

Professional Development for  
Kindergarten Principals & Teachers

# Prospectus 2012







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## 1. PROFESSIONAL DEVELOPMENT FRAMEWORK

This prospectus has been developed to support kindergartens in their planning for staff training and development in the year ahead. We believe that the quality of education that kindergartens provide depends greatly on the quality of training received by kindergarten principals and teachers.

Besides acquiring the necessary professional qualifications, kindergarten educators should continue to improve themselves in the areas of professional practice and personal effectiveness. This will help to equip them with the knowledge and skills to enhance children's learning.

Training should be planned to optimise learning and professional development and for educators to be lifelong learners. Training can take a variety of forms, for example:

- Conferences, seminars, courses, workshops
- Briefings, sharing sessions
- On-the-job training (OJT), work attachments, standard operating procedures
- Study trips, learning journeys
- Induction programmes
- E-learning/web-based learning
- Professional readings

A Professional Development Framework (PDF) for kindergarten educators has been drawn up to help kindergartens identify training needs and prioritise areas for the professional development of their staff. The proposed framework defines two learning dimensions: Professional Practice and Personal Effectiveness. Suggested examples for each of the two dimensions are listed in Table 1 on pages 2 and 3.

Table 2 on page 4 shows the in-house workshops available in 2012 recommended for kindergarten teachers and leaders.

**Table 1: Professional Development Framework For Kindergarten Educators**

DEVELOPMENTAL ROLE	LEARNING DIMENSIONS/TRAINING AREAS <sup>1</sup>	
	PROFESSIONAL PRACTICE	PERSONAL EFFECTIVENESS
	Objectives:	Objectives:
<p><b>The Trained Beginning Teacher<sup>2</sup></b> This refers to teachers with 1 - 5 years of teaching experience and who met the minimum academic and professional qualifications for teacher registration.</p>	<ul style="list-style-type: none"> <li>● To enhance the educator's knowledge and skills to make him/her a more effective educator</li> <li>● To enable educators to work effectively with others and work towards achieving organisational goals</li> </ul>	<ul style="list-style-type: none"> <li>● To develop the educator as a total person, with a balanced perspective of life and a positive attitude towards his/her work, his/her colleagues and his/her workplace</li> </ul>
<p><b>The Trained Experienced Teacher</b> This refers to teachers with more than 5 years of teaching experience and who have met the minimum academic and professional qualifications for teacher registration.</p>	<ul style="list-style-type: none"> <li>● <b>Content and curriculum</b> (e.g. planning a holistic and integrated curriculum, designing learning centres)</li> <li>● <b>Pedagogical knowledge and skills for effective teaching</b> (e.g. classroom management skills, storytelling skill, cooperative learning)</li> <li>● <b>Assessment and evaluation</b> (e.g. observing and recording children's learning)</li> <li>● <b>Educational contexts</b> (e.g. Desired Outcomes of Pre-school Education, National Education)</li> <li>● <b>Managing administrative responsibilities</b> (e.g. kindergarten SOPs, kindergarten mission, vision and values)</li> <li>● <b>Communication with parents</b></li> <li>● <b>Health and safety-related issues</b> (e.g. basic first aid knowledge, dealing with minor accidents, management of infectious diseases)</li> <li>● <b>Reflective practices</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Time management</b></li> <li>● <b>Stress management</b></li> <li>● <b>Communication</b> (e.g. writing skills, interpersonal skills, presentation skills)</li> <li>● <b>IT</b> (e.g. Microsoft Word, Microsoft PowerPoint, Internet skills)</li> <li>● <b>Music</b> (e.g. music theory, music appreciation)</li> <li>● <b>Art</b> (e.g. art theory, art appreciation)</li> </ul>

1. The list serves as a general guide and is not intended to be prescriptive nor exhaustive. Kindergarten leaders and staff have the flexibility to attend courses in any area according to their training needs.

2. Teachers undergoing their first formal training e.g. DECCE-T, ADKET, SDECCE or temporary teachers (i.e. registered teachers undergoing training) can also attend similar training in any area according to their training needs.



**Table 1: Professional Development Framework For Kindergarten Educators**

<p><b>The Senior Teacher</b> This refers to teachers who serve as mentors to the less experienced teachers.</p>	<ul style="list-style-type: none"> <li>● <b>Content and curriculum</b></li> <li>● <b>Pedagogical knowledge and skills for effective teaching</b> (e.g. creative thinking)</li> <li>● <b>Educational contexts</b> (e.g. initiatives and developments in pre-school education)</li> <li>● <b>Assessment and evaluation of curriculum</b> (e.g. curriculum design)</li> <li>● <b>Selection and management of teaching resources</b></li> <li>● <b>Supervising and mentoring teachers</b> (e.g. coaching and counselling skills)</li> <li>● <b>Action research</b></li> <li>● <b>Communication with parents and the community</b></li> <li>● <b>Reflective practices</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Leadership</b> (e.g. understanding leadership styles)</li> <li>● <b>Facilitation</b></li> <li>● <b>IT</b></li> <li>● <b>Communication</b></li> <li>● <b>Problem-solving</b></li> <li>● <b>Conflict managing</b></li> <li>● <b>Creative thinking</b></li> <li>● <b>Emergency behaviour management</b></li> </ul>
<p><b>The Organisational Leader</b> This refers to Principals, Supervisors or Administrators.</p>	<ul style="list-style-type: none"> <li>● <b>Educational contexts</b></li> <li>● <b>Curriculum and assessment</b></li> <li>● <b>People development</b> (e.g. training needs analysis, induction of new staff)</li> <li>● <b>Nurturing relationships</b> (e.g. motivational skills, facilitation skills)</li> <li>● <b>Self-appraisal for improvement</b></li> <li>● <b>Supervising and mentoring peers and teachers</b> (e.g. coaching and counselling skills, empowering teachers)</li> <li>● <b>Financial management</b></li> <li>● <b>Resource management</b></li> <li>● <b>Communication with parents and the community</b> (e.g. handling and managing complaints and queries)</li> <li>● <b>Action research</b></li> <li>● <b>Leadership and management</b> (e.g. seven habits of highly effective people, organisational effectiveness, learning organisation)</li> <li>● <b>Implementing and managing change</b> (e.g. systems thinking, networking skills)</li> <li>● <b>Strategic planning</b></li> <li>● <b>Reflective practices</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Managing conflicts and difficult people</b> (e.g. negotiation skills, mediation skills)</li> <li>● <b>Communication skills</b> (e.g. effective meeting skills, effective interviewing skills)</li> <li>● <b>Media management</b></li> <li>● <b>Crisis management</b></li> <li>● <b>Problem-solving and decision-making</b></li> <li>● <b>Projecting a professional image</b> (e.g. branding and marketing strategies)</li> <li>● <b>IT</b></li> <li>● <b>Innovation &amp; Enterprise</b></li> </ul>

