



'Infinite Hearts' is a vibrant artwork that celebrates the joy of learning. The piece illustrates the interconnectedness of knowledge, showcasing a curious student at the centre holding on to balloons that represent diverse elements, such as motivation, interests and talents. Together, these elements formed the "heart of learning" in all students. As an educator, this artwork is a testament to the creative and collaborative potential of our students. It highlights our role as a guide and a mentor to develop our students to be creators, connectors, and collaborators, bridging gaps between disciplines and fostering a deep understanding of the world. The artwork also serves as a powerful reminder of the transformative nature of education, inspiring both students and educators to embrace the endless possibilities that learning offers.

**Mdm Siti Fadiah**

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## ETHOS OF THE TEACHING PROFESSION

Teachers play a key role in nurturing our children as we lead, care for and inspire future generations of young Singaporeans. We have a profound and lasting influence on the lives of the students we teach. Hence, we need to stay fast to the highest standards and ideals of the profession.

We have direct access to students and are placed in a privileged position of trust and respect. Therefore, we have a special responsibility in maintaining the trust and respect that parents and the community have accorded us.

As members of a trusted profession, we are responsible for reflecting on our own conduct, developing our practice, and ensuring that we meet the standards of the profession.

The Ethos of the Teaching Profession is expressed in the following five facets:

### FIVE FACETS OF THE ETHOS OF THE TEACHING PROFESSION

Our Singapore Educators' Philosophy of Education, which captures the core beliefs and tenets of the teaching profession and serves as the foundation of teachers' professional practice;

The Desired Outcomes of Education, which establishes a common purpose for the teaching fraternity, guiding educational and school policies, programmes and practices;

The Teachers' Vision, which articulates the aspirations and roles of the teaching profession, helping teachers to focus on what to do in pursuit of professional excellence;

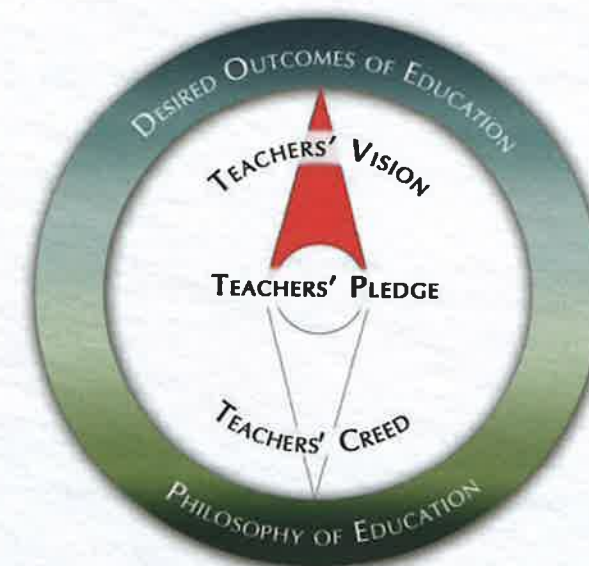
The Teachers' Pledge, which constitutes an act of public undertaking that each teacher takes to uphold the highest standards in professional practice; and

The Teachers' Creed, which codifies the practices of retired and present educators and makes explicit their tacit beliefs. It provides a guide for teachers to fulfil our responsibilities and obligations, and to honour the promise of attaining professional excellence.

Each of the above is an important facet of an integrated Ethos of the Teaching Profession.

### SYMBOL OF THE ETHOS OF THE TEACHING PROFESSION

The compass has been chosen to depict the facets of the Ethos of the Teaching Profession. Pointing to the true north, it symbolises the constancy of values in the lives of educators.



### GOAL OF THE ETHOS: TOWARDS TEACHER-LED PROFESSIONAL EXCELLENCE

The Ethos of the Teaching Profession helps foster a distinct professional identity and deepens the pride that we have in our chosen profession.

Teachers are best placed to lead and uphold the standing of the profession. The Ethos will guide all teachers to serve with honour in all areas of our responsibilities as we progress in our journey as educators.

## DESIRED OUTCOMES OF EDUCATION

The Desired Outcomes of Education are attributes that educators aspire for every Singaporean to have by the completion of his formal education. These outcomes establish a common purpose for educators, drive our policies and programmes, and allow us to determine how well our education system is doing.

A child schooled in the Singapore education system embodies the Desired Outcomes of Education. They should possess a good sense of self-awareness, a sound moral compass, and the knowledge, skills and dispositions to take on the opportunities and challenges of the future.

