ELIS
ENGLISH LANGUAGE INSTITUTE
OF SINGAPORE

PROFESSIONAL LEARNING OPPORTUNITIES

2027



Foreword

Dear Colleagues

At ELIS, we aim to build the teacher leadership and pedagogical expertise of teachers of English Language, Literature in English and General Paper.

We offer professional learning opportunities for you to learn collaboratively with one another or independently, in-person or online, catering to various needs and contexts. You can look forward to being supported in your learning through dialogue, inquiry, reflection and application in the classroom.

You will find in this e-Prospectus a range of professional learning opportunities that you can explore and participate in. Besides courses, learning programmes and teacher leader growth programmes, ELIS offers a variety of self-access learning resources. These include microlearning units, podcasts and videos to support you in your professional learning.

I wish everyone a fulfilling journey in your professional growth. Do enjoy the learning.



Phyllis Chua (Ms)
Academy Principal, ELIS

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SKILLSFUTURE FOR EDUCATORS (SFEd) COURSES

ELIS's SFEd courses are in the following areas:

Differentiating Instruction in EL Classrooms (Primary and Secondary)

This course enables English Language (EL) teachers to better respond to variation in students' learning readiness, interests and learning profiles. This course is offered at the Proficient, Accomplished and Leading Levels of Practice.

Enacting E-Pedagogy and Blended Learning in EL Classrooms (Primary and Secondary)

This course enables EL teachers to harness educational technology effectively to foster active student learning. This course is offered at the Proficient and Accomplished Levels of Practice. *NEW*

Inquiring Through Dialogue in EL Classrooms (Primary and Secondary)

This course enables EL teachers to guide students in exploring and inquiring into ideas and issues, co-constructing their understanding, and engaging in metacognitive learning processes. This course is offered at the Proficient, Accomplished and Leading Levels of Practice.



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PLP@School enables teachers to deepen their knowledge, skills and classroom practice in the areas of language learning. Teachers can learn how their application of e-pedagogy and blended learning can be guided by sound understanding of the principles and processes of EL teaching and learning.

For 2027, PLP@School will continue to focus on addressing the diverse needs of learners in an area of language learning.



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ELIS offers a variety of blended learning experiences for teachers:

- **In-person Learning Session** – real-time and face-to-face
- **Synchronous Online Learning Session** – real-time and online
- **Asynchronous Online Learning Period** – a length of time for independent learning before a synchronous learning session

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SELF-ACCESS RESOURCES

Self-access resources such as microlearning units, podcasts and videos are meant for teachers of EL, Literature in English (Literature) and General Paper (GP) who would like to strengthen their knowledge bases and grow their understanding of teacher leadership. You can access these resources to learn collaboratively with one another or independently.



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SKILLSFUTURE FOR EDUCATORS (SFEd) COURSES

Differentiating Instruction in EL Classrooms (Primary and Secondary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

Overview

In the SFEd courses on Differentiated Instruction (DI) in EL Classrooms, you will:

- actively inquire into
  - your practice of DI in the teaching, learning and assessment of EL, or
  - your practice of leading others in their learning about DI; and
- apply your learning and reflect on your practice, which includes the use of Educational Technology (EdTech), to promote active student learning.

You can take this course at an appropriate Level of Practice:

PROFICIENT ***ACCOMPLISHED*** ***LEADING***

To decide on the most appropriate Level of Practice to meet your learning needs, please refer to the information for each of the three Levels of Practice below.

Levels of Practice and Learning Goals

PROFICIENT Level of Practice: Does independently

Select this course at the Proficient Level of Practice if you:

- wish to have fundamental understanding of the principles of DI, and to become skilful and independent in your practice of DI in EL classrooms;
- would like to be able to, on an ongoing basis, reflect on your practice of DI to improve student learning of EL; and
- plan to apply your learning as you participate in the course.

Learning Goals

By the end of this course, you will be able to:

- demonstrate understanding of DI and its rationale in the teaching, learning and assessment of EL;
- apply the principles of DI to meet students' different learning readiness, interests and learning profiles; and
- make appropriate choices, including the use of EdTech, to support the practice of DI in EL classrooms, based on knowledge of learners, the EL Syllabus 2020 and the EL curriculum.

