



WSA-EC

The BGPS Experience

5 November 2013

School Website

<http://www.bedokgreenpri.moe.edu.sg>

Every Child Matters



Welcome

Vision: A vibrant learning community

Mission: To develop our students to their *fullest potential* and nurture them to be *life-long learners* and loyal citizens with sound moral values.





School Profile

- **88 strong teaching staff**
 - 67.1% Graduates (Based on 79 teaching staff. 8 are Flexi Adjunct Teachers)
 - 34.2% taught < 5 yrs
 - 5.68% > 55 yrs old
- **20 Support staff**
- **1306 Students**
 - ✓ Single session
 - ✓ 40 classes
 - ✓ 31% on Financial Assistance Scheme

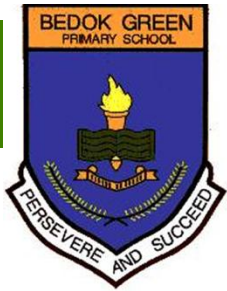




School Profile

- Student enrolment of 1306
 - 55.0% Chinese
 - 30.8% Malays
 - 5.6% Indians
 - 8.7% Other Ethnic Origins
 - **33% from English-speaking homes**

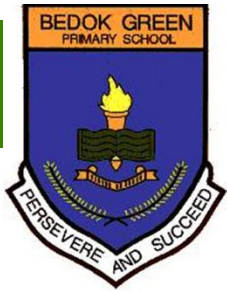




English Department Vision

Every Child and Teacher,
An Effective Communicator





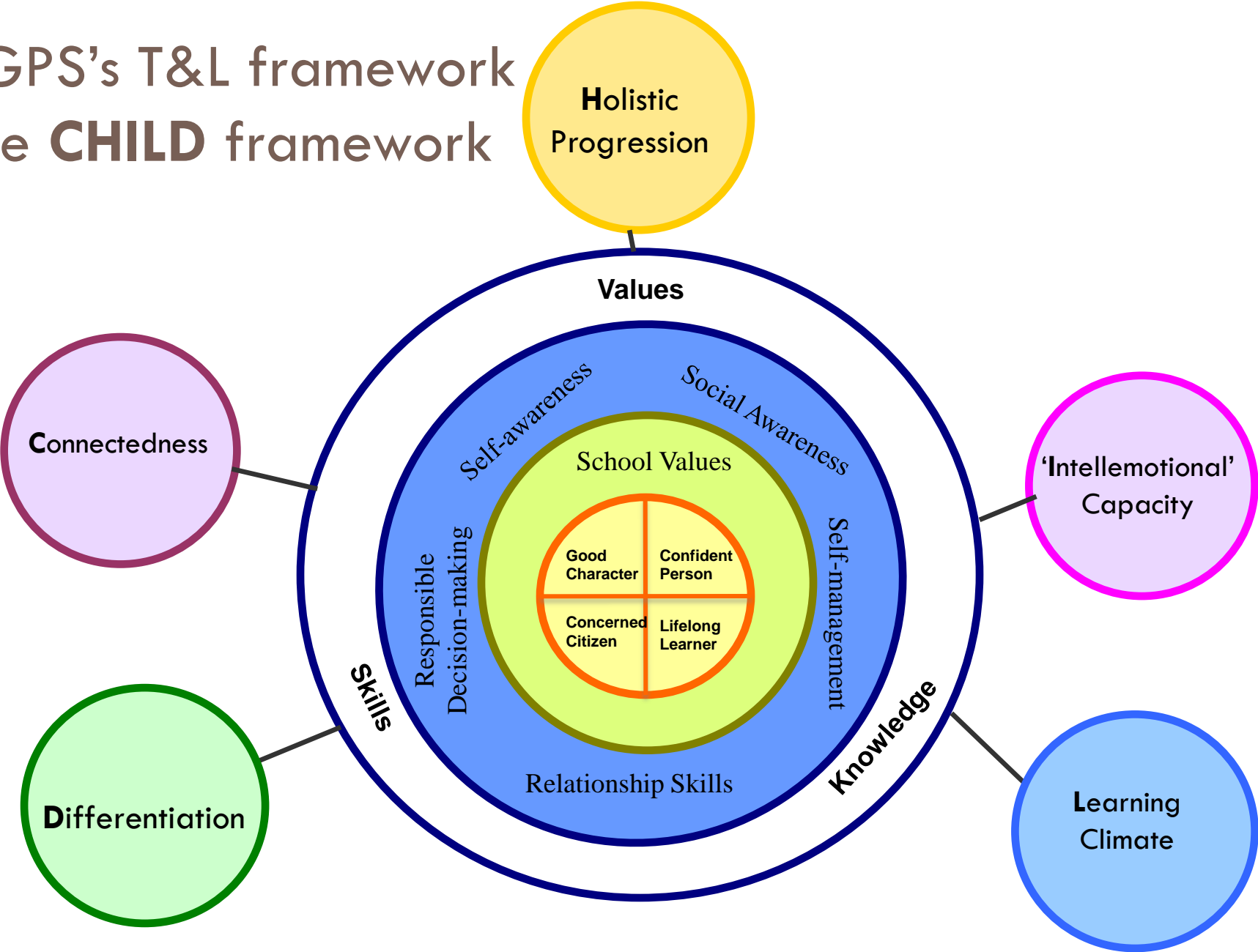
English Department Mission

To nurture
Critical Readers,
Creative Writers
Confident Speakers
(21st C Skill)
and
Self-directed Learners
(21st C Skill)



BGPS's T&L framework

The **CHILD** framework



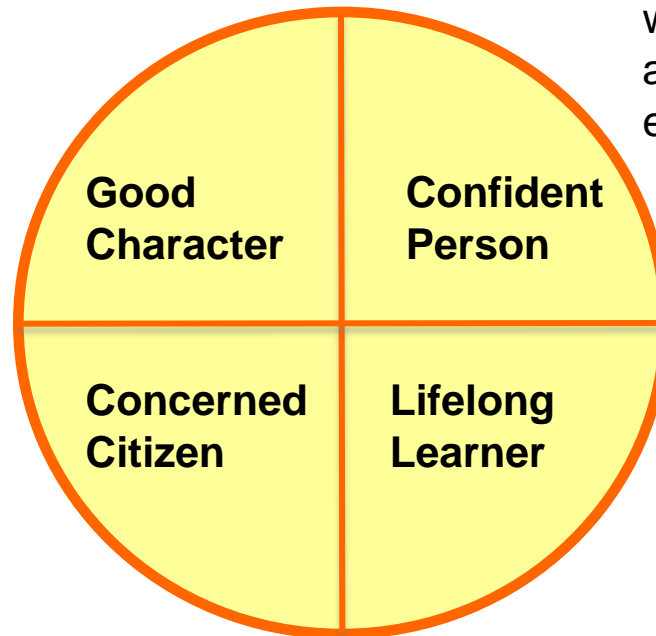
Every Teacher, a GEM

Every Parent, our PARTNER

Each BGPS graduate will be a **Confident Person** with **Good Character** and who is also a **Lifelong Learner** and a **Concerned Citizen**.

