

Developing students' thinking and literacy in the English Language and Art classrooms

Mdm Nur Ain Bte Ahmad (HOD English)

Mrs Eileen Yap

English in a Future-ready Singapore

**ELIS Conference
12 September 2017**



Today's agenda:

- Overview of WSA-EC approach in PVPS
- Think and Talk in the English Language classroom
- Artful Thinking in the Art classroom

Desired Outcomes of WSA-EC @ PVPS

Align to
WSA-EC
outcomes



Alignment
with school
vision,
mission and
desired
student
outcomes

Overview of WSA-EC journey in PVPS

S.C.A.L.E.

Year 1 (2014)

- Built awareness and buy-in to better foster a school climate and culture that would contribute towards implementing a relevant and sustainable whole-school approach in effective communication

Key Approaches

1. Formation of a committee to champion WSA-EC
2. Built-in bite-sized sharing during Contact Time for teachers

science

**Basic Interpersonal
Communication Skills
(BICS)**

**Used everyday language to introduce a concept before
introducing more specialised terminology**

Social Language	Academic Language
Steam	Mist
Slippery	Little friction
Weight	Mass

**Chatting to pupils informally at the start of a lesson before moving
into the content**



Social Studies

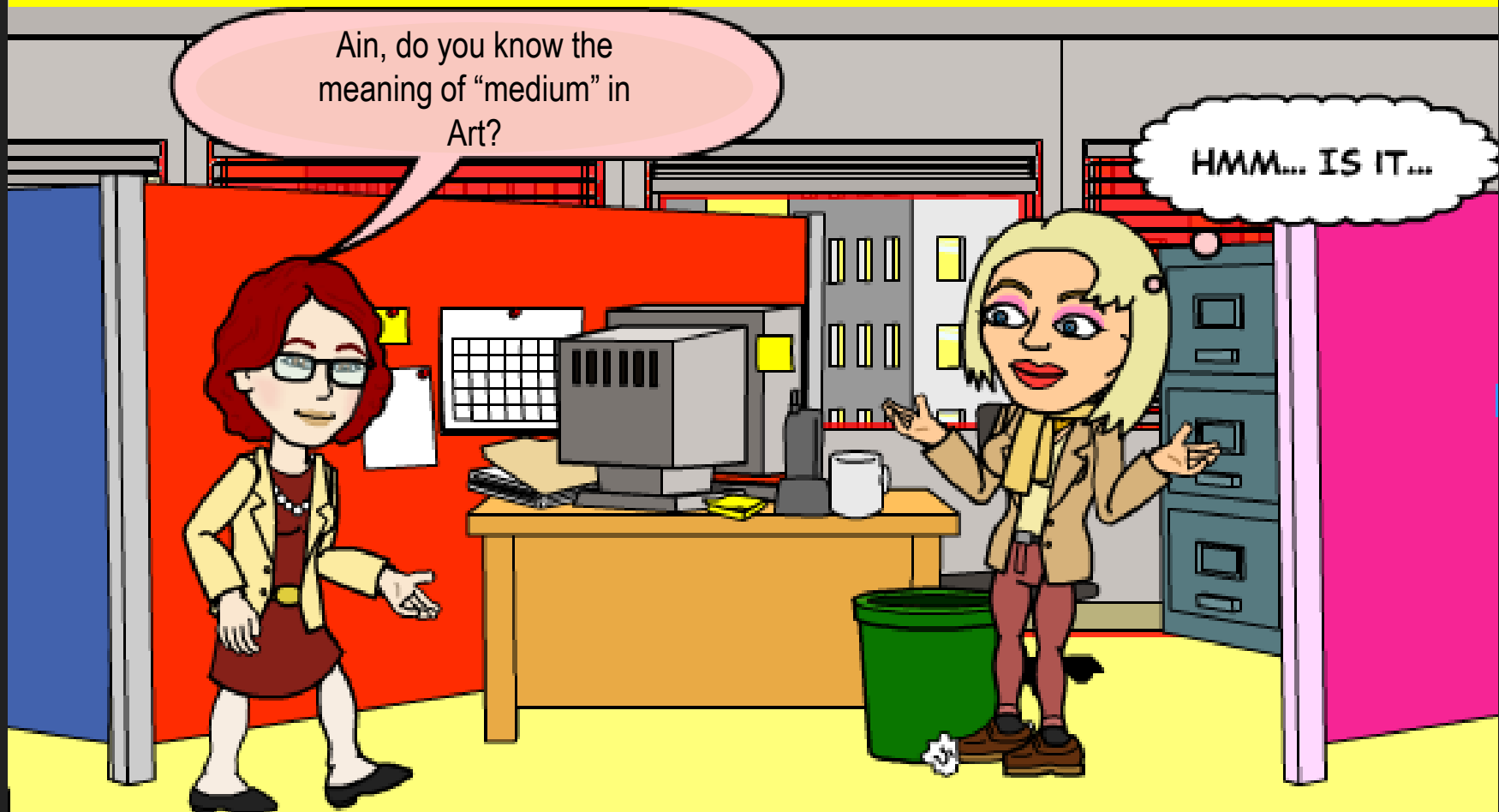
LANGUAGE FORMS in Social Studies

- Past verb forms – to study cultural heritage & history
- Present verb forms – to describe general truths about a place or phenomenon
- Comparative forms – to make comparison between organisations/countries
- Connectors – to link ideas together

