part of a TLLM Network of *Ignite!* schools which are working on similar projects, to design and share learning materials and ideas;

- iv. Customised workshops for teachers which are relevant to the school's specific area of SCI;
 - v. One teacher receiving specialised training in research under the Research Activist (RA) Attachment Scheme which leads to accreditation towards a Masters in Education degree at the National Institute of Education (NIE);
 - vi. Opportunities to share and present their "TLLM *Ignite!*" programmes at local and overseas platforms such as MOE events or conferences; and
 - vii. A "TLLM *Ignite!*" fund of about \$15,000 per SCI per school.
4. For 2008, MOE has selected 100 schools (51 primary, 47 secondary, 1 full school and 1 centralised institute) to be given support under the "TLLM *Ignite!*" package for a total of 106 SCIs. Please refer to **Annex A** for the list of schools.
5. The 106 SCIs were selected based on their good spread of interesting ideas in teaching and learning which are worth exploring. Other schools can also potentially learn from and adapt these SCIs which are clearly focused on student engagement and are based on educationally sound strategies for delivery.

PETALS™: THE TEACHER'S TOOLBOX

6. To support schools in the area of engaged learning, MOE has collaboratively developed the "PETALS™: The Teacher's Toolbox" together with TLLM prototype schools which have been carrying out SCIs since 2006 (see the "**Background**" section)
7. Schools can make use of the contents of the "PETALS™: The Teacher's Toolbox" to build on a common understanding and direction to share and catalyse good teaching practices in TLLM. Five copies of the "PETALS™: The Teacher's Toolbox" will be delivered to all schools by mid January 2008.
8. The "PETALS™: The Teacher's Toolbox" is a kit comprising the following four components:

i. **The Journey of Learning and Teaching in Singapore**

This timeline charts the development of teaching and learning in Singapore from the late 1950s to 2007.

ii. *The PETALS™ Primer*

This volume explains the PETALS™ Framework and includes the literature review on engaged learning. It contains illustrations of how each of the prototype schools brought about engaged learning in their school-based curriculum innovation. Please refer to **Annex B** for more information regarding the PETALS™ Framework and engaged learning.

iii. *School Ecosystems: Enablers for Engaged Learning*

This item comprises a booklet highlighting four factors present in the prototype schools that facilitated teachers' development of a school-based curriculum innovation. There is also a pack of cards designed for school leaders to use when discussing their school ecosystem with staff. The cards are based on case studies from four prototype schools, namely Pasir Ris Primary, Tampines Primary, Marsiling Secondary and St. Margaret's Secondary.

iv. *Resources for Engaged Learning and the PETALS™ Digital Game*

This is a CD which holds a wealth of resources and reflections contributed by the prototype schools to inspire other schools to embark on their school-based curriculum. It also includes the first-ever digital role-playing game developed in Singapore by MOE for teachers.

9. The learning experience of the TLLM prototype schools, together with their use of the PETALS™ Framework in their SCIs, form the basis of the "PETALS™: The Teacher's Toolbox". The contents are also backed by literature review and research.

10. The stories and vignettes in the "PETALS™: The Teacher's Toolbox" relate the journey undertaken by these Singapore schools which have taken bold steps in pioneering new strategies and adopting or adapting novel approaches to meet the needs of their students. In re-designing, re-sequencing and customising the MOE-developed syllabuses, these schools have been able to help their students appreciate the relevance of what they learn in school to the real world, and to see the inter-connections across subjects. These schools have very generously shared curriculum materials which their teachers developed in order to inspire other teachers to take the lead in being designers of their school-based curriculum. The list of schools which contributed to the "PETALS™: The Teacher's Toolbox" is in **Annex C**.

BACKGROUND

11. In 2006, MOE had selected 29 schools to be given more resources and support for their SCIs. Beginning from Mar 06, these schools had received additional teacher and administrative manpower, with their teachers attending customised workshops on curriculum design, pedagogical approaches and assessment modes. The schools had also received consultancy in the design, development, implementation and evaluation of their new approaches through partnerships with MOE curriculum specialists and education experts. The partnership with MOE involved research support to study and document the outcome of a school's selected approach.