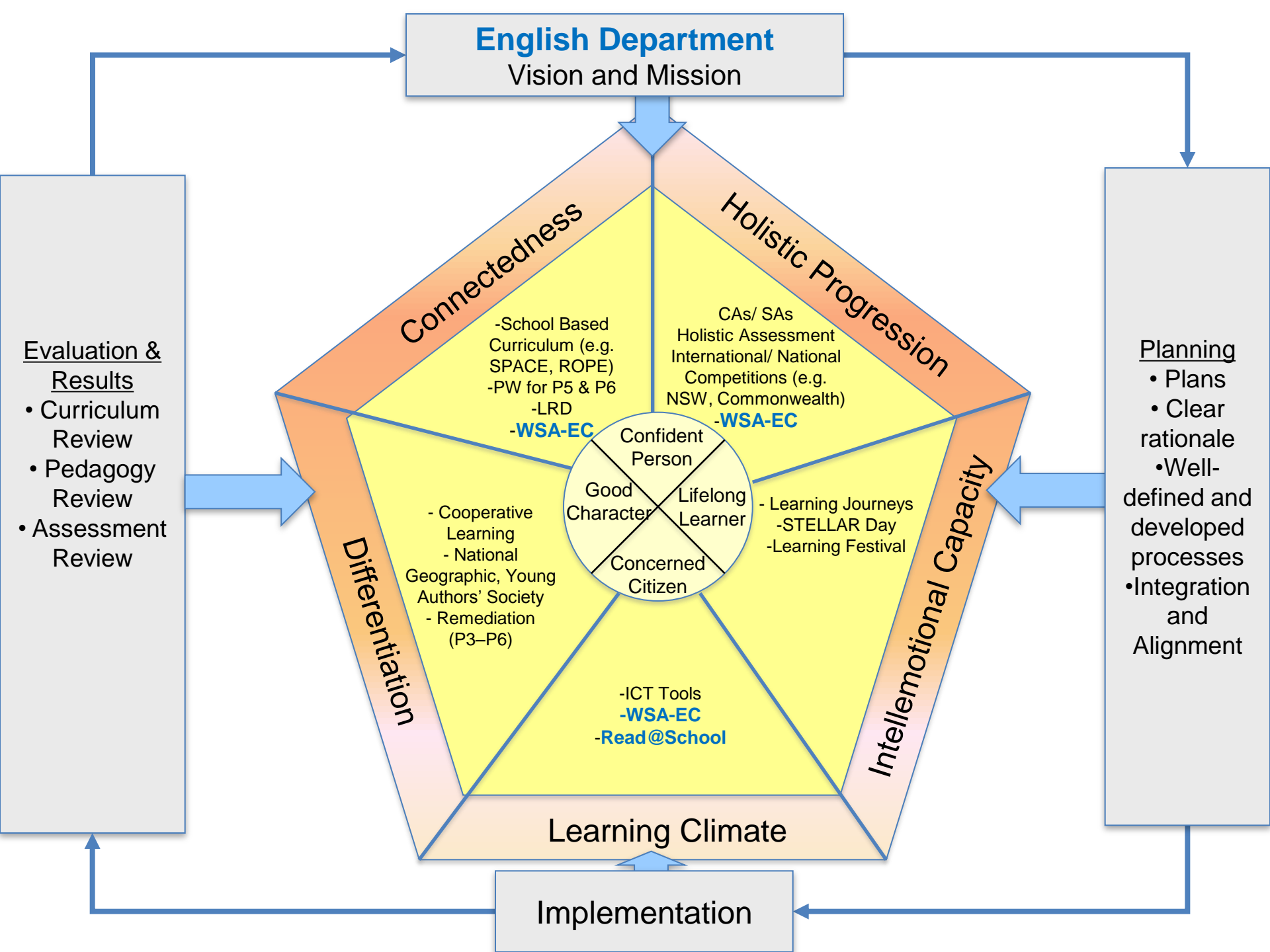
A person of good character is someone who demonstrates integrity, responsibility, resilience, respect and compassion at all times.

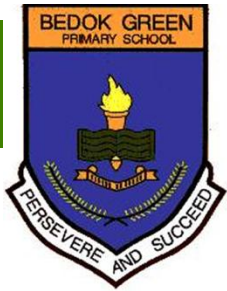
A concerned citizen is someone who is rooted to Singapore, shows compassion and plays an active role in bettering the lives of others.



A confident person is someone who perseveres, has integrity and can communicate effectively.

A lifelong learner is someone who is motivated to strive for excellence, reflects and perseveres in the pursuit of learning and contributes actively by working effectively in teams.

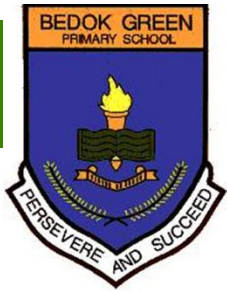




Why WSA-EC?

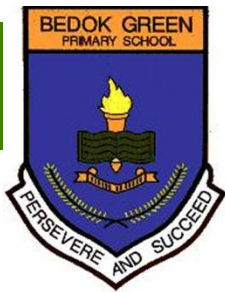
Rationale:

- **33%** of students come from English-speaking homes
- **Lack of confidence** in our students in expressing themselves
- Effective **Communication** is an important 21st Century Skill
- Teachers are expected to be **good role models** for effective communication



WSA in BGPS

Dates	Key Activity
Dec 2011	Joined as WSA EC Phase 2 School
2012	Focus on Oracy
2013	Focus on Oracy to further develop teachers' competencies and students' confidence
2014	Writing



Short Term Goals For Student Outcomes

Levels	Target / Key Activity
P1	<ul style="list-style-type: none">• Show & Tell• 100% of students obtaining the top 2 grades
P2	<ul style="list-style-type: none">• Show & Tell (Term 1)• Picture Discussion using DRIPS (Describe, Reason, Interpret, Predict and Suggest)• Storytelling (2014)
P3 & P4	<ul style="list-style-type: none">• $\geq 95\%$ pass in SA1 and SA2 oral• 50% of students obtaining 'Excellent' in P3 Reader's Theatre presentation and Reading Aloud• 50% of students obtaining 'Excellent' in P4 PW oral presentation (2014)
P5 & P6	<ul style="list-style-type: none">• $\geq 98\%$ pass in SA1 and SA2 oral• 50% of students obtaining 'Excellent' in P5 PW oral presentation (2014)