Differentiating Instruction in EL Classrooms (Primary and Secondary)

ACCOMPLISHED Level of Practice: Adapts skilfully

Select this course at the Accomplished Level of Practice if you:

- are skilful and independent in your practice of DI in EL classrooms;
- would like to become adaptive in your practice of DI, by being able to customise learning for your students as you enact your EL lessons; and
- plan to apply and, on an ongoing basis, reflect on your learning as you participate in the course, which involves reviewing a lesson for adaptive practice of DI in EL classrooms.

Learning Goals

By the end of this course, you will be able to:

- adapt EL lessons, incorporating the use of EdTech, based on:
  - principles of DI;
  - knowledge of learners, acquired through the sound use of assessment information on students' learning readiness, interests and learning profiles, collected before, during and after instruction; and
- demonstrate adaptiveness in differentiating content, process, product and learning environment in the enactment of lessons to enable students to maximise their learning in the areas of language learning.

LEADING Level of Practice: Leads others effectively

Select this course at the Leading Level of Practice if you:

- are skilful, independent and adaptive in your practice of DI in EL classrooms;
- would like to be able to lead effectively and mentor others in their professional learning and practice of DI; and
- plan to apply and, on an ongoing basis, reflect on your learning as you participate in the course, which involves planning a professional learning session to lead and guide peers/teachers in their practice of DI in EL classrooms.

Learning Goals

By the end of this course, you will be able to:

- lead and mentor peers/teachers in the practice of DI in the areas of language learning to improve classroom practice, by demonstrating:
  - the application of DI principles and e-pedagogy,
  - ongoing review of and critical inquiry into the practice of DI,
  - adaptiveness in the practice of DI to customise learning for students; and
- plan with the aim of facilitating professional learning about DI in EL classrooms in the following contexts: a Professional Learning Team (PLT), Professional Learning Community (PLC) and/or Networked Learning Community (NLC) at school/cluster levels.

Differentiating Instruction in EL Classrooms (Primary and Secondary)

Course Structure				
Duration	**Mode of Learning**	**SFEd DI (Proficient)**	**SFEd DI (Accomplished)**	**SFEd DI (Leading)**
4 hours	Asynchronous Online Learning Period	Fri, 22 Jan – Fri, 12 Feb	Fri, 26 Feb – Fri, 12 Mar	Fri, 16 Apr – Fri, 30 Apr
3 hours	Synchronous Online Learning Session	Thu, 18 Feb (P.M.)	Thu, 25 Mar (P.M.)	Fri, 7 May (P.M.)

Registration			
	SFEd DI (Proficient)	**SFEd DI (Accomplished)**	**SFEd DI (Leading)**
Register on **OPAL2.0** using these codes	EL-000078	EL-000080	EL-000079
Register by	Fri, 15 Jan	Fri, 12 Feb	Fri, 2 Apr



For enquiries, please contact:

Ms Pearlyn Lim (Senior Academy Officer/Pedagogy) at
lim_puay_leng@moe.gov.sg

Enacting E-Pedagogy and Blended Learning in EL Classrooms (Primary and Secondary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

Overview

In the SFEd courses on E-Pedagogy and Blended Learning, you will:

- actively inquire into:
  - your practice of harnessing EdTech, including Artificial Intelligence (AI), to foster active student learning in a blend of in-person and online learning contexts;
  - your design of lessons, and the selection and use of EdTech, including AI, in these contexts; and
- apply your learning about e-pedagogy and blended learning to promote active learning to nurture future-ready learners.

You can take this course at an appropriate Level of Practice:

PROFICIENT ***ACCOMPLISHED***

To decide on the appropriate Level of Practice to meet your learning needs, please refer to the information for the two Levels of Practice below.

Levels of Practice and Learning Goals

PROFICIENT Level of Practice: Does independently

Select this course at the Proficient Level of Practice if you:

- wish to have fundamental understanding of the principles of e-pedagogy and blended learning, and to become skilful and independent in your practice of e-pedagogy and blended learning in EL classrooms;
- would like to be able to, on an ongoing basis, reflect on your practice of e-pedagogy and blended learning to improve student learning of EL; and
- plan to apply your learning as you participate in the course.