MINISTRY OF EDUCATION

SCHOOLS SUPPORTED BY THE TLLM *IGNITE!* PACKAGE

Primary Schools

Admiralty Primary
 Anderson Primary
 Ang Mo Kio Primary
 Blangah Rise Primary
 Casuarina Primary
 CHIJ Our Lady of the Nativity
 Chongfu Primary
 Chua Chu Kang Primary
 Clementi Primary
 Compassvale Primary
 Concord Primary
 Evergreen Primary
 Fairfield Methodist Primary
 Fengshan Primary
 Fuchun Primary
 Geylang Methodist Primary
 Greenwood Primary
 Guangyang Primary
 Haig Girls' School
 Henry Park Primary
 Holy Innocents' Primary
 Huamin Primary
 Junyuan Primary
 Juying Primary
 Keming Primary
 Kuo Chuan Presbyterian Primary
 Maha Bodhi School
 Meridian Primary
 Montfort Junior School
 New Town Primary
 Northland Primary
 Pei Hwa Presbyterian Primary
 Poi Ching School
 Princess Elizabeth Primary
 Punggol Primary
 Raffles Girls' Primary
 River Valley Primary
 Rosyth School
 St Andrews' Junior School
 St Anthony's Canossian Primary
 St Hilda's Primary
 St Margaret's Primary

Secondary Schools

Admiralty Secondary
 Anderson Secondary
 Bedok North Secondary
 Bedok Town Secondary
 Bendemeer Secondary
 Bowen Secondary
 Cedar Girls' Secondary
 CHIJ St Theresa's Convent
 Chong Boon Secondary
 Chung Cheng High (Main)
 Commonwealth Secondary
 Compassvale Secondary
 Dunman Secondary
 East View Secondary
 Evergreen Secondary
 Fajar Secondary
 Gan Eng Seng School
 Greendale Secondary
 Greenview Secondary
 Hai Sing Catholic School
 Kuo Chuan Presbyterian Secondary
 Montfort Secondary
 Ngee Ann Secondary
 North Vista Secondary
 Northbrooks Secondary
 Northlight School
 Paya Lebar Methodist Girls' Secondary
 Peicai Secondary
 Ping Yi Secondary
 Regent Secondary
 River Valley High
 Riverside Secondary
 Shuqun Secondary
 Si Ling Secondary
 Siglap Secondary
 Singapore Chinese Girls' School*
 Springfield Secondary
 St Hilda's Secondary
 Tanglin Secondary
 Tanjong Katong Secondary
 Westwood Secondary
 Woodgrove Secondary

Primary Schools

Tampines North Primary
Telok Kurau Primary
Temasek Primary
West Grove Primary
West View Primary
Woodlands Ring Primary
Xishan Primary
Yu Neng Primary
Zhangde Primary

Secondary Schools

Woodlands Ring Secondary
Yio Chu Kang Secondary
Yishun Town Secondary
Yuan Ching Secondary
Yusof Ishak Secondary
Zhenghua Secondary

(* a full school)

Centralised Institute

Millennia Institute

National Archives of Singapore

PETALS™ FRAMEWORK AND ENGAGED LEARNING

1. The PETALS™ Framework seeks to support teachers in understanding the dynamics between what a teacher does and what a student experiences, and to provide a common language and professional vocabulary across all schools.

2. The PETALS™ Framework is a synthesis of teachers' experiences, students' feedback, researchers' data and sound education theories. It comprises five dimensions of learning and teaching that contribute to engaged learning in the Singapore classroom. The five dimensions of learning and teaching can be used interactively to help teachers plan student-centred and engaging lessons. In short, students are engaged when teachers:

- a. select **Pedagogy** that considers students' readiness to learn and their learning styles;
- b. design an **Experience of learning** that stretches thinking, promotes interconnectedness and develops independent learning;
- c. create a **Tone of environment** that is safe, stimulating and which engenders trust;
- d. adopt **Assessment** practices that provide information on how well students have performed and provide timely feedback to improve learning; and
- e. select relevant and meaningful **Learning content** that makes learning authentic for the students.

These 5 dimensions of Pedagogy, Experience of learning, Tone of environment, Assessment, and Learning content are abbreviated into the acronym "PETALS".

3. Engaged learning is important as research has shown that it correlates positively with academic achievement. In addition, student engagement can also be manifested as positive attitudes to learning as well as a desire to enhance and increase mastery and understanding of the subject.

SCHOOLS WHICH CONTRIBUTED TO THE “PETALS™: THE TEACHER’S TOOLBOX”

Primary Schools

Admiralty Primary
Cedar Primary
Changkat Primary
CHIJ Primary (Toa Payoh)
Hougang Primary
Nan Chiau Primary
Pasir Ris Primary
Tampines Primary
Tao Nan School
Temasek Primary
Woodlands Primary

Secondary Schools

Bedok South Secondary
Boon Lay Secondary
CHIJ St Nicholas Girls’ Secondary
Clementi Town Secondary
Coral Secondary
Crescent Girls’ School
Deyi Secondary
Greenridge Secondary
Jurong Secondary
Kranji Secondary
Marsiling Secondary
Nan Hua High School
Peirce Secondary
St Margaret’s Secondary
Tampines Secondary
Victoria School

Junior College

Temasek Junior College

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