**Table 2: Recommended Workshops For Kindergarten Teachers And Leaders**

DEVELOPMENTAL ROLE	Workshops listed in Prospectus 2012 (pages 14 & 15)
The Trained Beginning Teacher	<ul style="list-style-type: none"> <li>● Development of Numeracy in Early Childhood Education</li> <li>● Fundamental Movement Skills and Creative Games</li> <li>● “FUN”elementals of Music</li> <li>● Nurturing Learning Dispositions, Developing Lifelong Learners</li> <li>● Questioning and Responding to Children’s Answers to Extend their Thinking</li> <li>● Relating Well with Parents</li> </ul>
The Trained Experienced Teacher	<ul style="list-style-type: none"> <li>● Development of Numeracy in Early Childhood Education</li> <li>● Fundamental Movement Skills and Creative Games</li> <li>● “FUN”elementals of Music</li> <li>● Nurturing Learning Dispositions, Developing Lifelong Learners</li> <li>● Questioning and Responding to Children’s Answers to Extend their Thinking</li> <li>● Relating Well with Parents</li> <li>● Training on the Quality Rating Scale</li> </ul>
The Senior Teacher	<ul style="list-style-type: none"> <li>● A Journey Towards Curriculum Leadership</li> <li>● Relating Well with Parents</li> <li>● Strategic Planning</li> <li>● Training on the Quality Rating Scale</li> </ul>
The Organisational Leader	<ul style="list-style-type: none"> <li>● K-Link Training</li> <li>● Induction Workshop for Newly Appointed Kindergarten principals</li> <li>● A Journey Towards Curriculum Leadership</li> <li>● Relating Well with Parents</li> <li>● Strategic Planning</li> <li>● Training on the Quality Rating Scale</li> </ul>



## 2. PROFESSIONAL ADVANCEMENT LATTICE

Teachers must meet all requirements in order to be granted teacher status. These include both the academic and professional qualifications. For instance, for K1 and K2 teachers, they must have a credit in 5 different 'O' level subjects including a B4<sup>3</sup> in EL1 as well as a DECCE-T. For incumbent teachers, i.e. teachers who were registered with MOE and MCYS before 2009, the requirements are at least 3 'O' level credits including EL1<sup>4</sup> and a DECCE-T.

A Professional Advancement Lattice (PAL) has been developed to provide the kindergarten sector with directions on how teachers and principals may progress professionally. Kindergartens may wish to customise the PAL to suit their needs, for example, to differentiate teachers' grade, salaries, etc.

There are 4 levels. Levels 1 to 3 are defined as the 'Teaching Track' and are intended for teachers who see themselves contributing in the classroom and whose passion is teaching. The qualifications and training identified to develop them professionally for these levels would therefore be related to their role and responsibilities as teachers. The defined number of years in service is also related to their experience as teachers.

Level 4 is defined as the 'Leadership Track' and is intended for educators who wish to take on the role as organisational and curriculum leaders. Leadership training is therefore a pre-requisite for this track.

Teachers may progress across levels. For instance, a Level 1 teacher is one with a Certificate in Early Childhood Care and Education (CECCE), has 3 years of early childhood education (ECE) experience and has chalked up 120 training hours while in service. If she upgrades her professional qualifications to Diploma in Early Childhood Care and Education-Teaching (DECCE -T) and chalks up a further 120 training hours in the next two years, she may progress directly to Level 2, as shown by the dotted arrow. Note that the time spent undergoing the DECCE -T course should not be counted as training hours.

In ascertaining which level the teacher is at, the academic and professional qualifications would be taken into consideration. In addition, the number of years of ECE experience and training hours are also taken into account.

To help teachers better understand the Lattice, an explanatory note on some of the terms used in PAL are provided on pages 7 and 8. PAL is presented on page 6.