Learning Goals

By the end of this course, you will be able to:

- demonstrate understanding of the principles of e-pedagogy and blended learning;
- apply your understanding to harness EdTech, including AI tools, to design active learning and formative assessment to nurture future-ready learners; and
- explain your lesson design decisions based on the principles of e-pedagogy and blended learning, the principles of EL teaching and learning (CLLIPS) and EL teaching processes (ACoLADE).

Enacting E-Pedagogy and Blended Learning in EL Classrooms (Primary and Secondary)

ACCOMPLISHED Level of Practice: Adapts skilfully NEW

Select this course at the Accomplished Level of Practice if you:

- are skilful and independent in your practice of e-pedagogy and blended learning in EL classrooms;
- would like to become adaptive in your practice of e-pedagogy and blended learning as you enact EL lessons, by being able to:
  - apply Key Applications of Technology (KAT) for differentiating learning experiences to address the diverse learning needs of your students;
  - harness technology to capture and use data on your students' learning so that you can personalise learning experiences for your students; and
- plan to apply and, on an ongoing basis, reflect on your learning as you participate in the course, which involves reviewing a lesson that harnesses EdTech, including AI, for active learning in EL classrooms.

Learning Goals

By the end of this course, you will be able to:

- adapt EL lessons by harnessing EdTech, including AI, for active learning based on:
  - the principles of teaching and learning (CLLIPS) and teaching processes (ACoLADE), and
  - knowledge of learners, acquired through sound use of learning analytics and learning data on students' learning readiness, interests and learning profiles, collected before, during and after instruction; and
- demonstrate adaptiveness in applying the EdTech Pedagogical Scaffold and KAT to design and enact lessons for active learning in the areas of language learning.



Enacting E-Pedagogy and Blended Learning in EL Classrooms (Primary and Secondary)

Course Structure			
Duration	**Mode of Learning**	**Dates (Proficient)**	**Dates (Accomplished)**
4 hours	Asynchronous Online Learning Period	Fri, 9 Apr – Fri, 23 Apr	Wed, 28 Jul – Fri, 13 Aug
3 hours	Synchronous Online Learning Session	Thu, 29 Apr (P.M.)	Thu, 19 Aug (P.M.)

Registration		
	SFEd E-Pedagogy and Blended Learning (Proficient)	**SFEd E-Pedagogy and Blended Learning (Accomplished)**
Register on **OPAL2.0** using these codes	EL-000179	EL-000398
Register by	Fri, 26 Mar	Wed, 14 Jul

For enquiries, please contact:

Ms Pearlyn Lim (Senior Academy Officer/Pedagogy) at lim_puay_leng@moe.gov.sg

Inquiring Through Dialogue in EL Classrooms (Primary and Secondary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

Overview

Inquiry-based Learning (IBL) enables students to become inquirers who explore, discover, make real-world connections, and problem-solve in EL classrooms. In the SFEd courses on IBL, you will:

- actively inquire into:
  - your enactment of IBL which incorporates the practice of Inquiry through Dialogue (ItD) in the teaching, learning and assessment of EL, or
  - your practice of leading others in their learning about IBL and the practice of ItD; and
- apply your learning and reflect on your practice, which includes the use of EdTech, to promote active student learning.

You can take this course at an appropriate Level of Practice:

PROFICIENT *ACCOMPLISHED* *LEADING*

To decide on the most appropriate Level of Practice to meet your learning needs, please refer to the information for each of the three Levels of Practice below.

Levels of Practice and Learning Goals

PROFICIENT Level of Practice: Does independently

Select this course at the Proficient Level of Practice if you:

- wish to have fundamental understanding of the practice of IBL including ItD, and would like to become skilful and independent in your practice of IBL in EL classrooms;
- would like to be able to, on an ongoing basis, reflect on your practice of IBL including ItD to improve student learning of EL; and
- plan to apply your learning as you participate in the course.

Learning Goals

By the end of this course, you will be able to:

- demonstrate understanding of IBL including ItD and its rationale in the teaching, learning and assessment of EL;
- apply the principles of EL teaching and learning (CLLIPS) and EL teaching processes (ACoLADE) to support the practice of IBL including ItD; and
- make appropriate choices, including the use of EdTech, to support IBL practices such as ItD, based on knowledge of learners, the EL Syllabus 2020 and the EL curriculum.