Aesthetics



Introducing Content Vocabulary in an Art Lesson





Small



Medium



Large

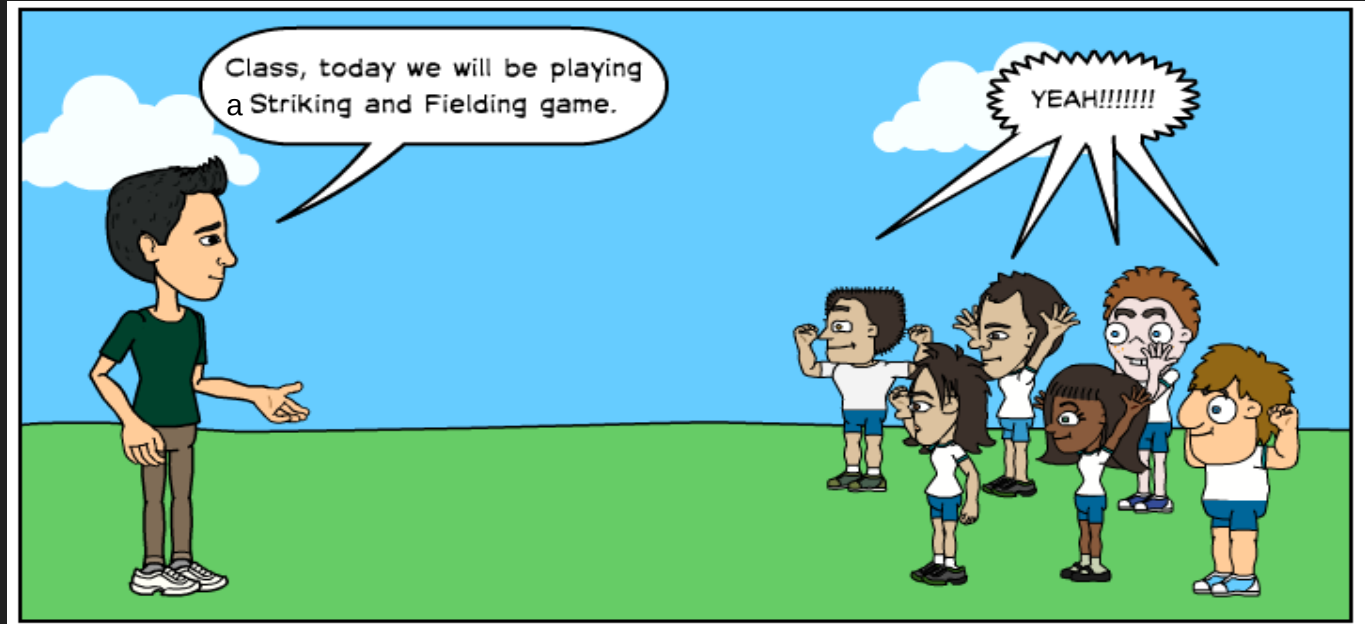
ART MEDIA



Crayon
Paint
Fabric
Yarn
Clay
Paper
Stone
Wood
Metal

PE

Checking
students'
understanding
of content
vocabulary in a
PE lesson



What do you understand by....

1. Striker

2. Fielder

Use of everyday language before introducing more accurate terms

- Batter/Hitter – Striker
- Catcher/Thrower - Fielder

Key Approaches

1. Formation of a committee to champion WSA-EC
2. Built-in bite-sized sharing during Contact Time for teachers
3. Audit of department curriculum & programmes
 - ✓ Strengthen existing student programmes
 - ✓ Professional development of teachers

Year 2 (2015)

- Focused on high-quality classroom talk and interaction
- Aligned key programmes targeting teachers & students to outcomes of WSA(EC)

Key Approaches

1. Workshops by WSA-EC champions

- Focus on Content Vocabulary, Sentence Frames and Thinking Skills in classroom teaching to generate quality classroom interaction

2. Aligned department plans to WSA-EC outcomes

3. Training for teachers in the areas of:

- Public Speaking Training
- CoRT Thinking Skills
- Content knowledge

CULTURE OF EFFECTIVE COMMUNICATION



**Use language to
communicate
subject concepts
(subject literacy)**



**Develop thinking
skills through
high-quality
student talk and
interaction**

Alignment to WSA-EC outcomes

Teachers

- communicate concepts and skills with clarity and precision
- facilitate student interactions that deepen thinking
- create opportunities for students to co-construct and communicate knowledge in multimodal ways

Teachers & Students

recognise the role of language in every subject classroom;

engage in respectful communication;

and

co-construct knowledge collaboratively as a result of discussion and debate.

Students

- communicate effectively for specific purposes and contexts
- explain and justify ideas and opinions in extended communication
- Interact with peers to develop new knowledge

Year 3 (2016)

- Further deepened our key understanding of Content Vocabulary, Functional Language, Sentence Frames and Thinking Skills in our own subject areas
- Work on teaching and learning packages that support the content literacy strategies in the classroom

Key Approaches

1. Every department driving WSA-EC, led by HOD/LH/ST

- Strengthen teaching resources by including the thinking tools and sentence frames explicitly
- Deepen content knowledge of teachers and students
- Explicitly use appropriate strategies during teaching

Scaling Up Our Efforts

English Language – Think and Talk

Art – Artful Thinking Routines

LET'S THINK AND TALK

Goals of Think and Talk

- To deepen students' quality of conversation and develop multiple perspectives on issues through a structured 'me to society' approach
- To expand and clarify students' thinking through a structured thinking framework

LET'S UNPACK...