Long Term Goals For Student Outcomes

- More than 80% of teachers and parents surveyed feel that **all** students **show confidence in their communication at various platforms (class, whole school, community)**



Collaboration With NLB's WSA - Reading

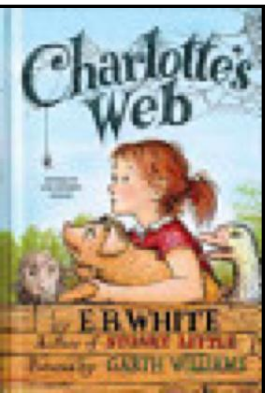


- **Read, Swap and Share**
- NLB is conducting **Storytelling** sessions termly for P1 to P3 students and have conducted a 2hr workshop for parents
- **Reading Fiesta & Raising Readers** – targets P1 to P3 students and their parents allowing them to bond over stories, selection of books and reading-related games



WSA-EC Programmes

Programmes
P1 Show & Tell
P2 Storytelling
P3 Drama
P4 Literature & Project Work
P5 & P6 BGPScoop & Project Work





BGPScoop

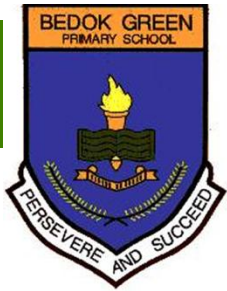


- 5 to 8 minute show – School news or Current Affairs / Science Concepts / Idioms & Quiz
- Shown to all students during the morning pre-assembly
- 6 Episodes per term
- Helmed by EL, Science and “invited” teachers



Professional Development For Teachers (2012)

- P3 PLT focused on drama
- School-wide EL Workshop – Effective Communication for all EL-Medium teachers (BC)
- One session was on QT for all teachers
- Learning Walkthrough – Use of Effective Questioning Techniques was observed
- The RIPPLE Classroom



The RIPPLE Classroom

- In the **Reflective Inquiry and Practice thru' Peer LEarning** (RIPPLE) classroom, teachers **invite peers** to observe their use of questioning techniques in lessons
- Peers provide feedback using Borton's model of reflection
- Teachers write personal reflections





Peer Feedback



BEDOK GREEN PRIMARY SCHOOL
The RIPPLE Classroom Reflection

Name of Peer : Mdm Kelly Lee
Name of Teacher : Mrs Eve Chen (Tze Mei)

Prompts	What? Record your observations on the classroom experience.
What were the types of questions asked? What was the teacher trying to achieve by asking those questions? What were the students' responses like?	Mdm Kelly asked different types of questions like 'Who', 'What' 'Why' and 'How'. Mdm Kelly was trying to check students' understanding by getting them to say out their thoughts and explain their solutions. Most students were able to echo the answers to simple questions but only some students could answer the 'Why' questions and articulate their thoughts on the solutions.
	So What? Record your analysis and evaluation of the classroom experience.
So what was so important about the types of questions asked? So what did you learn from the way the questions were asked?	The lower order questions using 'Who' and 'What' enabled Mdm Kelly to engage the students while the higher order questions using 'Why' and 'How' encouraged students to have relational understanding on the steps to get the answers. Although higher order questions might be difficult for some students, it was important to expose them to such questions to help them make sense of their learning and develop critical thinking skills.
	Now What? Record your synthesis in consideration of alternative course of actions for future practice.
Now what do you think the teacher needs to change about the way the questions were asked? Now how do you think the students will respond to those questions? Now how would that help in making the lessons more effective?	There was 'Wait Time One' where Mdm Kelly waited for students' responses during the questioning in class. The lesson might be better if 'Wait Time Two' where questions that would encourage students' responses to their peers' answers was more evident. Students would agree or disagree to their peers' answers. In this way, the students would be more active in listening and benefitting from their peers' answers even if they were not chosen to answer at first. It put the responsibility of checking and learning back onto the students.