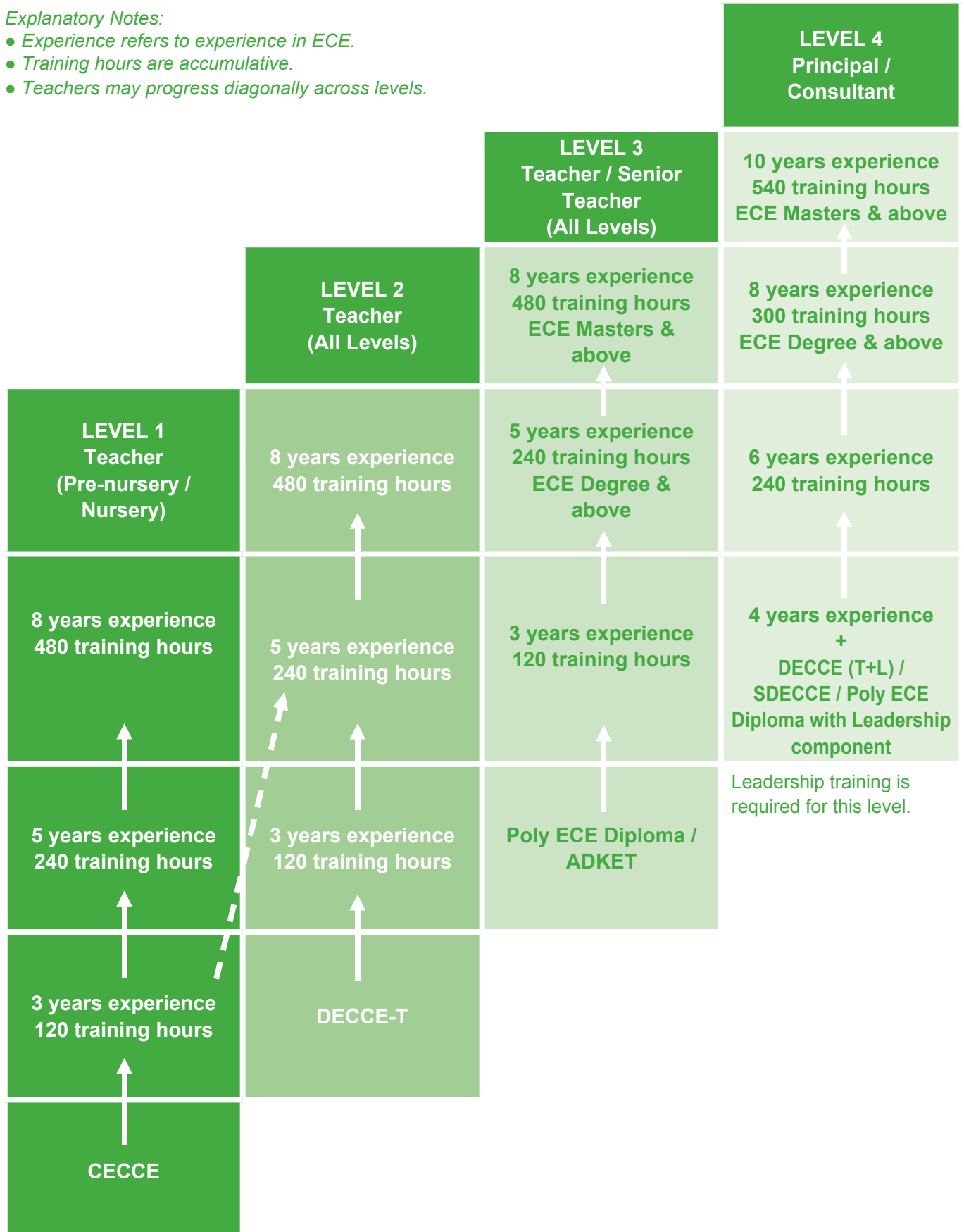
3. Teachers who have a C5 or C6 in EL1 will need to obtain either a B4 in EL1 or a minimum band of 6.5 in IELTS obtained within 2 years from the date of registration.

4. If the incumbent teacher has 3 or more 'O' level credits but does not have a credit in EL1, a minimum band of 5.5 will be required.

## PROFESSIONAL ADVANCEMENT LATTICE (PAL)

**Explanatory Notes:**

- Experience refers to experience in ECE.
- Training hours are accumulative.
- Teachers may progress diagonally across levels.





## EXPLANATORY NOTES

Below is the explanation of some of the terms used in PAL.

### 1) ECE Experience

This refers to the number of years the teacher has taught at a kindergarten for children aged 4-6 years. It may also include experience related to the field of ECE, e.g. in the training of pre-school teachers. Experience obtained from abroad may also be included.

*Documentary evidence: letter of employment, letter of reference*

### 2) Training Hours

These include the accumulated number of hours from relevant forms of professional development<sup>5</sup> that the teacher has undergone over the years. These hours do not include the hours of training for required professional qualifications, e.g., DECCE-T or the Diploma in Early Childhood Care and Education-Leadership (DECCE-L). The teacher may include all professional development sessions that she has undergone and she may include these accumulated hours as her total training hours even when she moves to another kindergarten. Professional development sessions may or may not be organised by MOE. Examples of sessions held by MOE that can be counted towards training hours include the *Kindergarten Learning Forum*, the *Kindergarten Conference* and workshops such as *Active Learners*, *Reflective Teachers*.

The general guideline is that a full-day course is equivalent to 8 training hours and a half-day course is equivalent to 4 training hours. Hence, a teacher attending a 2-day course will have clocked in 16 training hours.

5. Professional development may take many forms, such as workshops, courses, seminars, conferences, learning forums, conducting of demo lessons, etc.



The suggested allocation of training hours is as follows:

- a) 75% to be allocated to professional practice (e.g. courses organised by MOE, government-affiliated institutes and private training providers related to curriculum, pedagogy, assessment, action research, strategic planning, financial management)
- b) 25% to be allocated to personal effectiveness (e.g. courses on IT, time management, problem-solving, communication skills)

A teacher who conducts a sharing on what she has learnt from her course with her colleagues will be able to clock in training hours, as well as double the time she takes for the sharing session, as time for preparation for the sharing is to be factored in. For instance, if she takes half an hour to share with the other teachers what she has learnt from a course, she may log in 1 hour as training hour for this session. Similarly, a teacher who conducts demo lessons will be able to clock in thrice the time she takes for those lessons.

*Documentary evidence: certificate of attendance/participation, transcript of course, letter of reference*

The responsibility of tracking training hours lies with the individual teachers. It is suggested that the '*Individual Professional Development Map*' (Form A) on Page 11 be used to record all professional development sessions attended together with the corresponding number of training hours. As the kindergarten is in the best position to determine whether the teacher's training has benefited the kindergarten, the kindergarten principal/supervisor could endorse the teacher's form at the end of each year.