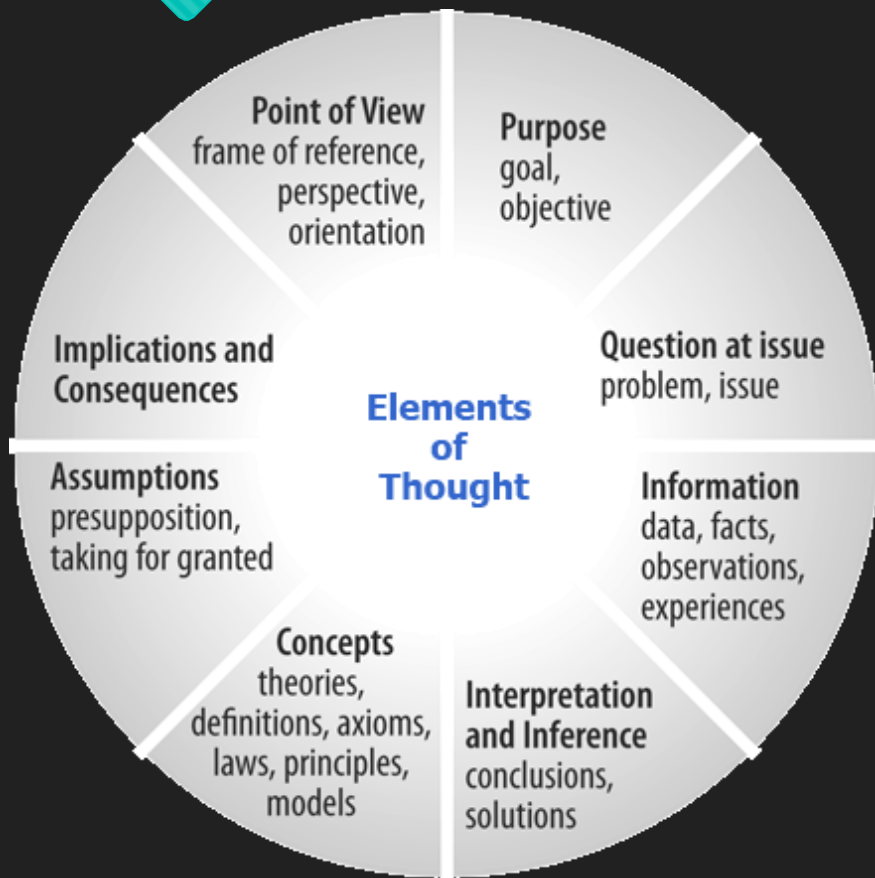
- Quality of conversation
 - Depth (making inferences, drawing more details)
 - Breadth (taking perspective beyond self)
 - Relevance

Critical Thinking is ...

- Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

~ Paul and Elder, 2008

Paul and Elder's Wheel of Reasoning



Critical Thinkers Routinely Apply Intellectual Standards To The Elements Of Reasoning In Order To Develop Intellectual Traits

THE STANDARDS

Clarity	Precision
Accuracy	Significance
Relevance	Completeness
Logicalness	Fairness
Breadth	Depth

Must be applied to

THE ELEMENTS

Purposes	Inferences
Questions	Concepts
Points of view	Implications
Information	Assumptions

As we learn to develop

INTELLECTUAL TRAITS

Intellectual Humility	Intellectual Perseverance
Intellectual Autonomy	Confidence in Reason
Intellectual Integrity	Intellectual Empathy
Intellectual Courage	Fairmindedness

‘Me to Society’ Approach

Point of View	What?	So What?	Now What?
	What are the facts or assumptions?	What are the cause and effects of these facts? (consequences)	Why are these consequences important? How can I respond/ conclude?
Me -individual			
People around me			
The bigger society			

For What? What is the purpose of thinking? What is the stimulus about?	Context :		
	Purpose :		
	Intended Audience :		
	Big Ideas / Concepts :		
POV	What What are the facts or assumptions? ▪ Emotions ▪ Anecdotes	So What What are the cause and effects of these facts? (consequences) ▪ Emotions ▪ Anecdotes	Now What Why are these consequences important? How can I respond/conclude? ▪ Emotions ▪ Anecdotes
Me (individual)			
People around me			
The bigger society			

Adaptation from Paul & Elder (2006)

APPLICATION IN A SPEAKING TASK

For What? What is the purpose of thinking? What is the stimulus about?	Context : P6 Orientation Programme		
	Purpose : To promote orientation activities		
	Intended Audience : P6 students		
	Big Ideas / Concepts : relationships, friendship, teamwork, routines		
POV	What What are the facts or assumptions? ▪ Emotions ▪ Anecdotes	So What What are the cause and effects of these facts? (consequences) ▪ Emotions ▪ Anecdotes	Now What Why are these consequences important? How can I respond/conclude? ▪ Emotions ▪ Anecdotes
Me (individual)	• can enjoy the activities	• more positive attitude	• will not feel lonely
People around me	• excited	• work together	• get to know one another
The bigger society	• orientation in college • orientation in university	• appreciate one another	• cultural differences

~Thinking Routine~

Samples of students' work

PRACTICE 1 For What What is the purpose of thinking? What is the stimulus about?	Context : P6 Orientation Programme		
	Purpose : To promote orientation activities		
	Intended Audience : P6 students		
	Concepts (Big Ideas) : relationships (friendship), teamwork (routines)		
POV	Me (individual)	People around me	The bigger society
What What are the facts or assumptions? -Emotions -Anecdotes	- can enjoy the activities - would like to participate in ice-breaker games - many of the students in the class will not know one another at the start of the year	- more positive attitude - help people begin to know each other, but also help them recognise and appreciate differences and similarities - games can be as simple as getting to know one another's names or they can be games designed to build trust	- will not feel lonely - familiarise new students with the school environment - develop in them a sense of belonging
So What What are the cause and effects of these facts? (consequences) - Emotions - Anecdotes	- excited - new students in the school regardless of which level they are in - welcome a new pupil in the class - show him/her around the class - introduce him/her to my other classmates - accompany him/her during recess and show him/her the different food stalls - be a buddy so that he/she will not feel so lonely in a new school environment - familiarise new students with the school environment	- work together - develop a sense of belonging to the class and school - getting students to bond with their new classmates and learn about the school's vision, mission and values - help people who already know one another become more acquainted	- good opportunity for us to release some stress - if you have any problems, good friends will be there to render help - cannot do by yourself - need someone to play with, talk to when you have a problem, back you up - support you when you need it
Now What Why are these consequences important? How can I respond/conclude? - Emotions -Anecdotes	- orientation in college - orientation in university	appreciate one another	Teamwork : - needs commitment from all members - routines are important so that as a team everyone is aware of their responsibilities Relationships : - friends need to be honest - respectful of cultural differences - respect our friends regardless of their interests and backgrounds
Quotes / Shared Values	- Teamwork : Unity is strength / Synergy for Success - Relationship : Relationship is an art / Respect For All - Friendship : A best friend is like a four leaf clover, hard to find, lucky to have		

