



Empowering Teacher Leaders

Excellence in Action...
Sharing of Best Practices 2008
30 October 2008





Key takeaways

- How staff identify the problems and are part of the solutions
- ACJC's journey towards best practices in teaching and learning
- Curriculum leadership in ACJC
- Innovations in different aspects of Teaching & Learning





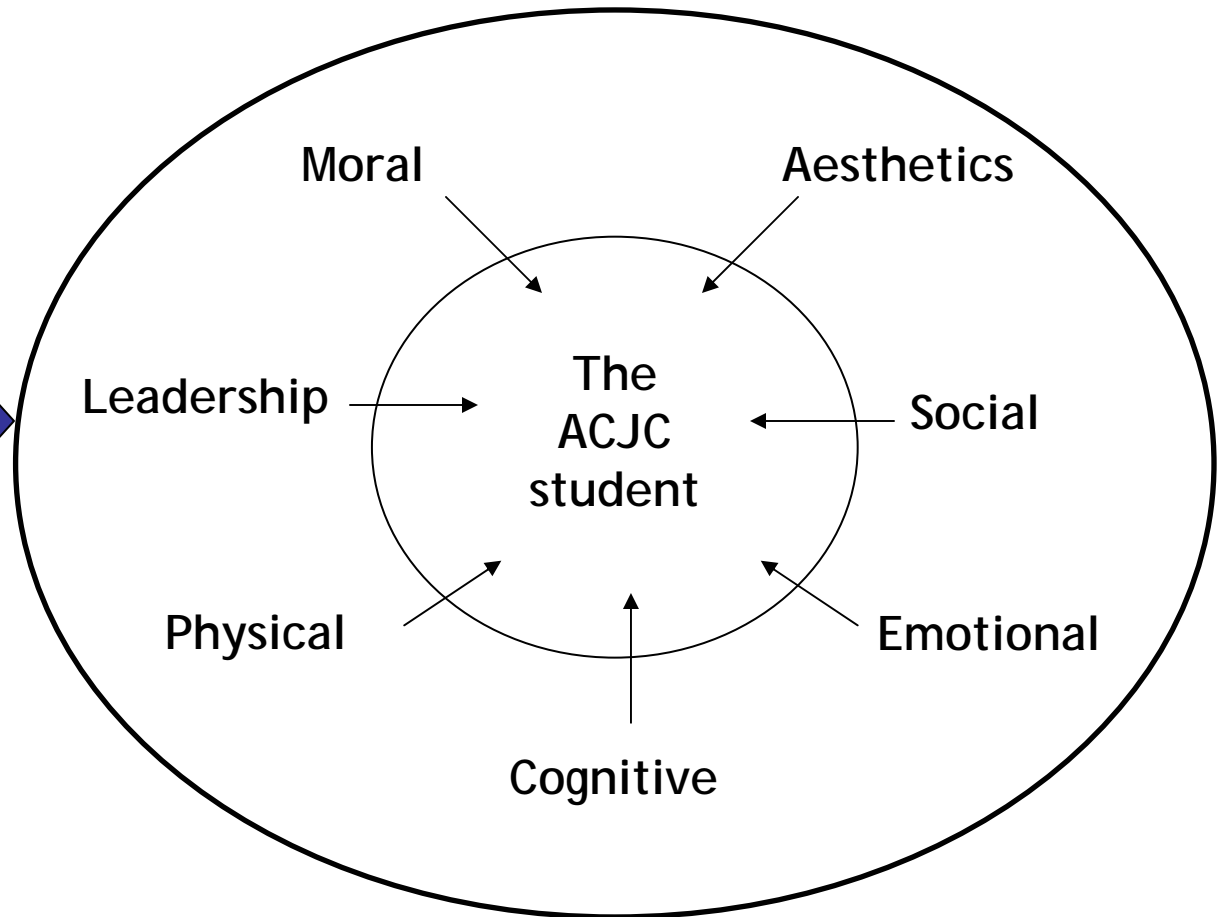
Our vision

ACJC is a Methodist Institution committed to an all-round education of the highest standards based on Christian principles and a consciousness of self, others and God.



An all-round education

ACJC is a Methodist Institution committed to an all-round education of the highest standards based on Christian principles and a consciousness of self, others and God.