### **3) Professional qualifications**

These include training/courses that are related to the ECE field, e.g. certificate and diploma courses accredited by PQAC as well as degree courses in ECE.

*Documentary evidence: certificate, transcript*



## 3. PLANNING FOR PROFESSIONAL DEVELOPMENT

In order to achieve the goals and objectives set by the kindergarten, a systematic process to identify the professional development needs of staff is important for effective staff development and management.

The steps involved in planning for professional development are as follows:

### **Step 1: Draw up Work Plan for coming year**

At the end of the year, kindergartens need to draw up the Work Plan for the coming year by setting targets according to their mission and vision.

The principal sets the kindergarten's professional development direction, taking into consideration the skills and knowledge required to achieve the set targets. Feedback on the usefulness and effectiveness of the training attended by staff in the current year can be used to plan the professional development of staff for the coming year.

### **Step 2: Analyse and identify individual learning needs**

Kindergarten staff carry out an individual learning needs analysis to identify the main training areas according to their own capability and needs. The principal discusses with the teachers to ensure individual needs are aligned to the kindergarten's needs and goals. This can be done through the '*Individual Professional Development Map*' (Form A)<sup>6</sup>.

### **Step 3: Monitor the professional development of staff**

The '*Kindergarten Total Professional Development Map*' (Form B)<sup>6</sup> provides an overview of the professional development direction of the kindergarten, and helps the principal and supervisor to monitor the progress of the professional development of all staff throughout the year.

6. The softcopy of Forms A and B can be downloaded from <http://www.moe.gov.sg/education/preschool/>

The diagram below illustrates the process of professional development planning.





**INDIVIDUAL PROFESSIONAL DEVELOPMENT MAP**

**FORM A**

Teacher / Principal\*: Pauline Lee

Year: 2012

S/No	Learning Dimension	Training Area	Training Activity	Current ability level (High / Medium / Low)	Date / Number of training hours	Aligned with kindergarten goal/ need? (Yes / No)	Fee	Remark
1	Professional Practice	Communication with Parents	Relating Well with Parents	Low	1 Jun / 8 hours	Yes	\$42.80	Approved
2	Professional Practice	Pedagogical knowledge and skills for effective teaching	Questioning and responding to children's answers to extend their thinking	Medium	Jun 2012 / 8 hours	Yes	To be confirmed (TBC)	KIV in view that current ability is medium
3	Personal Effectiveness	Conflict Management	Acquiring Effective Negotiation Skills	Low	4 – 5 Oct / 16 hours	No	\$250	No

SAMPLE

*Pauline Lee*

Signature of Teacher

*Stella Foo*

Principal's / Supervisor's\* Signature

\*please delete accordingly

**KINDERGARTEN TOTAL PROFESSIONAL DEVELOPMENT MAP****FORM B**Kindergarten: Motivation KindergartenYear: 2012

Developmental Role	Name of Teacher	Training Activity (Title of workshop / course / conference / seminar, etc.)	Learning Dimension (to tick appropriate dimension)		Date	No. of Training Hours	Fee	SDF Subsidy (Y/N)	Final Cost	Remark (Attended / Not attended –state reason / KIV)
			Professional Practice	Personal Effectiveness						
The Trained Beginning Teacher	Miss Pauline Lee	Relating Well with Parents	✓		1 Jun	8 hours	\$42.80	N	\$42.80	
		Questioning and responding to children's answers to extend their thinking	✓		Jun	8 hours	TBC	N	TBC	
The Trained Experienced Teacher										
The Senior Teacher										
The Organizational Leader	Mdm Stella Foo	A Journey Towards Curriculum Leadership	✓		14 – 15 Feb	16 hours	\$85.60	N	\$85.60	
		Relating Well with Parents	✓		1 Jun	8 hours	\$42.80	N	\$42.80	
		Strategic Planning	✓		18 – 19 Jun	16 hours	Free	NA	Free	

\*The amount of the subsidy depends on factors such as the course duration, whether the course is certifiable, etc. Please refer to the Singapore Workforce Development Agency website (<http://www.sdf.gov.sg/>) for more information.



## 4. WORKSHOPS FOR 2012

In 2012, we will continue to provide workshops on curriculum and pedagogy, innovation as well as leadership and management. In addition, we have new courses for the professional development of kindergarten educators. These courses may be conducted by MOE as well as by other training providers.

To help kindergartens plan for the professional development of their educators, do refer to the course outlines on the following pages to have a better idea of the courses available in 2012. A summary table of the courses is also provided to assist principals/supervisors in planning the professional development for their teachers. Kindergartens are strongly encouraged to register their principals and teachers for these courses.

## SUMMARY TABLE OF IN-HOUSE WORKSHOPS IN 2012

Note: Only MOE-registered principals and teachers are eligible to apply for the workshops listed in the Prospectus.

<b>(I) WORKSHOPS ON CURRICULUM AND PEDAGOGY</b>			
<b>Title</b>	<b>Date</b>	<b>Closing Date</b>	<b>Training Provider</b>
1) Development of Numeracy in Early Childhood Education	Mar, May & Sep	TBC	TBC
2) Fundamental Movement Skills and Creative Games	Jun, Sep & Nov	TBC	TBC
3) “FUN”elementals of Music	3 Sep (Mon)	16 Jul	MOE
4) Nurturing Learning Dispositions, Developing Lifelong Learners	12 – 13 Mar (Mon & Tue) 18 – 19 Jun (Mon & Tue) 21 – 22 Jun (Thu & Fri)	16 Jan 4 May 4 May	MOE
5) Questioning and Responding to Children's Answers to Extend their Thinking	Jun	TBC	TBC
6) 读出图画中的秘密 Decoding Pictures	TBC	TBC	新加坡华文教研中心 Singapore Centre for Chinese Language
7) 从游戏中培养儿童的思维能力(1): 空间概念 Developing Thinking Skills through Play(1): Spatial Concept	TBC	TBC	新加坡华文教研中心 Singapore Centre for Chinese Language
8) 学前口语教学: 理论与实践 Teaching Oracy to Preschoolers: Theory & Practice	TBC	TBC	新加坡华文教研中心 Singapore Centre for Chinese Language