- will not feel lonely*
- familiarise new students with the school environment*
- develop in them a sense of belonging*

Teamwork :

- needs commitment from all members*
- routines** are important so that as a team everyone is aware of their responsibilities*

Relationships :

- friends** need to be honest*
- respectful of cultural differences*
- respect our friends regardless of their interests and backgrounds*

Samples of students' work

PRACTICE 2	Context : Fast food advertisement		
For What What is the purpose of thinking? What is the stimulus about?	Purpose : persuade viewers to purchase the set		
	Intended Audience : children, adults with children		
	Concepts(Big Ideas) : healthy living -food choices, / consumer culture - bundle deals, advertising ethics / factory farming		
POV	Me (individual)	People around me	The bigger society
What What are the facts or assumptions? -Emotions -Anecdotes	- like fast food - enjoy going to fast food chains with my friends and family - know it is not healthy - appeals to children with collectable toys - know many animals are farmed in factory for fast food chains - do not need fast food but I want fast food	- many people eat fast food as well - have seen fast food chains employ elderly staff and students - people who consume fast food regularly are at risk of obesity - many shops try to sell their products with collectables or toys - some people refuse to eat fast food because they believe in animal rights - children throw tantrums demanding meals simply because of the toy	- fast food consumption driven up obesity rates in countries like USA - some fast food restaurants offer healthy products - hoarding is a psychological disorder - protecting animal rights is a major concern in many countries and cultures - younger generation is often unclear about wants and needs e.g. latest gadgets
So What What are the cause and effects of these facts? (consequences) - Emotions - Anecdotes	- would probably go eat fast food if it is a good way to bond with family and friends - it cannot be done too often as it is not good for health - think it is not right to persuade children to eat fast food by bundling it with toys - encourage unhealthy diet - factory farmed animals are held in confined cages and sent to cruel conditions - makes me wonder if it is right for me to eat the meat of animals subject to such cruel conditions - am always very tempted to eat fast food - should restrain myself.	- demand for fast food - people know it is not good for their health they still eat fast food - some fast food chains are doing their part for community by employing such people - collectables can be an obsession and people have gone to great lengths to acquire such items e.g. hello kitty. - there is a growing movement of vegetarianism and veganism by organisations such as PETA - PETA an important social movement, and we should look into their perspectives. - when children throw tantrums, it creates teachable moments for parents - parents should use such situation to teach their children about needs and wants	- obesity increases health risk for heart related diseases and strokes - chains like QQ rice offering healthy products is a good shift - should encourage people to choose these products over unhealthy ones - if children are encouraged to spend on collectables, it may encourage hoarding that might affect their adult life - educate the public to be more aware of such conditions through campaigns and education. - children and teens are very susceptible to media influence so they may rush to buy things they do not need - if this is done regularly over time it will become a habit that may influence how they manage time and money as they grow older
Now What Why are these consequences important? How can I respond/conclude? - Emotions -Anecdotes	- would limit myself from eating fast food to special occasions like celebrating a birthday. That way I can moderate my intake thus not affecting my health - should stop and think before indulging in fast food - would stop looking at the advertisement so that my temptation would not grow - would go home and eat some home cooked meal instead of running to a shop as I would less likely be tempted when I am full - minimise intake of meat at fast food restaurants as it is not a responsible decision to support animal cruelty - think as humans we should be empathetic towards animal welfare	- people eat fast food for various reasons - to de stress from a hard day's work - should try to pick up other ways of dealing with stress such as exercising - need to be mindful that collecting items do not become an obsession - need to be educated about warning signs so that early treatment can be sought - hoarding can be an obsession that goes into adulthood. - merchants should not sell collectables as it is not ethical to encourage such behaviour - would be socially responsible to support franchises that do employ those who need jobs the most and do not discriminate in their hiring policies, especially with regards to special needs cases - if people support such chains for this specific reason it might encourage others to follow suit.	Healthy Living - food choices : - need better education in schools on food choices and work to make healthy eating more appealing - students could experiment with healthy recipes. - could incentivise healthy eating - HPB's 'lucky draws' Consumer Culture : - distinction between wants and needs should be taught early on through financial literacy - bundle deals - buying in excess - advertising ethics - are we getting the real deal Factory Farming : - factory farming industry strives to maximize output while minimizing costs—always at the animal's expense
Quotes / Shared Values	- Healthy Living : Health is a relationship between you and your body / A healthy outside starts from the inside / Commitment to Excellence - Consumer Culture : When We Change What We Buy - And How We Buy It - We'll Change Who We Are. - Factory Farming : Hungry for profit / Respected for all		

Context : Fast food advertisement

Purpose : persuade viewers to purchase the set

Intended Audience : children, adults with children

Concepts(Big Ideas) : healthy living -food choices, / consumer culture - bundle deals, advertising ethics / factory farming

Healthy Living

- need better education in schools on food choices and work to make healthy eating more appealing
- students could experiment with healthy recipes.
- could incentivise healthy eating - HPB's 'lucky draws'

Consumer Culture :

- distinction between wants and needs should be taught early on through financial literacy
- bundle deals - buying in excess
- advertising ethics - are we getting the real deal