Internal Scan

- MOE Academic Value-added Awards (2005 - 2007)
- Value-added performance in A-level subjects
- Positive student experience of culture of learning in the College (Quality of School Experience 2005 - 2007)
- Three Sustained Achievement Awards in Sports, Aesthetics & Physical Fitness





External scan

- New JC curriculum with major revisions to A-level syllabi
- Changing student profile & expectations
- Changes in external educational landscape (IP schools) & national concerns
- Strong desire to sustain excellence in a changed environment



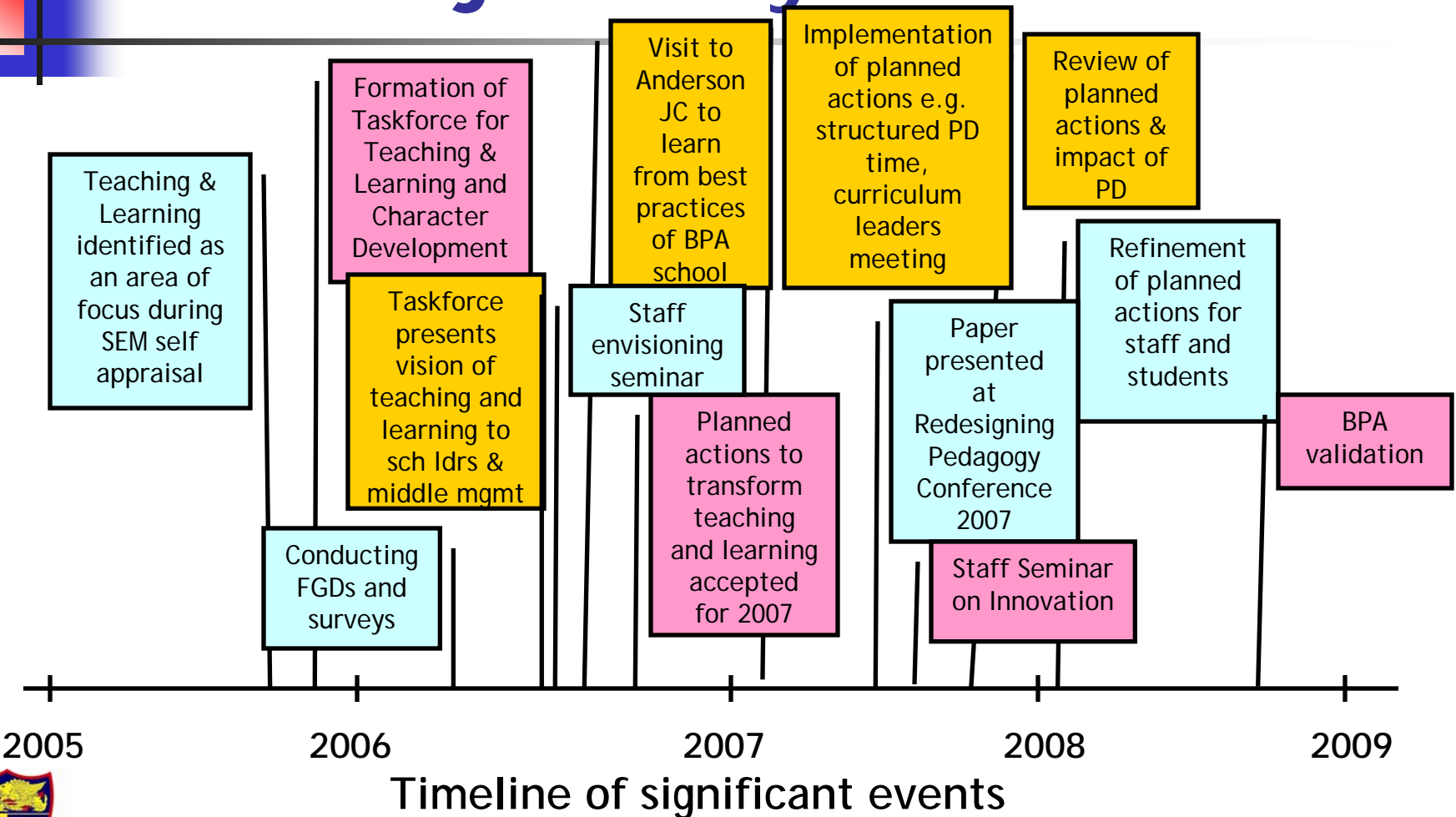


Need for change

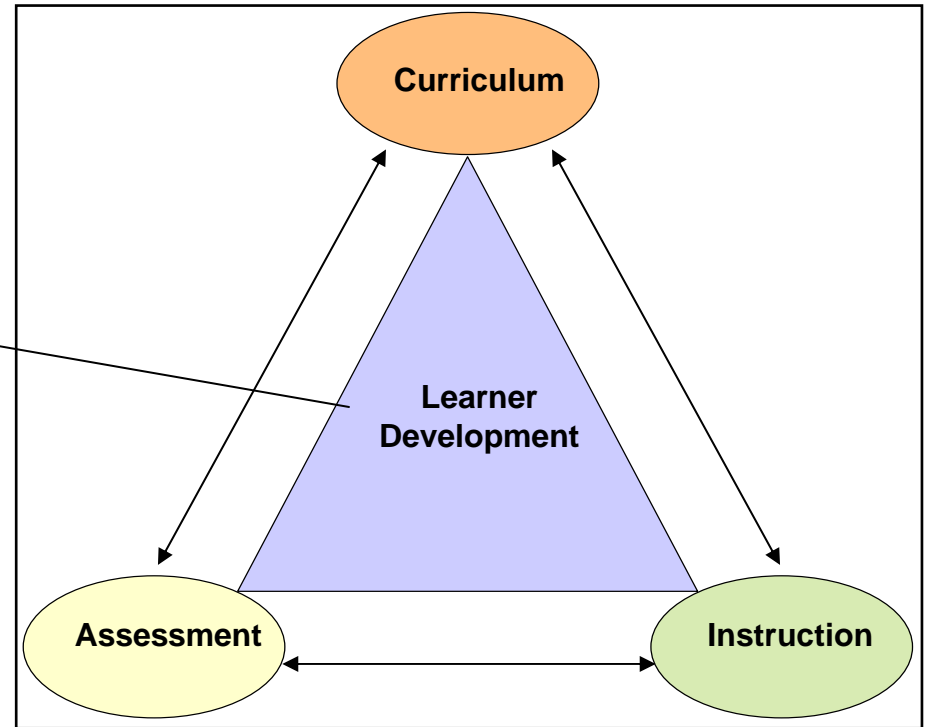
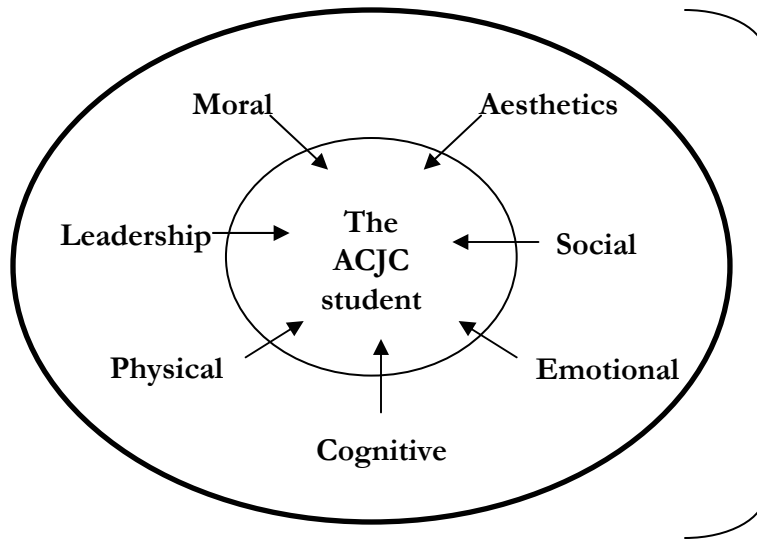
- Continue to provide an education relevant to students & stakeholders
- Rise above the challenges and thrive in a new educational landscape
- Prepare our students for a world that will value
 - behavioral & cognitive flexibility,
 - Teamwork,
 - independent & lifelong learning,
 - and depth & breadth of knowledge