Note: TBC stands for To Be Confirmed



## (II) WORKSHOP ON INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Title	Date	Closing Date	Training Provider
9) K-Link Training Workshop	27 Jul (Fri)	13 Jul	MOE

## (III) WORKSHOPS ON LEADERSHIP AND MANAGEMENT

Title	Date	Closing Date	Training Provider
10) Induction Workshop for Newly Appointed Kindergarten Principals	30 Aug (Thu)	15 Aug	MOE
11) A Journey Towards Curriculum Leadership	14 – 15 Feb (Tue & Wed) 24 – 25 Jul (Tue & Wed)	7 Jan 11 May	MOE
12) Relating Well with Parents	16 Mar (Fri) 1 Jun (Fri)	3 Feb 20 Apr	MOE
13) Strategic Planning	12 – 13 Mar (Mon & Tue) 28 – 29 May (Mon & Tue) 18 – 19 Jun (Mon & Tue) 3 – 4 Sep (Mon & Tue)	30 Jan 16 Apr 7 May 23 Jul	MOE

## (IV) WORKSHOP ON QUALITY ASSURANCE AND SELF-APPRAISAL

Title	Date	Closing Date	Training Provider
14) Training on the Quality Rating Scale	14 – 15 Mar (Wed & Thu) 30 – 31 May (Wed & Thu) 20 – 21 Jun (Wed & Thu) 5 – 6 Sep (Wed & Thu)	1 Feb 18 Apr 9 May 25 Jul	MOE

## (I) WORKSHOPS ON CURRICULUM AND PEDAGOGY

<b>Title</b>	<b>1) Development of Numeracy in Early Childhood Education</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the core ideas in the development of early childhood numeracy</li> <li>• To understand basic learning theories to help participants select appropriate content and pedagogy for young learners</li> <li>• To understand the concepts behind counting, addition, subtraction, shape and measurement</li> <li>• To appreciate the role of numeracy learning in early childhood education</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• The important role of core ideas such as visualization, patterning and number concepts in teaching early childhood numeracy</li> <li>• A spiral learning progression for young learners based on key learning theories</li> <li>• Effective and engaging hands-on activities to help build a strong foundation in the core ideas</li> <li>• Mathematical problem solving and its processes such as representation, reasoning, connections and communication</li> </ul>
<b>Participants</b>	Teachers
<b>Fee per participant</b>	TBC
<b>Duration</b>	2 days
<b>Dates</b>	Mar, May & Sep 2012
<b>Venue</b>	TBC
<b>Class size</b>	40
<b>Closing date</b>	TBC
<b>Training Provider</b>	TBC



## WORKSHOPS ON CURRICULUM AND PEDAGOGY

<b>Title</b>	<b>2) Fundamental Movement Skills and Creative Games</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the physical growth and motor development of young children and discuss how play and physical activities impact upon the physical, psychomotor, social and effective development of children</li> <li>• To learn how to teach fundamental movement skills through movement education and exploration methodology that is fun and engaging</li> <li>• To engage in practical sessions where creative and modified activities will be introduced and shared; and learn to adapt and modify activities and play equipment for preschoolers of different ages</li> <li>• To acquire basic skills for observing children's movement patterns and to plan practices for enhancing skill development</li> <li>• To learn about good practices and ideas for introducing, planning and implementing an effective, meaningful and fun movement and physical education programme for preschoolers</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Introduction to the physical growth and development of children</li> <li>• Introduction to the motor development of young children</li> <li>• Designing a FUNdaMENTAL Movement Curriculum</li> <li>• Developing fundamental movement skills</li> <li>• Instructional methods and strategies</li> <li>• Multi-disciplinary approach to movement programmes</li> <li>• Outdoor play and playgrounds</li> </ul>
<b>Participants</b>	Teachers
<b>Fee per participant</b>	TBC
<b>Duration</b>	5 days to be conducted in 2 blocks of 3 days and 2 days. Part I – 3 days Part II – 2 days (in the following term)
<b>Dates</b>	Jun, Sep & Nov 2012
<b>Venue</b>	TBC
<b>Class size</b>	40
<b>Closing date</b>	TBC
<b>Training Provider</b>	TBC

## WORKSHOPS ON CURRICULUM AND PEDAGOGY

<b>Title</b>	<b>3) “FUN”elementals of Music</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To learn to identify and describe the basic elements of music through singing and listening activities</li> <li>• To learn to facilitate creative music making through singing activities and elicit creative response to music</li> <li>• To use common music resources (such as songs and music from different cultures) to design appropriate listening and music making tasks</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Elements of music</li> <li>• Making use of common music resources for singing and listening</li> <li>• Correct handling of percussion instruments</li> <li>• Using percussion instruments to enhance singing and listening activities</li> </ul>
<b>Participants</b>	Teachers
<b>Fee per participant</b>	\$42.80 ( <i>inclusive of 7% GST</i> )
<b>Duration</b>	1 day
<b>Date</b>	3 Sep 2012 (Mon)
<b>Venue</b>	51 Grange Road, Singapore 249564
<b>Class size</b>	30
<b>Closing date</b>	16 Jul 2012
<b>Training Provider</b>	MOE