Data

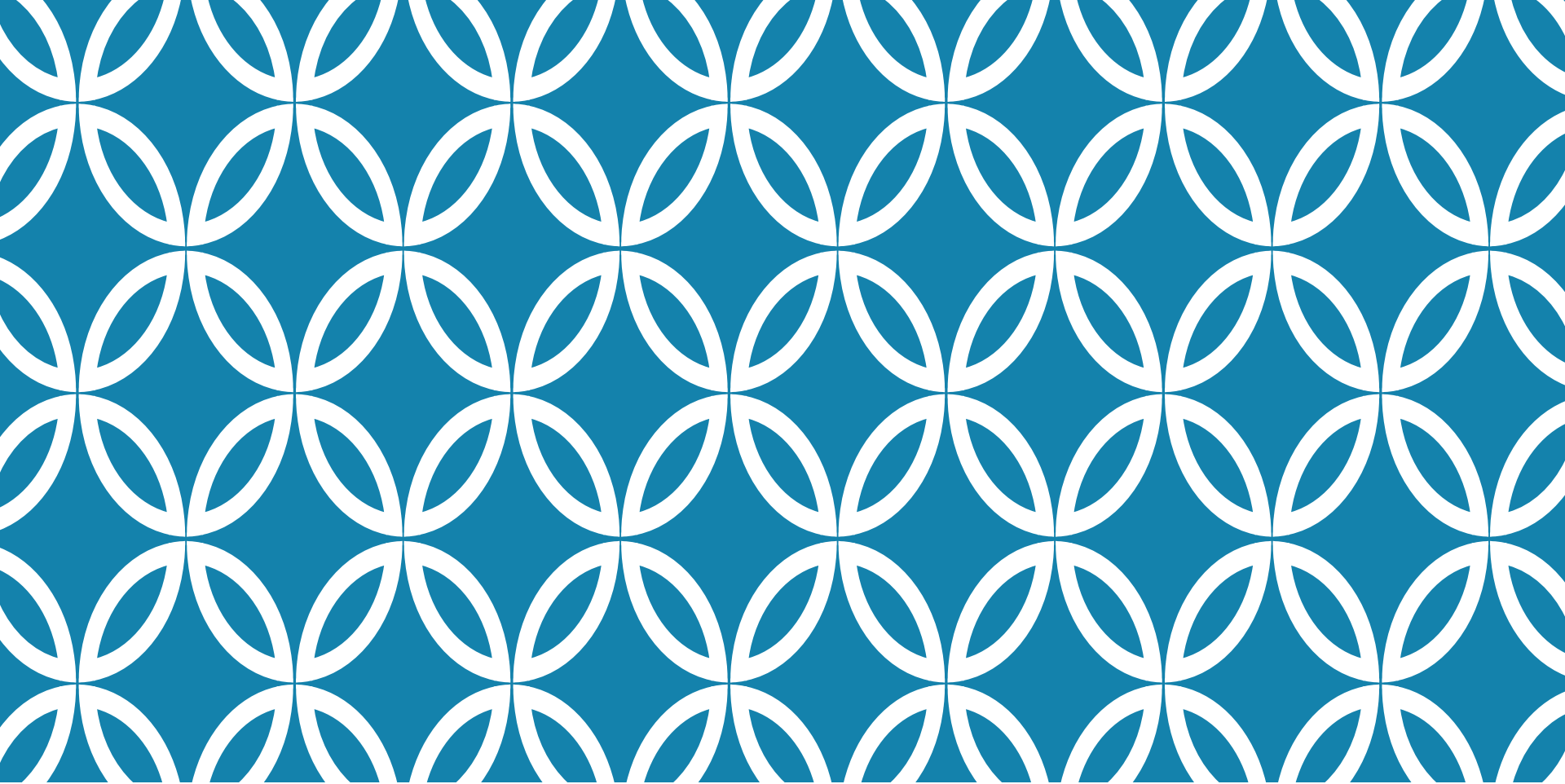
	% passes	% quality (>15m)
2017 SA1	98%	22%
2017 Prelim	98%	36%

More students did better in stimulus-based conversation in the 2017 Prelim Examinations than the 2017 SA1.

These students had gone through 8 SBC practices in Semester 1 (before SA1) and, on an average, another 8 SBC practices before the Prelim Examination in Term 3.

Moving Forward

- Scale down to suit the other primary levels, focusing on different themes and skills
- Train all EL-medium teachers (EMS/SS) so that they could apply the frame in their own subject areas



ARTFUL THINKING ROUTINES



OBJECTIVES OF THE PVPS ART PROGRAMME

- Develop visual literacy
- Appreciate the arts
- Use of art vocabulary
- Confident speaker
- Enjoyment

FOCUS OF PVPS ART PROGRAMME

APPROACHES: EXPOSURE & APPRECIATION

- Incorporate Thinking Routines in the Art lesson packages
- Encourage students to articulate their thinking and share ideas
 - identify learning gaps
 - prior knowledge
 - lesson plan
 - lesson pace
- Building 21st Century Competencies – Critical Thinking, Communication & Collaboration

ARTFUL THINKING ROUTINES

(HARVARD PROJECT ZERO)

See – Think - Wonder Routine

- Circle of viewpoints
- Headlines

Finding Complexity

- Parts Purposes Complexities

- Colours, shapes, lines
- See, think, wonder

Comparing and Connecting

- Used to think...now I think...
- Connect Extend Challenge



See-Think-Wonder Routine

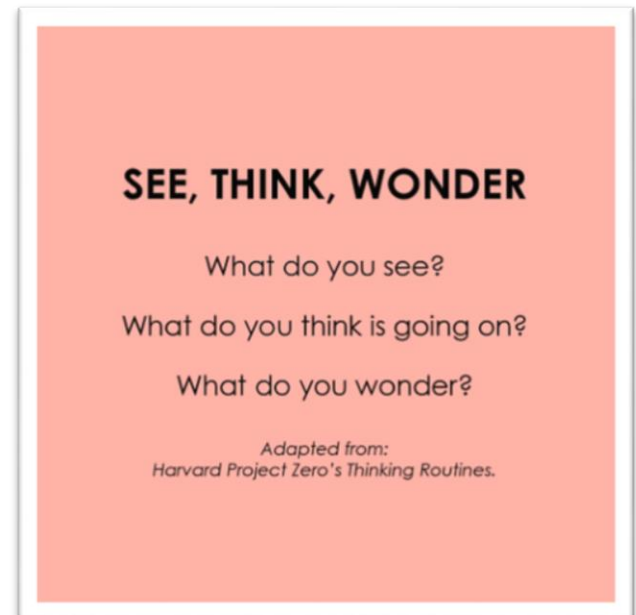
(Tuning-in activity)



SEE-THINK-WONDER ROUTINE

Routines For Introducing & Exploring Ideas

- Encourages students to make careful observations and thoughtful interpretations
- Helps stimulate curiosity and sets the stage for inquiry



TRANSCRIPT:

WHAT DO YOU THINK ABOUT THIS PICTURE?