They should be:

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively.
- **Self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose.
- **Active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative and strive for excellence.
- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

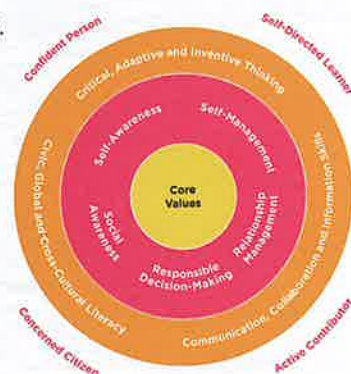
### Key stage outcomes

The Desired Outcomes of Education are translated into a set of 8 developmental outcomes for each key stage of our education system: primary school, secondary school and post-secondary education.

At the end of primary school, students should:

- Be able to distinguish right from wrong.
- Know their strengths and areas for growth.
- Be able to cooperate, share and care for others.
- Have a lively curiosity about their surroundings.
- Be able to think for and express themselves confidently.
- Take pride in their work.
- Have healthy habits and an awareness of the arts.
- Know and love Singapore.

### Framework for 21<sup>st</sup> Century Competencies and Student Outcomes

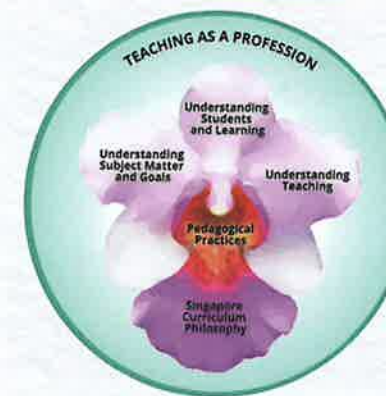


## TEACHERS' PLEDGE

We, the teachers of Singapore, pledge that:

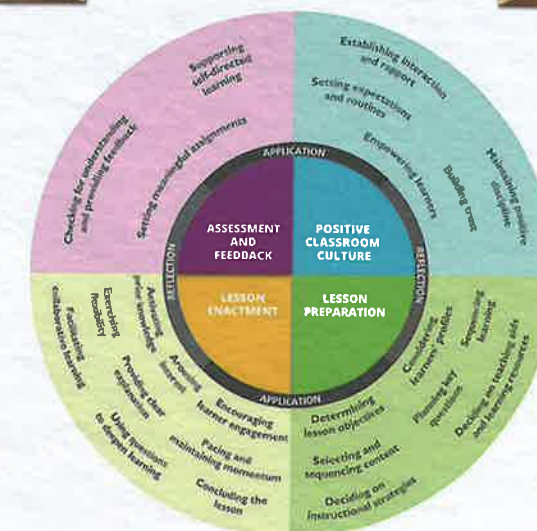
- We will be true to our mission to bring out the best in our students.
- We will be exemplary in the discharge of our duties and responsibilities.
- We will guide our students to be good and useful citizens of Singapore.
- We will continue to learn and pass on the love of learning to our students.
- We will win the trust, support and co-operation of parents and the community so as to enable us to achieve our mission.

## THE SINGAPORE TEACHING PRACTICE (STP)



The Singapore Teaching Practice is a model of teaching and learning to guide and strengthen effective teaching. Co-developed by educators and researchers for teachers in Singapore schools, it articulates the beliefs of the teaching fraternity on teaching and learning and describes the Pedagogical Practices that are customised for our context. It is represented in the form of an orchid to reflect the Singapore context within which we practise our craft.

## PEDAGOGICAL PRACTICES (STP)



## THE TEACHER GROWTH MODEL (TGM)



### TEACHER GROWTH MODEL

The Teacher Growth Model (TGM) represents the core areas of holistic professional growth for Singapore teachers. It serves as the professional learning (PL) roadmap for teachers to plan their professional learning journey, based on both interests and needs.

The Learning Continuum shown below presents the Learning Dimensions and corresponding Learning Areas that support teachers in growing into the five desired Teacher Outcomes to help them be equipped to enact the Roles of the Future-ready Teacher.