## WORKSHOPS ON CURRICULUM AND PEDAGOGY

<b>Title</b>	<b>4) Nurturing Learning Dispositions, Developing Lifelong Learners</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the importance of nurturing learning dispositions</li> <li>• To learn strategies to nurture dispositions</li> <li>• To use the “Nurturing Learning Dispositions” curriculum resources effectively</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• What are Learning Dispositions?</li> <li>• Why develop Learning Dispositions?</li> <li>• How to nurture Learning Dispositions?</li> </ul>
<b>Participants</b>	Principals and Teachers
<b>Fee per participant</b>	\$85.60 ( <i>inclusive of 7% GST</i> )
<b>Duration</b>	2 days
<b>Dates</b>	12 – 13 Mar 2012 (Mon & Tue) 18 – 19 Jun 2012 (Mon & Tue) 21 – 22 Jun 2012 (Thu & Fri)
<b>Venue</b>	51 Grange Road, Singapore 249564
<b>Class size</b>	35
<b>Closing dates</b>	16 Jan 2012 4 May 2012
<b>Training Provider</b>	MOE

## WORKSHOPS ON CURRICULUM AND PEDAGOGY

<b>Title</b>	<b>5) Questioning and Responding to Children's Answers to Extend their Thinking</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To appreciate the need and importance of posing good, thoughtful and essential questions</li> <li>• To be equipped with the knowledge and skills of posing good questions and responding to children's answers to scaffold children's learning and to extend their thinking</li> <li>• To understand the relationships between questioning and learning</li> <li>• To know different effective questioning techniques</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Questioning and Learning and what research says about them</li> <li>• Simple but effective techniques and routines that can be adopted by kindergarten teachers</li> <li>• Crafting thoughtful and essential questions for teaching and learning</li> <li>• How to respond to children's answers to extend children's thinking and learning</li> </ul>
<b>Participants</b>	Principals and Teachers
<b>Fee per participant</b>	TBC
<b>Duration</b>	1 day
<b>Date</b>	Jun 2012
<b>Venue</b>	51 Grange Road, Singapore 249564
<b>Class size</b>	40
<b>Closing date</b>	TBC
<b>Training Provider</b>	TBC

## WORKSHOPS ON CURRICULUM AND PEDAGOGY

<b>Title</b>	<b>6) 读出图画中的秘密</b> <b>Decoding Pictures</b>
<b>Objectives</b>	<ul style="list-style-type: none"><li>● 培养图像读写能力</li><li>● 能够读懂图像、并藉由图像来表达自己的想法，与他人沟通</li><li>● 引导儿童读图读文字，画出内心的想法</li></ul>
<b>Topics covered</b>	<ul style="list-style-type: none"><li>● 图像读写能力</li><li>● 绘本赏析</li></ul>
<b>Participants</b>	学前教师 <b>Preschool Teachers</b>
<b>Fee per participant</b>	\$64.20 ( <i>inclusive of 7% GST</i> )
<b>Duration</b>	3小时 3 hours
<b>Date</b>	另行通知 TBC
<b>Venue</b>	新加坡华文教研中心 <b>Singapore Centre for Chinese Language</b>
<b>Class size</b>	40
<b>Closing date</b>	另行通知 TBC
<b>Training Provider</b>	新加坡华文教研中心 <b>Singapore Centre for Chinese Language</b>

## WORKSHOPS ON CURRICULUM AND PEDAGOGY

<b>Title</b>	<b>7) 从游戏中培养儿童的思维能力 (1): 空间概念</b> <b>Developing Thinking Skills through Play (1): Spatial Concept</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• 学习如何利用游戏材料, 激发儿童参与活动的兴趣, 激起儿童的思维</li> <li>• 引导儿童在操作材料的过程中进行探索、尝试解决问题</li> <li>• 教导儿童关于空间概念的语言表达形式</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• 空间概念 (距离、位置、方向)</li> <li>• 语言表达</li> <li>• 游戏材料</li> </ul>
<b>Participants</b>	学前教师 <b>Preschool Teachers</b>
<b>Fee per participant</b>	\$64.20 ( <i>inclusive of 7% GST</i> )
<b>Duration</b>	3小时 3 hours
<b>Date</b>	另行通知 TBC
<b>Venue</b>	新加坡华文教研中心 <b>Singapore Centre for Chinese Language</b>
<b>Class size</b>	40
<b>Closing date</b>	另行通知 TBC
<b>Training Provider</b>	新加坡华文教研中心 <b>Singapore Centre for Chinese Language</b>

## WORKSHOPS ON CURRICULUM AND PEDAGOGY

<b>Title</b>	<b>8) 学前口语教学: 理论与实践</b> <b>Teaching Oracy to Preschoolers:</b> <b>Theory &amp; Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• 了解口语习得的理论与知识</li> <li>• 掌握有效的口语教学策略</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• 一语和二语口语的习得</li> <li>• 二语学生的特征、态度与动机</li> <li>• 语言学理论和口语教学模式</li> <li>• 口语教学的设计</li> </ul>
<b>Participants</b>	学前教师 <b>Preschool Teachers</b>
<b>Fee per participant</b>	\$149.80 ( <i>inclusive of 7% GST</i> )
<b>Duration</b>	7小时 7 hours
<b>Date</b>	另行通知 TBC
<b>Venue</b>	新加坡华文教研中心 <b>Singapore Centre for Chinese Language</b>
<b>Class size</b>	40
<b>Closing date</b>	另行通知 TBC
<b>Training Provider</b>	新加坡华文教研中心 <b>Singapore Centre for Chinese Language</b>

## (II) WORKSHOP ON INFORMATION & COMMUNICATION TECHNOLOGY

<b>Title</b>	<b>9) K-Link Training Workshop</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To learn to manage kindergarten information via K-Link</li> <li>• To learn to use K-Link for effective communication</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Pupil Data Management</li> <li>• Kindergarten regulatory and operational procedures</li> <li>• Communication with kindergartens</li> <li>• Enquiries and reports</li> </ul>
<b>Participants</b>	Administrators and Principals
<b>Fee per participant</b>	Free
<b>Duration</b>	1 day
<b>Date</b>	27 Jul 2012 (Fri)
<b>Venue</b>	Academy of Singapore Teachers, 2 Malan Road, Singapore 109433
<b>Class size</b>	40
<b>Closing date</b>	13 Jul 2012
<b>Training Provider</b>	MOE