S1: I think it is wonderful.

T: What makes you say that?

S1: Because it is colourful and bright.

T: Would anyone else like to add on to that?

S2: The parrots look realistic.

S3: I think the background is very detailed.

S4: I think the artist who designed the batik loves nature.

Batik Art Lesson Process ...



"Batique" Art 2 - Batik and its Influences

Name: _____ (24)

Class: _____



1) Complete the sentences below.

"I used to think..."

batik was only for Malay people and I also used to think that batik was made out of paints.

But now, I think..."

batik patterns have stories or meanings behind.



12 APR 2017

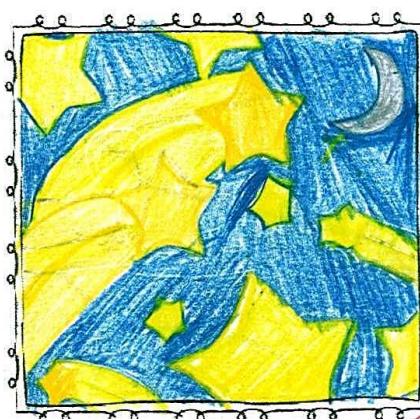
②) Create your own batik motifs. Explain, for whom, you have designed for and why?



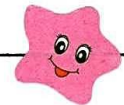
I draw flowers for my mother because she loves it.



Fabulous!



I draw this for my father because he loves stars.



Wow!

- 5 APR 2017

"Batique" Art 2 - Batik and its Influences

Name: _____

(34)

27 March 2017

Class: _____



1) Complete the sentences below.

"I used to think..."

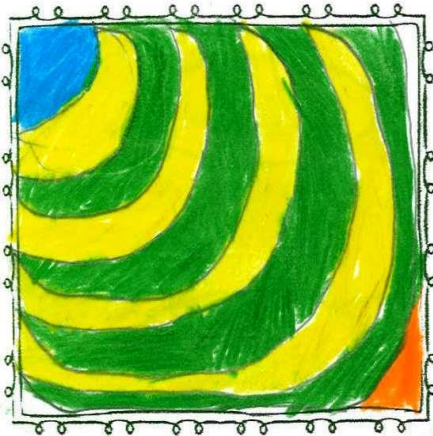
That everyone can wear any type of batik

But now, I think..."

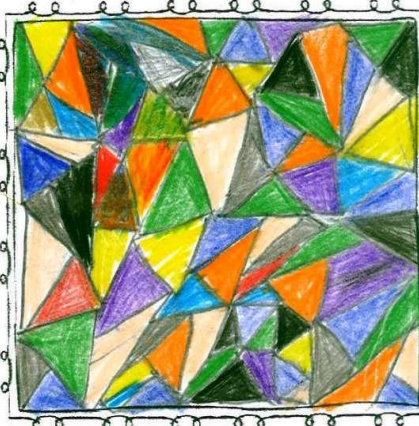
that only some people like the king and queen can wear batiks like Parang batik while commoners can't.



2) Create your own batik motifs. Explain, for whom, you have designed for and why?



It is for my two best friends because they are very different! like warm and cool colours but they work well together.



It's made out of triangles for my younger brother because triangles are his favourite kind of shape.

- 3 APR 2017

Excellent work and effort! Thank you

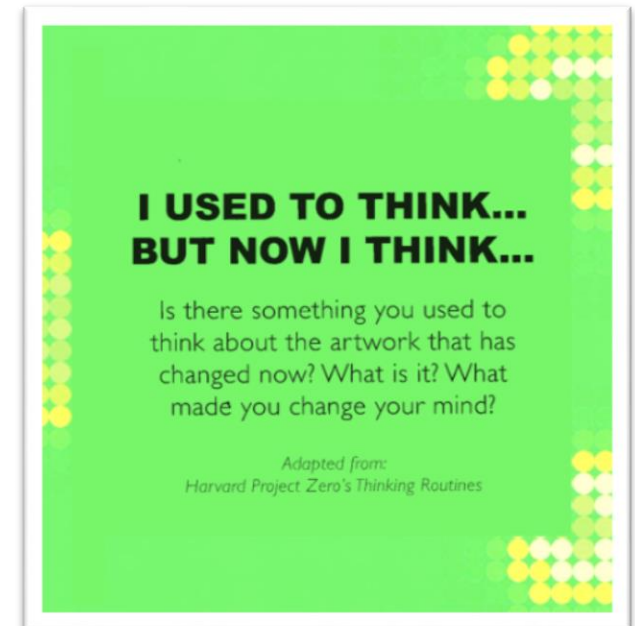
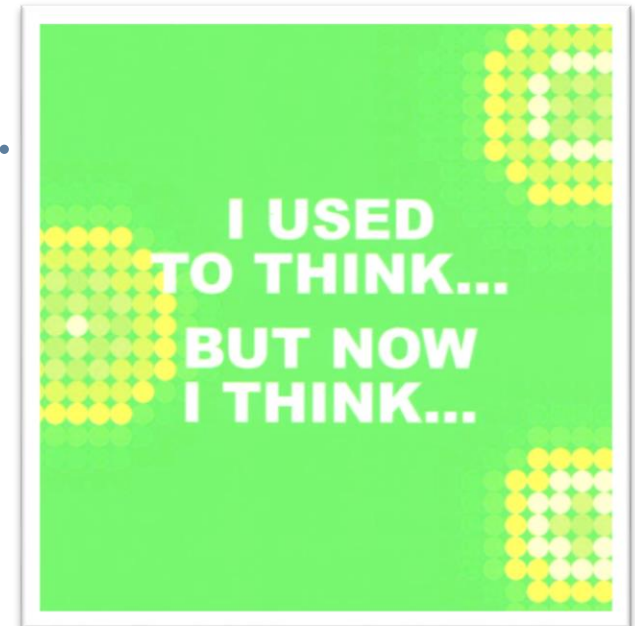
!!