| ROLES of the FUTURE-READY TEACHER                                                      |                                                  |                                                                                   |                                                                    |                                                                 |                                                                   |
|----------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------|
| Role Model, Designer and Facilitator of Learning, Student Mentor, and Lifelong Learner |                                                  |                                                                                   |                                                                    |                                                                 |                                                                   |
| Teacher Outcome 1:<br>The Ethical Educator                                             | Teacher Outcome 2:<br>The Competent Professional | Teacher Outcome 3:<br>The Collaborative Learner                                   | Teacher Outcome 4:<br>The Transformational Leader                  | Teacher Outcome 5:<br>The Community Builder                     |                                                                   |
| LEARNING DIMENSIONS and LEARNING AREAS                                                 |                                                  |                                                                                   |                                                                    |                                                                 |                                                                   |
| Learning Dimension 1:<br>Living Out the Ethos of the Teaching Profession               | Learning Dimension 2:<br>Fostering Well-being    | Learning Dimension 3:<br>Deepening Curriculum Knowledge and Pedagogical Practices | Learning Dimension 4:<br>Learning Continuously and Collaboratively | Learning Dimension 5:<br>Leading People towards a Shared Vision | Learning Dimension 6:<br>Understanding and Engaging Our Community |
| Professional Ethics                                                                    | Self-knowledge (Know Self)                       | Students and Learning                                                             | Collaboration                                                      | Visionary Leadership                                            | Understanding the Local Context and Global Issues                 |
| Ethics in Research and Subject Disciplines                                             | Self-management (Manage Self)                    | Curriculum Matters and Goals                                                      | Learning beyond Education                                          | Leading Action Management                                       | Building Partnerships                                             |
|                                                                                        | Peer Support (Relate Well)                       | Pedagogical Practices                                                             |                                                                    | Leading People Development                                      |                                                                   |
|                                                                                        |                                                  | Assessment Literacy                                                               |                                                                    | Change Management                                               |                                                                   |
|                                                                                        |                                                  | Digital Literacy                                                                  |                                                                    | Communication for Leadership                                    |                                                                   |

## SCHOOL VISION, MISSION, CORE VALUES AND SCHOOL CULTURE

### SCHOOL VISION

Motivated Learners  
Critical Thinkers  
Leaders of Character

### SCHOOL MISSION

To nurture individuals to become lifelong learners and responsible citizens through a well-rounded education

### OUR CORE VALUES



### OUR SCHOOL CULTURE



### GUIDING PRINCIPLES



## SCHOOL STRATEGIC THRUSTS

### STRATEGIC THRUST 1 – STUDENT HOLISTIC DEVELOPMENT

To develop students in both the academic and non-academic areas through creating quality experiences in the curricular and co-curricular programmes.

### STRATEGIC THRUST 2 – STAFF EXCELLENCE

To achieve staff excellence through building a caring<sup>1</sup> and innovative<sup>2</sup> Greenwood staff community that is empowered to lead<sup>3</sup> and learn<sup>4</sup> with professional excellence.

#### Strategic Objectives (SO)

To develop staff

SO2.1 To show care and support for one another in their work environment.

SO2.2 To adopt a healthy lifestyle and take ownership of their personal well-being.

SO2.3 To take ownership of own professional and personal growth and development for continual improvement.

SO2.4 To show care for the community through active contributions and volunteering opportunities.

### STRATEGIC THRUST 3 – SYNERGISTIC PARTNERSHIPS

To build and sustain partnerships through strategic and synergistic partnerships with key stakeholders and the community.

## STAFF WELL-BEING FRAMEWORK



In Greenwood Primary, we recognise that the well-being of our staff members is key to building our capacity and motivating us towards excellence in our profession. In our school's Staff Well-being Framework, we focus on five essential domains of well-being – SPICE, namely Social, Physical, Intellectual, Community and Emotional.

Each Greenwood staff member is like a STAR that illuminates as these five domains are developed and enhanced. The circle that surrounds the star represents a well-rounded and nurturing environment where each staff member is valued, treasured and cared for. The heart at the centre depicts how each staff member is

empowered and enlivened by our Greenwood's culture of Care, Support and Trust, which encourages all to be actively involved in continuous learning and innovation to make a difference in ourselves, our students and the larger community.

## SCHOOL MENTORING PROGRAMME

The school mentoring programme comprises an induction programme and year-long mentorship for new teachers to the school and key personnel taking on new roles. Beginning teachers share learning needs with mentors who will provide support and guidance.

Additional mentoring is available for teachers requiring greater support in classroom management or teaching pedagogies. These teachers are supported by their Reporting Officers and Senior Teachers.

Key personnel engage in informal sessions to receive Just-In-Time advice and guidance. At the end of the mentoring programme, mentors and mentees reflect on their mutual learning and insights.