Inquiring Through Dialogue in EL Classrooms (Primary and Secondary)

ACCOMPLISHED Level of Practice: Adapts skilfully

Select this course at the Accomplished Level of Practice if you:

- are skilful and independent in your practice of IBL including ItD in the teaching, learning and assessment of EL;
- would like to become adaptive in your practice of IBL including ItD, by being able to customise learning for your students as you enact your EL lessons; and
- plan to apply and, on an ongoing basis, reflect on your learning as you participate in the course, which involves reviewing a lesson for adaptive practice of IBL including ItD in EL classrooms.

Learning Goals

By the end of this course, you will be able to:

- customise EL lessons, incorporating the use of EdTech, that support the practice of IBL including ItD based on:
  - the principles of EL teaching and learning (CLLIPS) and teaching processes (ACoLADE), and
  - knowledge of learners, acquired through sound use of assessment information on students' learning readiness, interests and learning profiles, collected before, during and after instruction; and
- demonstrate adaptiveness in enacting IBL including ItD through prompting, posing questions, and supporting the collaborative process by which students learn the skills and learner strategies in the areas of language learning.

LEADING Level of Practice: Leads others effectively

Select this course at the Leading Level of Practice if you:

- are skilful, independent and adaptive in your practice of IBL including ItD in EL classrooms;
- would like to be able to lead effectively and mentor others in their professional learning and practice of IBL including ItD; and
- plan to apply and, on an ongoing basis, reflect on your learning as you participate in the course, which involves planning a professional learning session to lead and guide peers/teachers in their practice of IBL including ItD in EL classrooms.

Inquiring Through Dialogue in EL Classrooms (Primary and Secondary)

Learning Goals

By the end of this course, you will be able to:

- lead and mentor peers/teachers in the practice of IBL including ItD in the areas of language learning, by demonstrating:
  - the application of the principles of EL teaching and learning (CLLIPS), EL teaching processes (ACoLADE) and e-pedagogy,
  - ongoing review of and critical inquiry into the practice of IBL including ItD, and
  - adaptiveness in the practice of IBL including ItD to customise learning for students in the EL classroom; and
- plan with the aim of facilitating professional learning about IBL including ItD in EL classrooms in the following contexts: a PLT, PLC and/or NLC at school/cluster levels.

Course Structure				
Mode of Learning	**Duration**	**SFEd IBL (Proficient)**	**SFEd IBL (Accomplished)**	**SFEd IBL (Leading)**
Asynchronous Online Learning Period	4 hours	Mon, 18 Jan – Thu, 4 Feb	Mon, 22 Mar – Mon, 5 Apr	Fri, 16 Apr – Tue, 4 May
Synchronous Online Learning Session	3 hours	Thu, 18 Feb (P.M.)	Thu, 15 Apr (P.M.)	Wed, 12 May (P.M.)

Registration			
	SFEd IBL (Proficient)	**SFEd IBL (Accomplished)**	**SFEd IBL (Leading)**
Register on **OPAL2.0** using these codes	EL-000172	EL-000101	EL-000105
Register by	Mon, 11 Jan	Mon, 8 Mar	Fri, 2 Apr

For enquiries, please contact:

Mdm Nithiyah Subramaniam (Senior Academy Officer/Pedagogy) at nithiyah_subramaniam@moe.gov.sg.



PROFESSIONAL LEARNING PROGRAMMES AT SCHOOL (PLPS@SCHOOL)

PLP@School on Addressing the Diverse Needs of Learners in EL Classrooms

TARGET PARTICIPANTS: EL KP, TLs and Teachers

Overview

As KP and TLs of the EL department of a school, you will co-decide and co-select the shared learning focus for your department from ELIS's flagship PLP@School. PLP@School is designed to enable all in your EL department to build the knowledge bases to address the diverse needs of learners in EL classrooms. You will co-lead your department in applying the learning and inquiring into classroom application.