I USED TO THINK...BUT NOW I THINK...

Routines For Synthesizing & Organising Ideas

- Helps students to reflect on their thinking about a topic or issue
- Explore how and why that thinking has changed
- Useful in consolidating new learning as students identify their new understandings, opinions and beliefs

By examining and explaining how and why their thinking have changed, students develop their reasoning abilities and recognising cause and effect relationships.



Oral presentation...





Group research and presentation on Indonesian batik motif...

"Batique" Art 3 - Inspirations

Name: _____ (24)

Class: _____



1) Write down the things you see in the box below.

I see things like...

- Bird
- Butterfly
- Orchids/Flowers
- Turtle

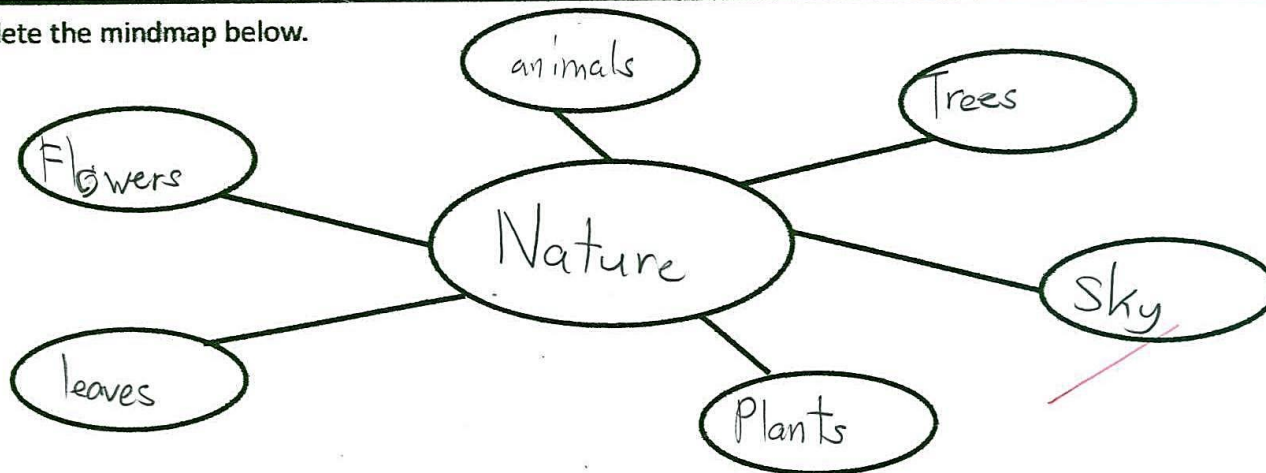
2) Write down, or draw, what you notice, that makes up Sarkasi Said's paintings.



Where do you think Sarkasi Said got his inspiration from?

Nature ✓

3) Complete the mindmap below.



12 APR 2017

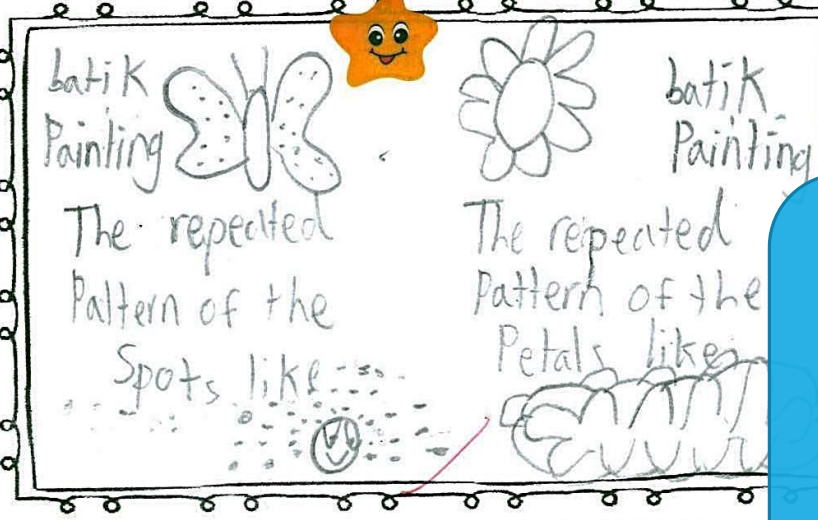
"Batique" Art 3 - Inspirations

4) Connect – Extend – Challenge

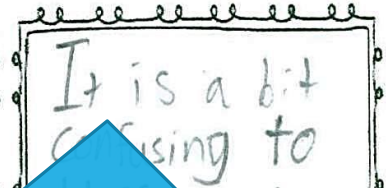
CONNECT



EXTEND



CHALLENGE



It is a bit confusing to differentiate a batik if it's batik motif or batik painting.

5) Batik painting or just motifs? What are the differences? How about similarities? Write or draw them down below!

batik painting	batik motif
1) They are vibrant in colours 2) Picture painting on cloth using batik dye 3) not only patterns.	1) Repeated patterns throughout the cloth 2) Symbolic 3) Colours used repeated 4) does not depict a picture

CONNECT-EXTEND-CHALLENGE

Routines For Reflection and Metacognition

- Helps students make connections between new ideas and prior knowledge
- Encourages students to make a personal connection to an artwork or topic.



CONNECT, EXTEND, CHALLENGE

Think about what you see in the artwork.
How are the ideas and information in the
artwork *connected* to what you already knew?

What new ideas did you get that *extended* or
broadened your thinking about the artwork?

What *challenges* or puzzles have come up in
your mind from what you saw in the artwork?