ACJC's journey



Curriculum-Instruction- Assessment continuum





Impact of vision

- Fundamental shift in **student attitudes to learning**
- Brought about by enhancement of **teacher skills & competencies**
- Complemented by a **conducive learning environment** for both teachers and students





Drivers of Vision

- Students - attitudes to learning
- Teachers - skills and competencies
- Key Personnel - curriculum leadership



Student attitudes to learning

- Understanding their personality type through Myers-Briggs Type Indicator (MBTI) and how it impacts their learning
- Being more prepared for A-level rigour through modules in student programme for peak-performance in A-level
 - Thinking skills
 - Independent learning strategies
 - Exam strategies
 - Revision skills



Building teachers' skills & competencies

- Structured PD time for teachers (Every Tuesday from 0730 hr - 0810 hr)
- Building up a PD resource library
- Communication of clear expectations of teacher skills & competencies aligned with EPMS
- Teachers as leaders in classroom and in CCA

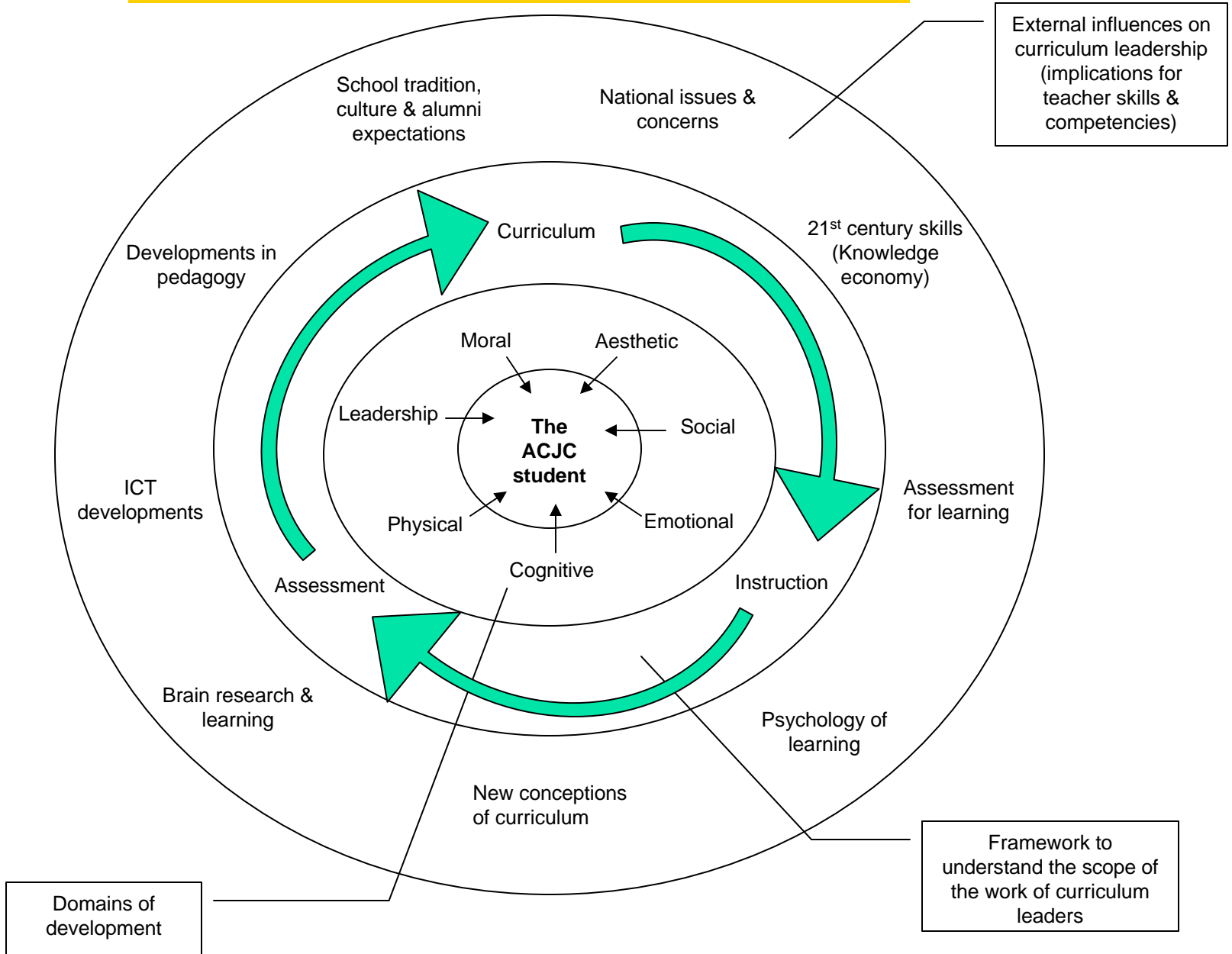


Distributed curriculum leadership

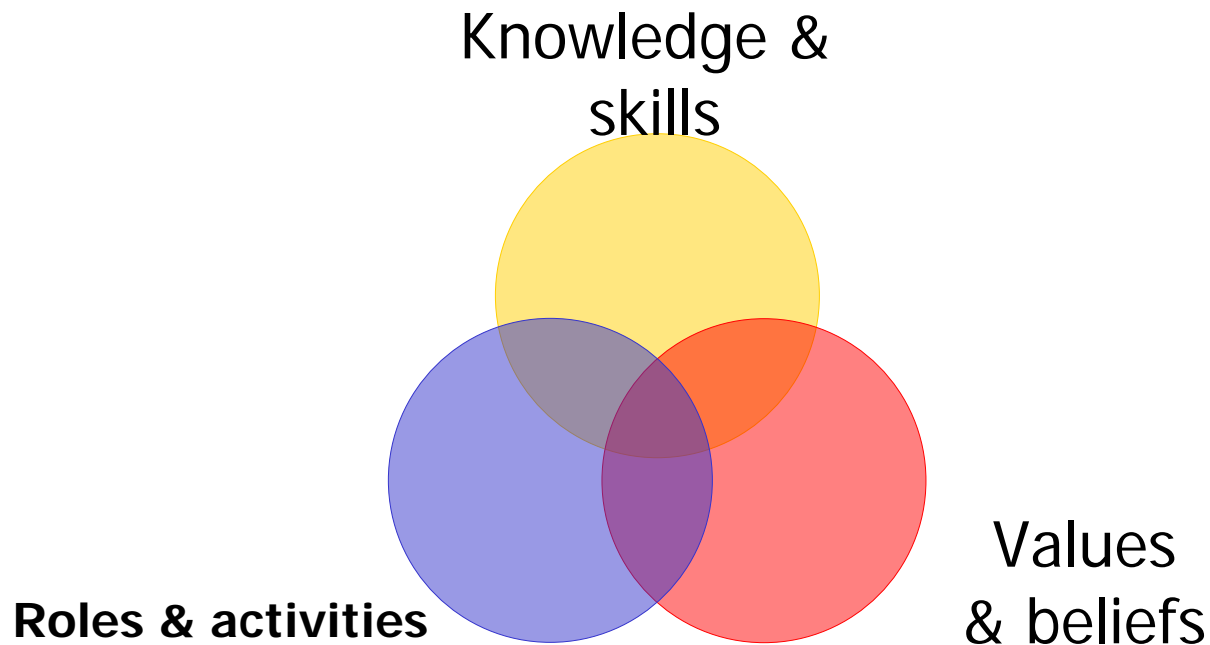
- Building the capacity of curriculum leaders (Heads & STs) to lead PD sessions through curriculum leaders meetings
- Sharing of possible pedagogical approaches for engaged learning