## OUR PEDAGOGIES AND STRATEGIES

| School-wide Pedagogies - DICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Department Strategies - PR <sup>2</sup> AISES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>DICE is the acronym for our school-wide pedagogies:-</p>  <p><b>D</b> - Differentiated Learning<br/> <b>I</b> - Independent Learning<br/> <b>C</b> - Collaborative Learning<br/> <b>E</b> - Experiential Learning</p> <p>Using these pedagogies for Teaching and Learning in the classroom will create an interactive and engaging learning environment for our students. This motivates our students to enjoy learning and take greater ownership of their own learning.</p> | <p>While DICE defines our school-wide pedagogies, PR<sup>2</sup>AISES are strategies adopted by the departments to help our students achieve the learning outcomes in the different subjects. PR<sup>2</sup>AISES stands for :-</p> <p><b>P</b> – Philosophy for Children (English and MTL)<br/> <b>R</b> – RISES (Strategies for answering MCQ questions in Science)<br/> <b>R</b> – RISSA (Strategies for answering structured questions in Science)<br/> <b>A</b> – Appreciative Inquiry (CCE)<br/> <b>I</b> – Inquiry-based learning (Science)<br/> <b>S</b> – Socratic Questioning (English and MTL)<br/> <b>E</b> – 5 Es - Engage, Explore, Explain, Elaborate, Evaluate (Science)<br/> <b>S</b> – STAR (Strategies for Answering Mathematical questions)</p>  |

## SKILLSFUTURE FOR EDUCATORS (SFED) AND OUR LEARNING FOCI

The learning foci for 2024 will be Assessment Literacy and E-pedagogy while we continue to grow in all the other SFEd areas.

### SkillsFuture for Educators

To improve teachers' competencies and encourage lifelong learning, MOE has introduced "SkillsFuture for Educators", a professional development roadmap for teachers.

### Six Areas of Practice

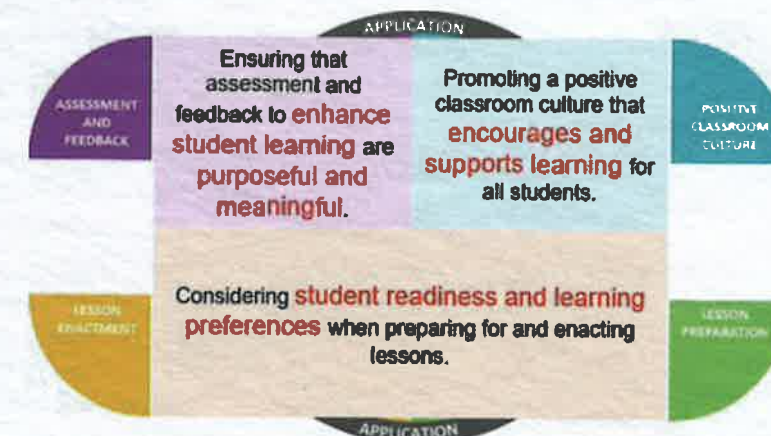
| Area of Practice                                          | Rationale                                                                                                                                                                                        | Implication on Teaching Practices                                                                                                                               |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment Literacy (AL)                                  | To design purposeful and meaningful assessments to develop our students' intrinsic motivation to learn and reduce over-emphasis on academic results.                                             | Teachers need to have sharper clarity of purpose in assessment design and strengthen competencies to diagnose and address learning gaps.                        |
| Differentiated Instruction (DI)                           | To recognise that no two students learn and develop in the same way and facilitate students to develop to their full potential.                                                                  | With more diverse student profiles in class, teachers need to differentiate their instructional and assessment strategies.                                      |
| Inquiry-based Learning (IBL)                              | To nurture students' voice in learning, while asking meaningful questions and using evidence to address complex problems.                                                                        | Teachers need to develop a deeper understanding of IBL approaches in their disciplines and how IBL can be used in a class.                                      |
| E-Pedagogy                                                | To create new learning possibilities afforded by digital technologies.                                                                                                                           | Teachers need to leverage digital technologies to accelerate and deepen learning by making it more active and personalised.                                     |
| CCE                                                       | To strengthen students' resilience, teachers need to fortify students' mental well-being and equip them with mindsets and skills to thrive in an increasingly complex and demanding environment. | Every teacher is a CCE teacher. Teachers need to be equipped with the current content and skills, and be imbued with the conviction to deliver CCE effectively. |
| Support for Students with Special Educational Needs (SEN) | To provide a more inclusive education environment and better support students with SEN in mainstream schools.                                                                                    | Teachers need a wider repertoire of instructional strategies to support the learning of students with SEN.                                                      |

There are four Levels of Practice in each of the six prioritised Areas of Practice to help teachers benchmark their current practice and focus their PD efforts.