Adapted from:
Harvard Project Zero's Thinking Routines

"Batique" Art 4 - Planning

2) Put on your Green Hat. Design your Batiik in the space below. You may combine ideas gathered from lesson 1 to lesson 3. Here are some clue: Indonesian Batik, Japanese Batik, Korean Batik, Batik Painting, Batik Motifs, Repeated Patterns, Lines, Shapes, & Nature. No erasers and correction tapes are allowed.



Why do you think erasers and correction tapes are not allowed to be used? Clue: Imagine that you are a real Batik artist.

We cannot redo
the artwork if we
use hot wax.

What can you do to correct any mistakes in your designs if erasers and correction tapes cannot be used?

Make an artwork out
of the mistake
made.

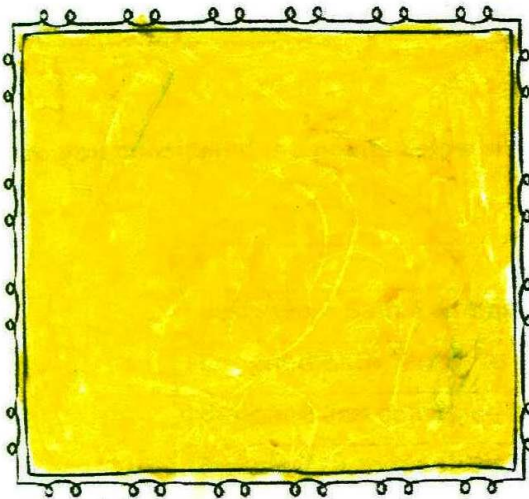
"Batique" Art 5 – Colour, Symbol, Image (CSD)



Name: _____ (34)

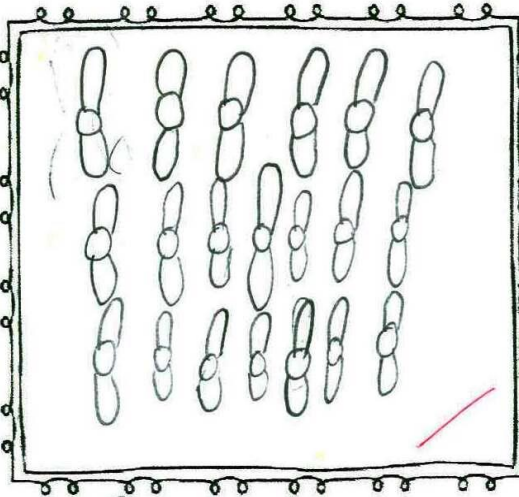
Class: _____

1) Fill in the boxes below.

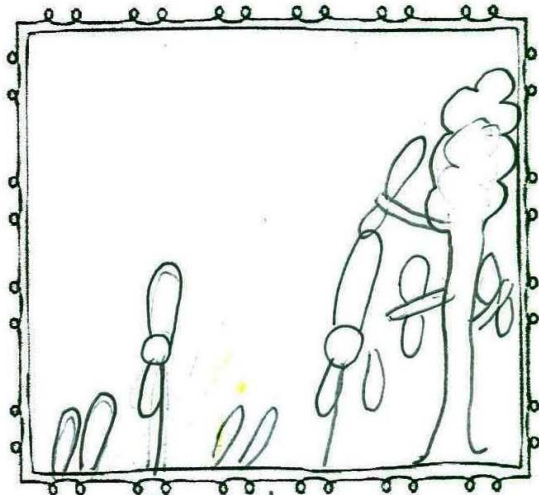


Yellow is the first colour
that comes in my mind
when I think about batik

because if I think about
batik I think about nature
and when I think about nature
I think about flowers and when



Flowers with two petals
is the first symbol that
comes in my mind when I
think about batik because
I think about flowers in autumn



I used two petal'd
flowers to create a
small park where all
the petals and leaves are falling



Well done! 😊

24 APR 2017 Page 1



**ART LEARNING BEYOND THE
CLASSROOMS ...**





P2 Art-in-Transit
Learning Journey



P3 Children's Day LJ
(NGS)



P6 Dragon Kiln
Learning Journey



IMPACT ...



“To what extent does **collaboration and communication** in the arts help students become **successful learners**?”

Status : 124 out of 149 completed surveys

[illegible]

Qn No:	Question Stem:	Strongly Agree/ Agree
1	I have learnt how to use thinking routines in music.	118 (96%)
2	I have learnt how to use thinking routines in art.	118 (96%)
3	I am able to discuss about my art with my teacher and classmates.	111 (90%)
4	I am able to discuss about my music with my teacher and classmates.	111 (90%)
5	I am able to ask questions about my artwork.	109 (87%)
6	I am able to ask questions about music.	111 (90%)
7	I can use “thinking routines” to guide me in my thinking.	102 (82%)
8	I am able to work with my classmates. Eg. Discussing the mindmaps, creating power point slides together etc...	112 (91%)

Students' Feedback from the online survey ...

Gamelan music has to be played as a group but can't be played solo

Batik can be used for many purposes.

In batik there is motifs and batik painting and there is also different types some are only for the royal family

Gamelan is an Indonesian type of music that is made out of Gamelan or Indonesian instruments like Kenong, kempul, etc.

Teamwork, joining our ideas all in one

My classmate always help me if I got stuck at any question

I have learnt showing teamwork, listening to each other's ideas and sharing ideas.

To be cooperative and plan efficiently and listen



OPPORTUNITIES ...





P4 Ceramic Programme

Sponsored by NGS



Hands-on sessions – Creating ceramic tiles for installation...

The Role of Talk for Learning

“If we improve the quality of classroom talk, we improve the quality of learning.”



Professor Neil Mercer

University of Cambridge

RELC International Seminar

Singapore, April 2014

Our contact:

nur_ain_ahmad@moe.edu.sg (HOD English)

soh_chin_ping_eileen@moe.edu.sg

Thank
You
A
Lot