Your EL department can look forward to three areas of support from an MTT/EL:

1 | ***Guidance in the selection of the learning focus for your department.***

Your EL department will choose **<u>one</u>** of the following areas of language learning:

1. Teaching Oracy (Primary/Secondary)
2. Teaching Reading and Viewing (Primary/Secondary)
3. Teaching Writing and Representing (Primary/Secondary)

For any area of language learning that you select, your EL department members will deepen their knowledge bases to address the diverse needs of learners in EL classrooms and to develop in them Emerging 21st Century Competencies (E21CC). You will also consider ways of using EdTech, including AI, in blended learning contexts to support active learning in the selected area, and in integration with the other areas of language learning.

You can refer to pages 21 to 26 for the details on the areas of language learning listed above.

2 | ***Support in forming and guiding PLTs in your department to deepen your teachers' knowledge, skills and classroom practice in the area of language learning your department decides on.***

3 | ***Guidance in the growth of teacher leadership. You will learn to lead and guide your colleagues in planning and inquiring into the impact of their application of learning on student learning outcomes.***

PLP@School on Addressing the Diverse Needs of Learners in EL Classrooms

Programme Structure

PLP@School

Learning Modules

Learning focus: The Area of Language Learning chosen by the EL Department

Offered through:

- Asynchronous online learning periods
- Synchronous online/in-person learning sessions

&

Application

Application of learning through collaborative inquiry in PLTs, using inquiry processes such as:

- Analysis of Students' Learning Needs
- Lesson Study
- Video-based Critical Inquiry

The MTT/EL's support for the PLTs' collaborative inquiry will include co-teaching and lesson demonstration.

Duration: One year

Date(s)	Mode of Learning
The KP, TLs and MTT/EL will co-plan the schedule for the learning sessions by the end of January 2027.	Asynchronous Online Learning Period
	Synchronous Online/In-Person Learning Session

For enquiries:

To apply for the 2028 run of PLP@School, please write to Mr Lester Lim (Assistant Director/Pedagogy) at lester_ian_lim@moe.gov.sg.

Teaching Oracy (Primary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

GROWING INQUIRERS THROUGH DIALOGUE

What are ways I can teach my students the use of learner strategies and skills to improve oral communication and classroom interaction? How can I encourage student collaboration and knowledge construction through purposeful exploratory talk? What are the learner strategies in the areas of listening and viewing, speaking and representing, and oral interaction that my students should acquire to be empathetic communicators, discerning listeners and viewers as well as creative inquirers? How can I teach oracy effectively, including in blended learning contexts?

Overview

This learning programme aims to provide you with a deeper understanding of the processes of listening and viewing, and speaking and representing to address the diverse needs of learners in your EL classrooms and to develop in them E21CC. You will be able to apply the knowledge of spoken grammar and vocabulary to teach and assess pronunciation, prosodic features and oral interaction skills more effectively in integration with the other areas of language learning. You will consider ways to use EdTech, including AI, in blended learning contexts to support active learning. You will also learn how to use multimodal texts to teach oral communication skills.

Learning Goals

By the end of this learning programme, you will be able to:

- demonstrate knowledge and understanding of the principles of teaching oracy;
- apply knowledge of phonetics and phonology to teach pronunciation and prosodic features for effective communication;
- teach learner strategies, processes and skills for listening and viewing, speaking and representing, and oral interaction to develop in them E21CC; and
- design formative assessment tasks to monitor and support students' progress in listening and viewing, speaking and representing, and oral interaction.

Teaching Reading and Viewing (Primary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

READING AND VIEWING BETWEEN THE LINES

What learner strategies do my students need to strengthen their reading and viewing?
How can I use various teaching approaches, including in blended learning contexts, to enable my students to become effective and discerning readers and viewers?

Overview

This learning programme aims to provide you with an understanding of the processes in close and critical reading and viewing to address the diverse needs of learners in your EL classrooms and to develop in them E21CC. You will be able to apply your understanding to teach and assess reading and viewing more effectively in integration with the other areas of language learning. You will consider ways to use EdTech, including AI, in blended learning contexts to support active learning. The intended outcome is for students to become inquiring and discerning readers and viewers.

