A Portrait of Great Teachers: The Singapore Story

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Not just 1 but...
2 favorite teachers!
Back in High School

Mrs Cecile Tan
Back on Graduation Day

Professor Anne Pakir
What made them great teachers?

Inspirational
Passionate about Teaching
Deeply Caring towards their students

Generous Mentors
Strong sense of Justice
Knowledgeable about their Subject Matter and Life
How does Singapore ensure and sustain a high quality teaching force?
Recruitment & Selection

Ensuring the best candidates for the profession

Top 30% of each cohort

How?

SELECTION INTERVIEW
1 in 8 success rate
Screen for aptitude, attitude & personality

EARLY SOURCING FOR TALENT
Teacher Internship Scheme for Years 11 & 12

TEACHING SCHOLARSHIP
300 Teaching Scholarships a year tenable locally or abroad

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Recruitment & Selection


CV Screen

- Check for minimum qualifications:
  - Academically, applicants should be in the top 30% of their age cohort
  - Applicants should have completed relevant school and university education
  - Applicants must show evidence of interest in children and education

Assessment tests

- Check literacy:
  - Applicants must have a high level of literacy
  - Evidence shows that teachers literacy effects achievement more than any other measurable variable

Interviews

- Check attitude, aptitude and personality:
  - Conducted by a panel of three experienced headmasters
  - May include practical tests or activities

Monitoring at NIE

- Check attitude, aptitude and personality:
  - Teachers are monitored during their initial teacher training at NIE
  - A small number of candidates who do not demonstrate the required standards are removed from the course
Recruitment & Selection

Teachers as Nation Builders

“Moulding the Future of our Nation”
Paid pre-service education including a monthly salary

Competitive salaries equivalent to that of a beginning doctor or lawyer (Roughly between USD$30K-50K for a graduate)

Mid-career entrants Salaries pegged to previous working experiences
Rigorous Pre-Service Programme: Values-Driven Philosophy

Source: NIE 2009 (p. 45)

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Graduand Teacher Competencies Framework
a set of specified outcomes for pre-service Teacher Education

<table>
<thead>
<tr>
<th>Performance Dimensions</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Practice</strong></td>
<td></td>
</tr>
<tr>
<td>1. Nurturing the child</td>
<td>CB</td>
</tr>
<tr>
<td>2. Providing quality learning of child</td>
<td>CB</td>
</tr>
<tr>
<td>3. Providing quality learning of child in CCA</td>
<td>CB</td>
</tr>
<tr>
<td>4. Cultivating knowledge:</td>
<td></td>
</tr>
<tr>
<td>i. with subject mastery</td>
<td>CB</td>
</tr>
<tr>
<td>ii. with reflective thinking</td>
<td>CB</td>
</tr>
<tr>
<td>iii. with analytic thinking</td>
<td>CB</td>
</tr>
<tr>
<td>iv. with initiative</td>
<td>AR</td>
</tr>
<tr>
<td>v. with creative teaching</td>
<td>AR</td>
</tr>
<tr>
<td>vi. with a future focus</td>
<td>AR</td>
</tr>
<tr>
<td><strong>Leadership &amp; Management</strong></td>
<td></td>
</tr>
<tr>
<td>1. Winning hearts &amp; minds</td>
<td></td>
</tr>
<tr>
<td>i. Understanding the environment</td>
<td>AR</td>
</tr>
<tr>
<td>ii. Developing others</td>
<td>AR</td>
</tr>
<tr>
<td>2. Working with others</td>
<td></td>
</tr>
<tr>
<td>i. Partnering parents</td>
<td>AR</td>
</tr>
<tr>
<td>ii. Working in teams</td>
<td>CB</td>
</tr>
<tr>
<td><strong>Personal Effectiveness</strong></td>
<td></td>
</tr>
<tr>
<td>1. Knowing self and others</td>
<td></td>
</tr>
<tr>
<td>i. Tuning into self</td>
<td>CB</td>
</tr>
<tr>
<td>ii. Exercising personal integrity</td>
<td>AR</td>
</tr>
<tr>
<td>iii. Understanding and respecting others</td>
<td>CB</td>
</tr>
<tr>
<td>iv. Resilience and adaptability</td>
<td>CB</td>
</tr>
</tbody>
</table>

The competence expected of graduating teachers are specified in two focus levels:

**Capacity building (CB)** – demonstrate achievement of the defined competence

**Awareness raising (AR)** – aware of what the competence means but not yet able to fully demonstrate

Source: NIE 2009 (p. 53)
Mapping of courses to the V3SK and GTCs

Helps student teachers to see the coherence between the different components of the pre-service courses

Source: NIE website (http://www.nie.edu.sg/about-nie/teacher-education-21)
Mapping of courses to the V3SK and GTCs

The mapping exercise ultimately let to a deeper understanding of the learning journey from the student teacher’s perspective – in terms of what they learnt and how they learnt.