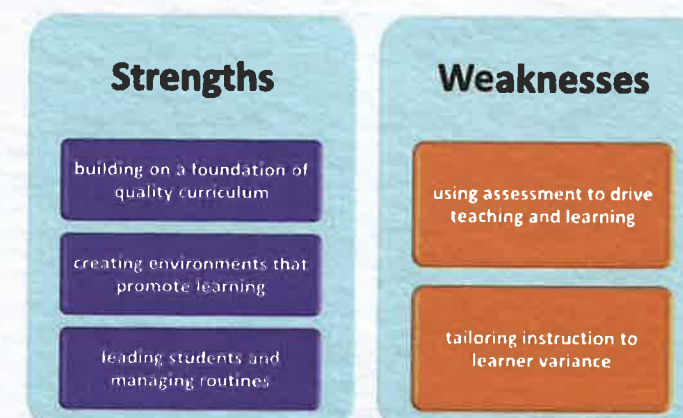
| Level of Practice   | Describes the Practice of a Teacher who is... |
|---------------------|-----------------------------------------------|
| <b>Emergent</b>     | beginning on his/her journey in this area.    |
| <b>Proficient</b>   | broadening and deepening in this area.        |
| <b>Accomplished</b> | skilful and adaptive in this area.            |
| <b>Leading</b>      | leading others effectively in this area.      |

## USEFUL NOTES ON DIFFERENTIATED INSTRUCTION

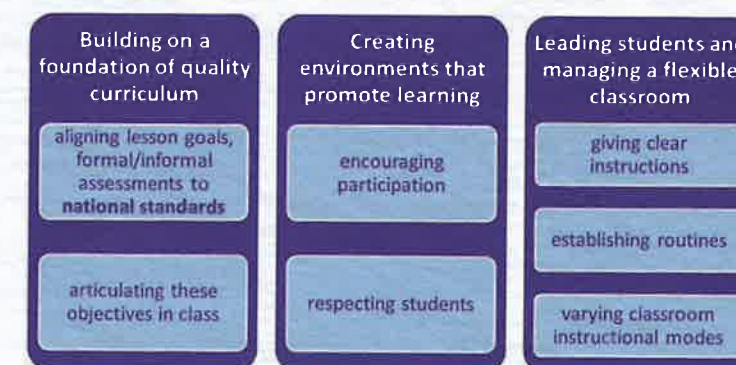
### KEY CONSIDERATIONS FOR DIFFERENTIATED INSTRUCTION WITH ALIGNMENT TO PEDAGOGICAL PRACTICES (STP)



Teachers in Singapore have implemented DI and identify the strengths and weaknesses during the implementation which are shown below.

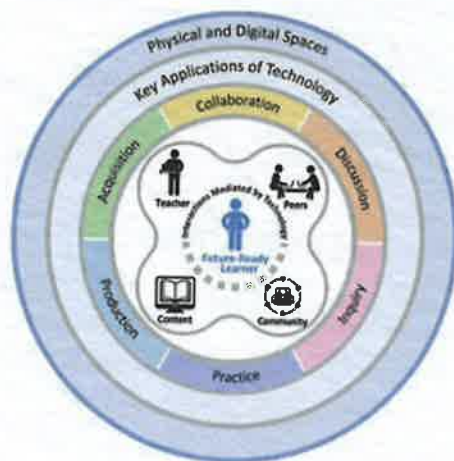


### STRONG EVIDENCE OF IMPLEMENTATION UNDER THESE PRINCIPLES



## USEFUL NOTES ON E-PEDAGOGIES

E-Pedagogy is the practice of teaching with technology for active learning that creates a participatory, connected, and reflective classroom to nurture the future-ready learner. It encompasses the following:



- Our **learners** are at the centre of what we do.
- In designing learning with technology, we place the **learning activities and the interactions** at the heart of the design.
- The learning activities can be pulled together by using suitable e-Pedagogy **learning experience** types to achieve the intended outcomes.
- The **Key Applications of Technology**, based on learning sciences research, explains how teaching and learning is enhanced through technology.
- Learning with technology can occur in different learning contexts, with teachers blending learning seamlessly in both **physical and digital spaces**.

Key Applications of Technology (KAT) are design guidelines on how learning processes are enhanced with the affordances of technology. You can harness the affordances of emerging technologies (e.g., generative AI) to support the Key Applications of Technology.

### Key Applications of Technology (KAT)