### (III) WORKSHOPS ON LEADERSHIP AND MANAGEMENT

<b>Title</b>	<b>10) Induction Workshop for Newly Appointed Kindergarten Principals</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To have a better understanding of the legislative and regulatory requirements governing the operation of kindergartens</li> <li>• To learn to design a curriculum which is holistic in approach and age and developmentally appropriate</li> <li>• To share good practices for improvement of quality standard in kindergartens</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Crisis management</li> <li>• Kindergarten curriculum</li> <li>• K-Link for kindergartens</li> <li>• Health and hygiene management</li> <li>• Legislative and regulatory requirements</li> <li>• Sustaining and improving the quality of kindergartens</li> <li>• Quality assurance and accreditation framework for kindergartens</li> </ul>
<b>Participants</b>	Supervisors and Principals
<b>Fee per participant</b>	Free
<b>Duration</b>	1 day
<b>Date</b>	30 Aug 2012 (Thu)
<b>Venue</b>	51 Grange Road, Singapore 249564
<b>Class size</b>	30
<b>Closing date</b>	15 Aug 2012
<b>Training Provider</b>	MOE

## WORKSHOPS ON LEADERSHIP AND MANAGEMENT

<b>Title</b>	<b>11) A Journey Towards Curriculum Leadership</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the concept of curriculum leadership</li> <li>• To reflect on their roles as curriculum leaders</li> <li>• To apply teaching and learning principles to enhance their roles as curriculum leaders</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Overview of Kindergarten Curriculum Framework</li> <li>• What is curriculum leadership?</li> <li>• The role of a curriculum leader</li> </ul>
<b>Participants</b>	Principals
<b>Fee per participant</b>	\$85.60 ( <i>inclusive of 7% GST</i> )
<b>Duration</b>	2 days (9.00 a.m. to 5.00 p.m.)
<b>Dates</b>	14 – 15 Feb 2012 (Tue & Wed) 24 – 25 Jul 2012 (Tue & Wed)
<b>Venue</b>	51 Grange Road, Singapore 249564
<b>Class size</b>	30
<b>Closing dates</b>	7 Jan 2012 11 May 2012
<b>Training Provider</b>	MOE



## WORKSHOPS ON LEADERSHIP AND MANAGEMENT

<b>Title</b>	<b>12) Relating Well With Parents</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To relate to parents as collaborators</li> <li>• To demonstrate basic communication skills and techniques in maintaining good relations with parents</li> <li>• To apply approaches learnt to handle difficult situations involving parents</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Parents and us</li> <li>• Types of communication styles</li> <li>• Approaches in relating well with parents</li> <li>• Effective communication</li> <li>• Personality/behavioural profiling</li> <li>• Benefits of relating well with parents</li> <li>• Dealing with difficult situations involving parents</li> <li>• Consolidation and reflection</li> </ul>
<b>Participants</b>	Principals and teachers
<b>Fee per participant</b>	\$42.80 ( <i>inclusive of 7% GST</i> )
<b>Duration</b>	1 day
<b>Dates</b>	16 Mar 2012 (Fri) 1 Jun 2012 (Fri)
<b>Venue</b>	TBC
<b>Class size</b>	30
<b>Closing date</b>	3 Feb 2012 20 Apr 2012
<b>Training Provider</b>	MOE

## WORKSHOPS ON LEADERSHIP AND MANAGEMENT

<b>Title</b>	<b>13) Strategic Planning</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To define vision, mission and core value statement</li> <li>• To develop strategic objectives and strategies/programmes for kindergartens</li> <li>• To develop a strategic plan and translate it into an operational action plan for kindergartens</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Envisioning and SWOT analysis</li> <li>• Formulation of core values, strategic thrust and strategic objectives</li> <li>• Understanding of and formulation of strategy</li> </ul>
<b>Participants</b>	Principals and teachers
<b>Fee</b>	Free
<b>Duration</b>	2 days
<b>Dates</b>	12 – 13 Mar 2012 (Mon & Tue) 28 – 29 May 2012 (Mon & Tue) 18 – 19 Jun 2012 (Mon & Tue) 3 – 4 Sep 2012 (Mon & Tue)
<b>Venue</b>	TBC
<b>Class size</b>	30
<b>Closing date</b>	30 Jan 2012 16 Apr 2012 7 May 2012 23 Jul 2012
<b>Training Provider</b>	MOE



## **(IV) WORKSHOP ON QUALITY ASSURANCE AND SELF-APPRAISAL**

<b>Title</b>	<b>14) Training on the Quality Rating Scale</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the rationale for quality improvement</li> <li>• To be familiar with the Quality Rating Scale</li> <li>• To use the Quality Rating Scale as a tool for self-appraisal of the kindergarten</li> </ul>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Introduction to the Singapore Pre-School Accreditation Framework, Core Values and Model</li> <li>• Introduction to the Quality Rating Scale</li> <li>• Understanding the different criteria in the Quality Rating Scale</li> <li>• Scoring based on Quality Rating Scale</li> </ul>
<b>Participants</b>	Principals and teachers
<b>Fee</b>	Free
<b>Duration</b>	2 days
<b>Dates</b>	14 – 15 Mar 2012 (Wed & Thur) 30 – 31 May 2012 (Wed & Thur) 20 – 21 Jun 2012 (Wed & Thur) 5 – 6 Sept 2012 (Wed & Thur)
<b>Venue</b>	TBC
<b>Class size</b>	30
<b>Closing date</b>	1 Feb 2012 18 Apr 2012 9 May 2012 25 Jul 2012
<b>Training Provider</b>	MOE

## 5. APPLICATION PROCEDURES

*Note: Only MOE-registered principals and teachers are eligible to apply for the workshops listed in the prospectus.*

### Application Method

As there are two types of course providers, please note the different application procedures:

- (a) **Workshops conducted by MOE:** Kindergartens will be informed of the details of the workshops via email. All applications must be made **within the period of registration** via K-Link (<https://preschool.gov.sg/klink>) or K-portal ([www.kportal.edu.sg](http://www.kportal.edu.sg)).
- (b) **Workshops conducted by training providers:** Kindergartens will be informed of the details of the workshops through email. All applications must be made **directly to the training providers** before the closing date. Applications received after the closing date will not be processed.