Crucial that every student teacher understood what were the expected outcomes from each course they would be taking.

A series of Student Teacher’s Learning Journeys (STLJ) were created. This is meant to guide student teachers in their reflections and enable them to relate their experiences from classroom lessons through to teaching practice to the objectives of each course.

Source: NIE website (http://www.nie.edu.sg/about-nie/teacher-education-21)
BA/BSc(Ed)

The Student-Teacher’s Learning Journey in TE^21

Source: NIE website (http://www.nie.edu.sg/about-nie/teacher-education-21)

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Developmental Portfolio is an electronic collection of authentic and diverse evidence of a student teacher’s learning and achievement over time, on which he/she has reflected and designed for personal development, as well as for presentation to audiences for specific purposes.

Source: NIE 2012 (p. 11)
### Learning and Teaching Portfolio at NIE

<table>
<thead>
<tr>
<th>Number</th>
<th>Week</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>FC 1</td>
<td>1</td>
<td><strong>Portfolio Sharing – My learning in NIE</strong>&lt;br&gt;Students are asked to share on what they have learnt from the courses at NIE that have influenced their conception of teaching and learning.</td>
</tr>
<tr>
<td>FC 2</td>
<td>3-4</td>
<td><strong>Managing Teaching and Learning I &amp; II</strong>&lt;br&gt;Students are asked to bring up topics on issues encountered in their lessons or with their students</td>
</tr>
<tr>
<td>FC 3</td>
<td>5-6</td>
<td><strong>Portfolio Sharing – My learning in school</strong>&lt;br&gt;With reference to the GTC, students are asked to share how the practicum experience helped to develop their teaching competencies.</td>
</tr>
<tr>
<td>FC 4</td>
<td>9-10</td>
<td><strong>Portfolio Sharing – My learning in school</strong>&lt;br&gt;With reference to the GTC, students are asked to share how the practicum experience helped to develop their teaching competencies.</td>
</tr>
</tbody>
</table>

- Introduction of Focused Conversations (FC) to provide a structured platform for student teachers to share with SCMs about their learning in NIE, issues encountered, and about their learning in school towards developing their teaching competencies.
- A Reflective Practice framework was incorporated to aid in the development of the reflective practitioner who is consciously able to link theory to practice.

Source: NIE 2012 (p. 12)
Holistic Teacher Evaluation, Holistic Growth

PURPOSE

Identifying areas for further professional development and upgrading

Identifying talent for grooming so as to retain our best teachers

Uphold the quality of teaching and integrity of the profession.
Enhanced Performance Management System (EPMS)

A tool for Self-Evaluation

A tool for Coaching & Mentoring

Performance-Linked Recognition

Non-monetary Rewards
Enhanced Performance Management System (EPMS)

A tool for Self-Evaluation

Beyond value-adding to students’ academic performance, it also includes for example, teachers’ ability to nurture the whole child, their training and development roadmaps and their contribution to overall school improvement.
The work review cycle begins with a one-on-one target setting at the start of the year conducted with the teacher’s immediate supervisor, followed by a mid-year work review that is formative in nature, before the end-of-year summative review. Helps specify areas for improvement, developmental and career pathways are mapped.
Enhanced Performance Management System (EPMS)

Performance-Linked Recognition

Via awards such as the Outstanding Youth in Education (OYEA), the Caring Teacher Award (CTA) and the President’s Award for Teachers (PAT) in order to retain good teachers in the profession. MOE disburses grants in the form of outstanding contribution awards (OCA) to their deserving teachers. Quantum of about USD $3000 for individuals and between USD $3000 - $10000 for teams.
Teacher Professional Development

Systemic Enablers | Structure

100 hours of paid PD

After 12 years, entitled to 1 school term of PDL

Pursue postgraduate studies

Principals who have served 6 years can take 2 months of Sabbatical
Different Professional Development Packages (PDPs) are offered for teachers to upgrade themselves through further studies.

Teacher’s Work Attachments (TWA) are open for educators to gain industry exposure and broaden their perspectives via attachments to public or private sector organisations.