Curriculum Leadership in ACJC



Facets of Curriculum Leadership



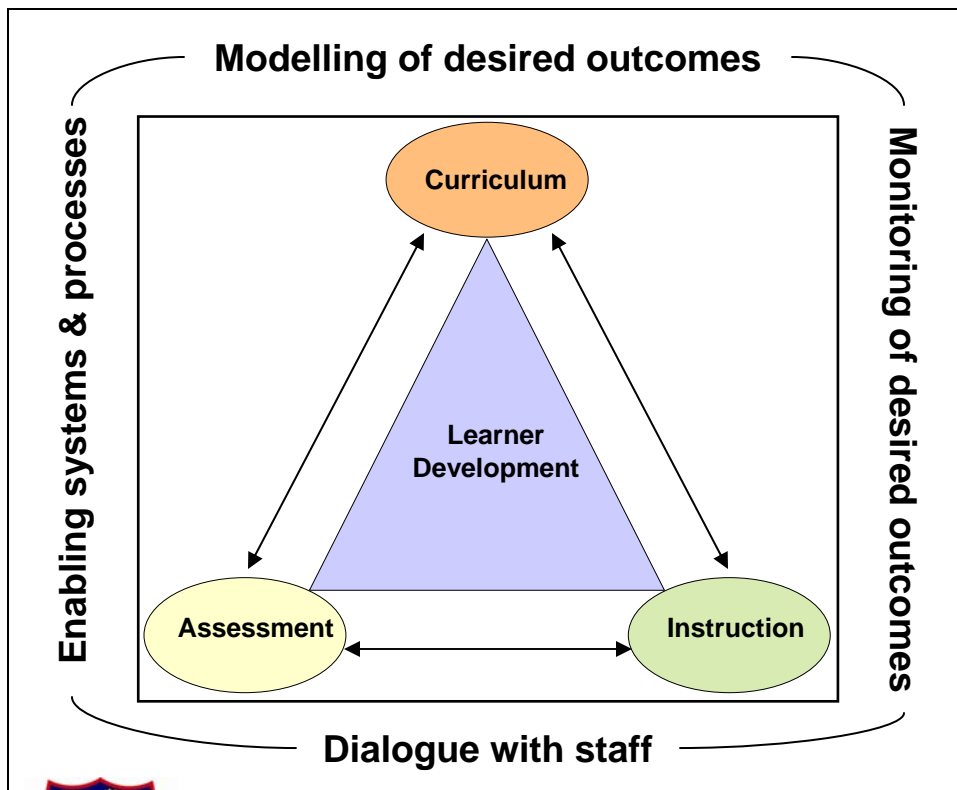


Knowledge & skills

- Management skills for individuals & department
- Knowledge of the learning process in students and adults
- Skills & capabilities to bring about organisational change
- Development & refinement of curriculum



Roles & Activities



- Roles & activities
 - Dialogue with staff
 - Modelling of desired outcomes
 - Monitoring of desired outcomes
 - Putting in place systems & processes



Values & beliefs

- About students and their potential
- About staff and their potential
- About the culture in your team
- About the learning process and the aim of learning



Indicators of Independent Learning

- predict outcomes of their own learning
- explain to themselves in order to improve their own understanding
- note failures to comprehend
- activate background knowledge
- plan ahead
- apportion time and memory