Date submitted: 25 March 2013



BEDOK GREEN PRIMARY SCHOOL
The RIPPLE Classroom Reflection

Name of Teacher : Mdm Kelly Lee

Prompts	What? Record your observations on the classroom experience.
What were the types of questions asked? What was I trying to achieve by asking those questions? What were the students' responses like?	Using the Traffic Lights (😊, 😬, 😱), I asked the students to indicate to me their level of understanding of the word problems read to them. This would help me to focus on the weaker ones and expedite the lesson if most students could understand the word problem. Some students had problems understanding the relationship/patterns to the numbers presented in a triangle, and I had to ask more probing questions such as: "What is repeated addition?" "Do we add to get the numbers?" "Do we subtract to get the numbers?" "How do we make use of number bonds to find the multiplication of 13×7 ?" "How do we make use of number bonds to find the division of 91 and 7?" ($70 \div 7 = 10$ and $21 \div 7 = 3$; $10 + 3 = 13$) "Could we break up 91 into 80 and 11 and use them to divide 7 respectively?" "Why couldn't we do that?"
	So What? Record your analysis and evaluation of the classroom experience.
So what was so important about the types of questions asked? So what did I learn from the way the questions were asked?	Different tiers of questions must be asked to the students to (a) check their level of understanding, (b) help them understand the word problems better; (c) to correct any misconception which they might have.
	Now What? Record your synthesis in consideration of alternative course of actions for future practice.
Now what do I think need to change about the way the questions were asked? Now how do I think the students will respond to those questions? Now how would that help in making my lessons more effective?	I certainly did practice "Wait Time One" but not "Wait Time Two" because the number pattern word problems were new to the students. Most were still grappling with how to derive the answers or see the relationship between the number patterns. They were not ready to assess their peer's answers as yet. But, I'm mindful of this good practice and perhaps, when the students are more exposed to such questions, I would certainly practise 'Wait Time 2'.



Wait Time 1 & 2

Steps for Wait Time 1

What to do during and after the teacher asks a question?

1. Listen carefully to the question.
2. Think of the answer yourself.
3. Remember there will be silent time for thinking.
4. Instead of raising your hand, wait to be called on.
5. Be ready to **answer in a public speaking voice**.
6. If you are not called on, listen carefully to your classmate's answer and think about it

Steps for Wait Time 2

What to do after a student talks?

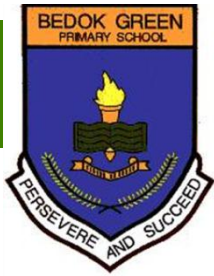
1. Remember that silent time gives us all time to think.
2. If it was not your turn to talk, think about what your classmate said.
3. Decide if you agree or disagree, and the reasons why.
4. **Be ready to “piggyback” or add comments to what you’ve heard.**
5. Be prepared to use your public speaking voice when it is your turn to talk.
6. Be respectful of your classmates.



Review of 2012 Initiatives

- QT were not used evenly across all subjects. It was lacking in the teaching of Mathematics
- 50% participation of teachers in the RIPPLE classroom
- Oracy programmes in upper primary did not impact all students
- Effective measurement of student achievement in oracy





Follow-Up in 2013

- QT is the focus in **all** Lesson Observations, Learning Walkthrough and the RIPPLE Classrooms
- RIPPLE classroom involves **all** teachers
Semester 1: Questioning Techniques
Semester 2: Use of Drama Strategies
[92% of teachers surveyed have used these strategies to role model and teach effective communication]
- Oracy is incorporated into Project Work for all P5 and P6 students
- Focus of **measurement on clarity, relevance and persuasiveness**



Initiatives in 2013

- Drama pedagogy across disciplines
- Involve more students in BGPScoop
- Provide more focused EL resources (E.g. Say It Right!)
- The RIPPLE Classroom (S2) focused on use of Drama pedagogies

SAY IT RIGHT!

Incorrect: I follow her to supermarket.

Correct: I accompanied her to the supermarket.

Incorrect: She left thirty cents.

Correct: She has thirty cents left.

Incorrect: You want ice cream?

Correct: Do you want ice cream?

Supermarket

SAY IT RIGHT!

Incorrect: This book where?

Correct: Where can I find this book?

Incorrect: Don't talk!

Correct: Please keep quiet.

Incorrect: Can lend this book?

Correct: May I borrow this book?

Library



Areas For Collaboration with ELIS

- Embark on **Collaborative Inquiry** on how to measure attainment levels of teachers and students
- Extend and sustain the use of **Drama pedagogy** across departments
- WSA Champions trained in identifying **language-specific demands of teaching Science, Mathematics and Social Studies** in English-medium classroom





Areas For Collaboration with ELIS

- Host **Effective Writing** workshop (2014) conducted by ELIS for key personnel and teachers in the East Zone

Thank You!



Our Champion:

Mrs Hsu Seow Yun

Team Members:

Miss June Lee, Mdm Kelly Lee,
Mrs Jacinta Gomez,
Miss Lim Li Ting

Supported by:

Mrs Marcia Goh HOD/EL
Mdm Norashinah, SSD

Advisor:

Mrs Sita Singh, Principal