Teachers are also provided resources (in the form of a sum of money) under the Learning and Development Scheme (LDS) teachers are given $400 ($700 after the 15th year in service) to enable them to invest in activities or tools that would aid their professional development.
AST was set up in 2010 to represent and champion professional excellence for the teaching fraternity, by establishing a shared culture of professionalism among teachers. The AST’s mission is to facilitate greater teacher ownership and leadership in the profession.
TEACH framework

**Engagement**
- Dedicated HR Partners for School Leaders
- Multiple Engagement Points for Teachers

**Aspirations**
- Better Support for Part-Time Masters
- Additional Advanced Diploma Offerings
  - New Study Awards (Postgraduate and Undergraduate)

**Career**
- Wider Choice of Key Personnel Positions in Schools
- More Expertise-Building HQ Positions

**Harmony**
- Part-Time Teaching Scheme Expansion
- Enhanced No-Pay Leave Scheme
- Work Management Guidelines

Source: MOE Website
TEACH stands for Teacher–professionalism based on a self-led culture of professional development; better Engagement by strengthening feedback loops and communication channels with teachers; better alignment with teachers’ Aspirations by providing opportunities for academic upgrading; enhancing their Career advancement options by providing more leadership positions in schools; and providing work-life Harmony to retain good teachers.
TEACH framework

Five Desired Outcomes of the 21st century Singapore Teacher

- The Ethical Educator
- The Competent Professional
- The Collaborative Learner
- The Transformational Leader
- The Community Builder

Source: MOE Website
The Teacher Growth Model (TGM) is “a professional development model aimed at encouraging teachers to engage in continual learning, and take ownership of their professional growth and personal well-being” (TGM Fact Sheet, MOE 2012)
Teachers plan their learning relevant to their professional development needs and interests.

Learning aligned to what can help them to develop knowledge and skills for nurturing 21st century students.

Multiple modes of learning and delivery are available such as face-to-face courses, electronically-based courses, conferences, mentoring and research-based practice, networked learning, reflective practice, and experiential learning.
Teacher Growth Model

Teaching track
achieve teaching excellence in the classroom
(which extends through levels of senior, lead and master teachers)

Leadership track
grooms teachers to take on leadership positions in schools
(e.g. principals and heads of department) and at the MOE headquarters

Senior specialist track
teachers are developed to be experts in curriculum and instructional design, educational psychology and guidance, educational testing and measurement, and research and statistics
Career Progression Tracks

Education Service Professional Development And Career Plan” (Edu-Pac) for teachers
**Teaching track**
achieve teaching excellence in the classroom
(which extends through levels of senior, lead and master teachers)

**Leadership track**
grooms teachers to take on leadership positions in schools (e.g. principals and heads of department) and at the MOE headquarters

**Senior specialist track**
teachers are developed to be experts in curriculum and instructional design, educational psychology and guidance, educational testing and measurement, and research and statistics
Attrition is less than 3% annually.

Remuneration packages include a retention bonus payable every 3-5 years, and a lump sum withdrawal option at the end of a teacher’s career, so as to provide reasonably competitive career earnings by the time educators reach the age of 40 or 50.

Teachers’ salaries have been revised upwards by MOE in 2001, 2006 and 2007 & in 2012.
### Retention

#### Well-Being
- Expansion of Part-time Teaching Scheme
- Greater Support for Part-time Teaching
- Enhancements to No-Pay Leave

#### Growth
- Professional Development Packages
- Greater Support for Postgraduate Studies
- More In-Service Upgrading Opportunities for Non-Graduate Teachers

#### Opportunities
- Enhanced Senior Specialist Track
- Further Re-employment Opportunities
- Future Leaders Programme

#### Recognition
- New Education Scheme of Service (2008)
- Revised CONNECT Plan
- Additional Outstanding Contribution Awards

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**Grow 2.0 Package (2008)**
Teacher evaluation is a vital step in the drive to improve the effectiveness of teaching and learning.

Raising student performance lead to substantial gains in student learning.

Effective monitoring and evaluation of teaching central to the continuous improvement of the effectiveness of teaching.
Reflections on the Singapore Story

- Selecting & attracting top quality educators
- Competitive compensation & career development packages
- Professionalism of the teaching profession
- School Leadership Development
- Systemic Coherence
- Learning from other systems
“Judicious Policy-making that is evidence-informed & fidelity in implementation through systemic coherence”


**Websites**

Career Progression  
http://www.moe.gov.sg/careers/teach/career-info/  
Five Desired Outcomes of the 21st century Singapore Teacher  
Grow 2.0 Package (2008)  
TE\textsuperscript{21} Student Teachers’ Learning Journey and Mindmap  
http://www.nie.edu.sg/about-nie/teacher-education-21