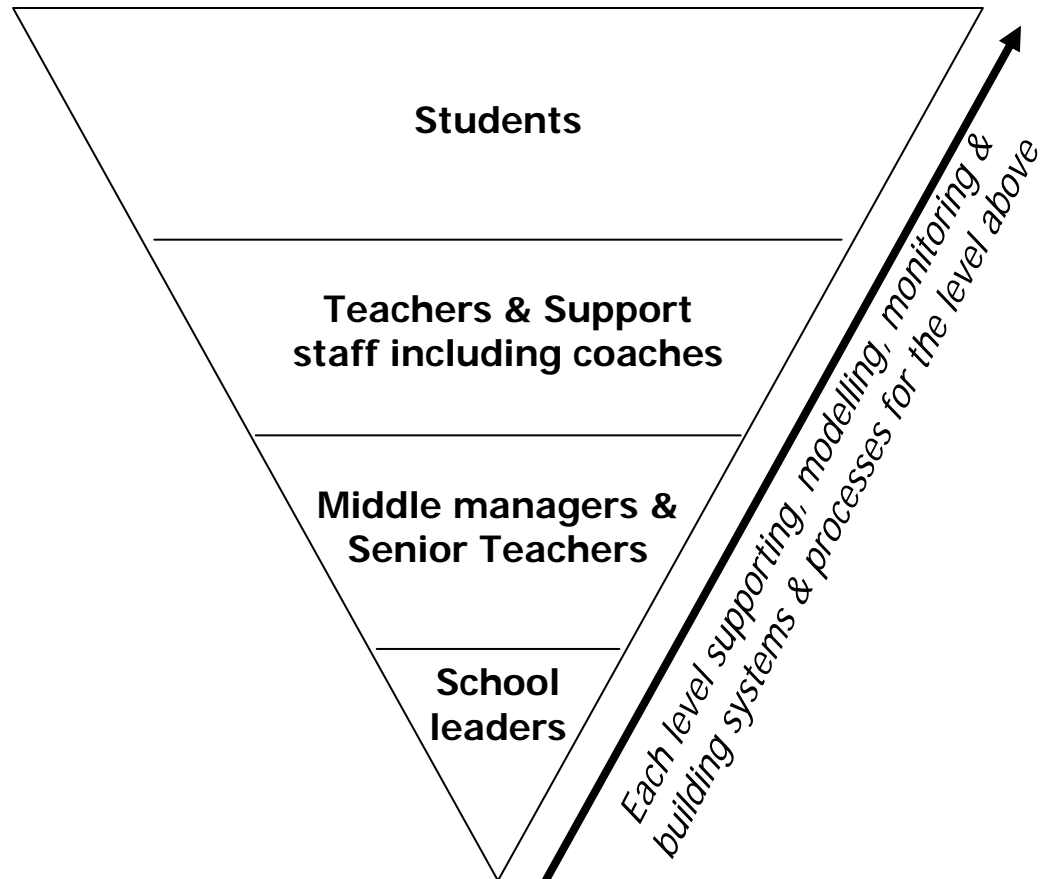


Internalising the indicators

Indicator	What indicator means / looks like for Mathematics	How we can develop this indicator in students
Apportion time and memory	<ul style="list-style-type: none">■ know what formulae to remember, apart from those given in the formula list■ remember the beginning steps in derivation of certain formulae or results, or the context in which a particular technique is used in working / solving a problem	<ul style="list-style-type: none">■ inform the students what to commit to memory and what not to, esp wrt primary info, backgrd knowledge, processed and given info from formulae list■ get students to practise derivation of certain results, as a means to develop mathematical, logical reasoning

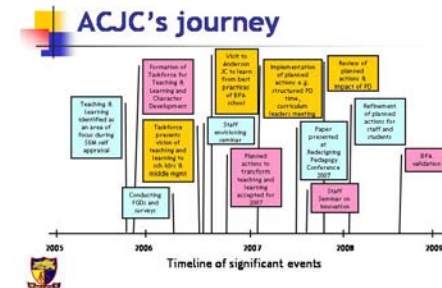


Levels of curriculum leadership



Creating a conducive learning environment

- Free choice of subject combination
- U-shaped arrangement for classrooms
- Subject home rooms
- More study areas
- Parent Action Team support



A culture of innovation in teaching and learning

- Curriculum leaders given the autonomy to decide on pedagogical approaches with clear understanding of subject content, student needs and teachers' competencies
- Creating ownership and commitment through staff involvement in strategic planning and college improvement



Innovations in infrastructure & programmes

Subject combinations

- No prescribed combinations
 - Informed decision making by students
 - Aided by
 - Subject introductory lectures
 - Subject counselling
 - University course requirements



Innovations in infrastructure & programmes

Integrated Co-curricular programme (CCP)

- Character development through
 - Co-curricular activities
 - Lifeskills & PCCG lessons
 - Community Involvement Programmes
 - National Education
 - Whole-College discipline approach



Innovations in infrastructure & programmes

CIP Volunteers Fair

- Charitable organisations brought together in one place at the same time
- Students sourcing for CIP opportunities



Innovations in infrastructure & programmes

Independent Learning Modules

- Teaching of metacognitive skills
 - Awareness of learning styles & preferences
 - Developing higher-order thinking skills
 - Revision & study skills
 - Examination peak performance