### Application Status

Kindergartens will receive a **confirmation e-mail** regarding their application. Please note that as many kindergartens as possible will be accommodated. Hence, not all applicants from the same kindergarten will be accepted when demand exceeds available places.

### Payment Method

For all workshops, whether conducted by MOE or training providers, fees must be paid when confirmation via e-mail is received.

Cheques should be crossed and made payable to “Accountant-General, Singapore” and sent by post together with payment form (attached in confirmation e-mail) to the following address:

**Pre-school Education Branch**  
**Ministry of Education**  
 51 Grange Road Blk 5 #B1-01  
 Singapore 249564

Please write the **workshop title, date** and **name of kindergarten** at the back of the cheque.

### **Replacements and Withdrawals (*applicable only to courses where training provider is MOE*)**

No withdrawals will be allowed once participation is confirmed. Any participant who is unable to attend the workshop must provide a replacement who is either a registered principal or teacher. There will be no refund of fees for any absentee.

### Workshop Cancellation

Please note that workshops will only be conducted if a minimum number of applications are received. The Pre-school Education Branch reserves the right to cancel the workshop owing to unforeseen circumstances.

### Enquiries

For further information on the workshops available, please contact:  
 Mdm Ang Yong Keng (Tel: 6838 7332 or Email: [MOE\\_PEB@moe.gov.sg](mailto:MOE_PEB@moe.gov.sg))



## APPLICATION PROCEDURES

**1**

Go online to apply for workshop before the closing date

**2**

Wait for confirmation e-mail of successful applicant(s) and notification of payment

**3**

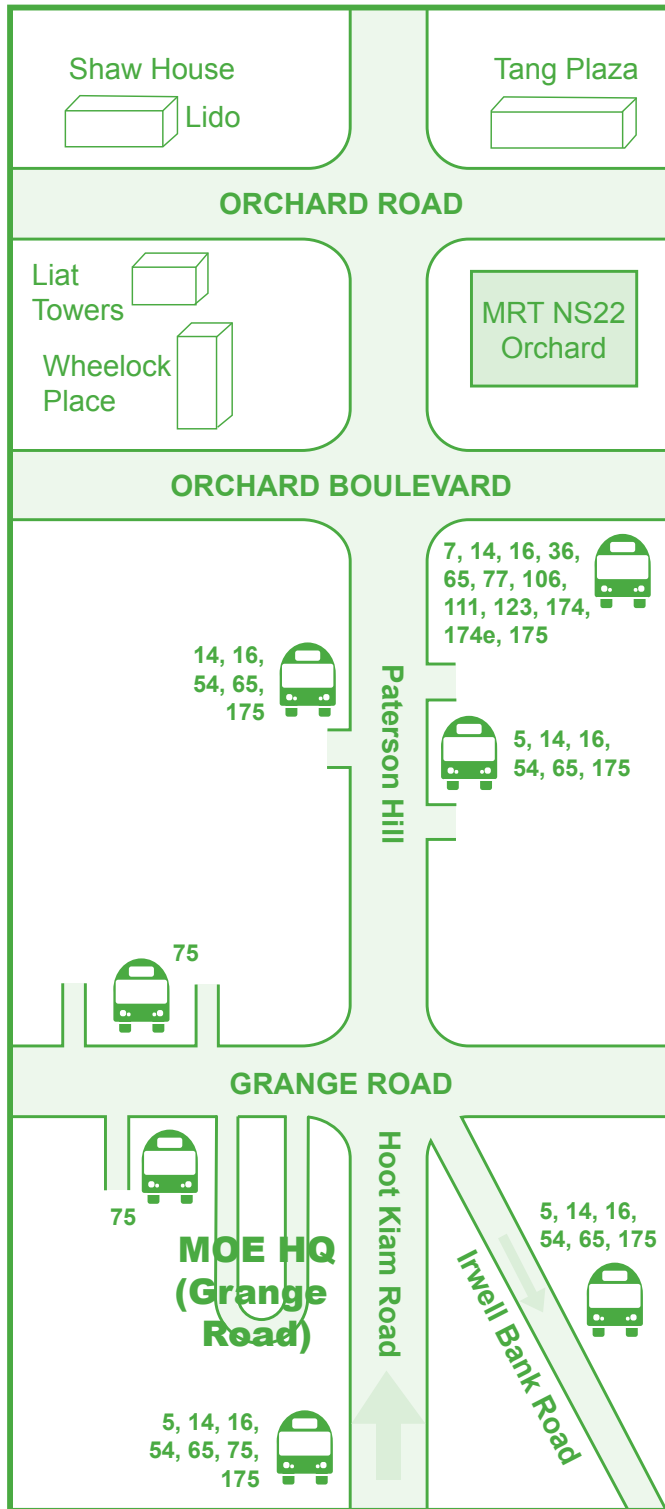
Make payment by cheque together with payment form before deadline stated in confirmation e-mail

**4**

Request for email acknowledgement of cheque issued (if necessary)



## Location Map and Direction



**MOE HQ  
(Grange Road)**  
51 Grange Road  
Singapore 249564

Learning is not attained by chance. It must be sought  
with ardour and attended to with diligence.

*~ Abigail Adams ~*



Ministry of Education  
SINGAPORE

Pre-school Education Branch  
51 Grange Rd Blk 5 #B1-01 Singapore 249564  
<http://www.moe.gov.sg/education/preschool/>