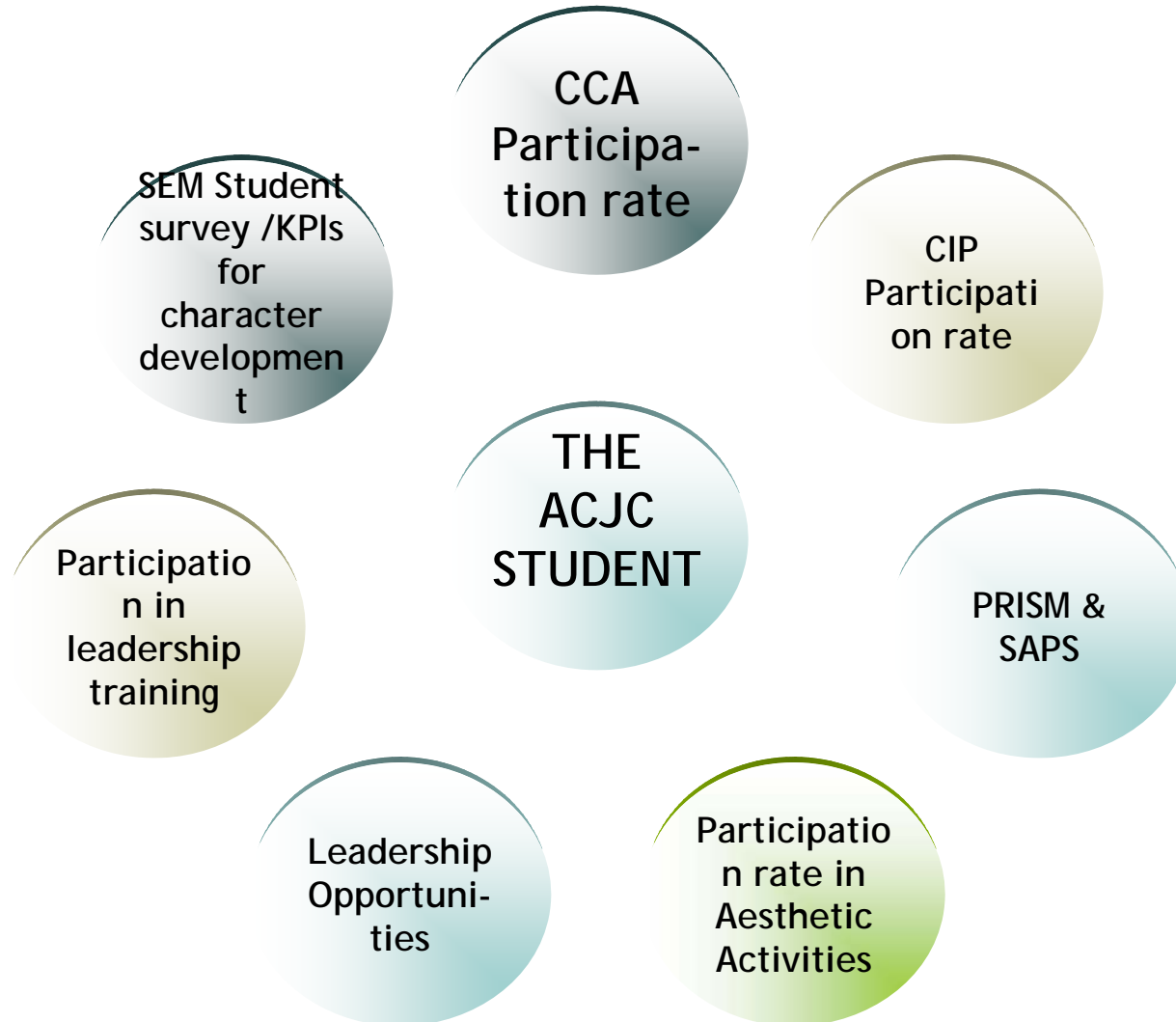
Innovations in infrastructure & programmes

Student Development Portfolio

- Allow students to chart their own learning pathways
- Self-assessment & reflection of development
- Teachers review student development using portfolio



Monitoring for every student





What's next?

- Attainment of indicators of vision of teaching and learning
- Build a culture of reflective inquiry among teachers into their craft





Key learning points

- Curriculum leaders given the breadth of autonomy to identify gaps, select approaches, activate people for solutions
- Infrastructure and programme innovations arise from the harvesting of concerns and ideas of all staff.
- Nuclear groups are formulated to seek the way forward