Learning Goals

By the end of this learning programme, you will be able to:

- demonstrate knowledge and understanding of the theories and psycholinguistic processes of reading and viewing;
- employ a range of approaches, underpinned by the theories and principles, to teach and support the cognitive and metacognitive processes for reading and viewing and develop E21CC in students through the use of print and digital texts; and
- use formative assessment tasks and tools to monitor students' development of reading and viewing skills, to enable them to become inquiring and discerning readers and viewers.



Teaching Writing and Representing (Primary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

NURTURING CREATIVE, CRITICAL AND PURPOSEFUL WRITERS

How do I support my students to develop a positive disposition towards writing and representing? How do I enable them to write creatively and critically for a variety of purposes, audiences, contexts and cultures? What do I need to do to plan and teach engaging and effective writing lessons that meet my students' readiness to learn, interests and learning profiles? How can I teach writing and representing effectively, including in blended learning contexts?

Overview

This learning programme aims to provide you with a deeper understanding of the processes of writing and representing to address the diverse needs of learners in your EL classrooms and to develop in them E21CC. You will have opportunities to explore, practise and reflect on how to teach and assess writing and representing more effectively in integration with the other areas of language learning. You will consider ways to use EdTech, including AI, in blended learning contexts to support active learning.

Learning Goals

By the end of this learning programme, you will be able to:

- demonstrate knowledge and understanding of writing as a complex cognitive, linguistic and social process;
- scaffold the learning of writing and representing to meet students' readiness to learn, interests and learning profiles;
- teach students the skills and learner strategies for writing and representing creatively and critically, with an awareness of purpose, audience, context and culture using a range of learning resources to develop in them E21CC; and
- use student writing as evidence to ascertain student progress and to inform decisions about teaching, learning and assessment.

Teaching Oracy (Secondary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

GROWING INQUIRERS THROUGH DIALOGUE

What are ways I can teach my students the use of learner strategies and skills to improve oral communication and classroom interaction? How can I encourage student collaboration and knowledge construction through purposeful exploratory talk? What are the learner strategies in the areas of listening and viewing, speaking and representing, and oral interaction that my students should acquire to be empathetic communicators, discerning listeners and viewers as well as creative inquirers? How can I teach oracy effectively, including in blended learning contexts?

Overview

This learning programme aims to provide you with a deeper understanding of the processes of listening and viewing, and speaking and representing to address the diverse needs of learners in your EL classrooms and to develop in them E21CC. You will be able to apply the knowledge of spoken grammar and vocabulary to teach and assess pronunciation, prosodic features and oral interaction skills more effectively in integration with the other areas of language learning. You will consider ways to use EdTech, including AI, in blended learning contexts to support active learning. You will also learn how to use multimodal texts to teach oral communication skills.

Learning Goals

By the end of this learning programme, you will be able to:

- demonstrate knowledge and understanding of the principles of teaching oracy;
- apply knowledge of phonetics and phonology to teach pronunciation and prosodic features for effective communication;
- teach learner strategies, processes and skills for listening and viewing, speaking and representing, and oral interaction to develop in them E21CC; and
- design formative assessment tasks to monitor and support students' progress in listening and viewing, speaking and representing, and oral interaction.

Teaching Reading and Viewing (Secondary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

MORE THAN MEETS THE EYE

How can I enable my students to read and view print and digital texts more effectively and with discernment? How do I teach them a repertoire of reading and viewing learner strategies for use, including in blended learning contexts? What appropriate tasks and tools can I use to assess my students' skills and learner strategies in reading and viewing?

Overview

This learning programme aims to provide you with an understanding of the processes in close and critical reading and viewing to address the diverse needs of learners in your EL classrooms and to develop in them E21CC. You will be able to apply your understanding to teach and assess reading and viewing more effectively in integration with the other areas of language learning. You will consider ways to use EdTech, including AI, in blended learning contexts to support active learning. The intended outcome is for students to become inquiring and discerning readers and viewers.

Learning Goals

By the end of this learning programme, you will be able to:

- demonstrate knowledge and understanding of the theories and psycholinguistic processes of reading and viewing;
- employ a range of approaches, underpinned by the theories and principles, to teach and support the cognitive and metacognitive processes for reading and viewing and develop E21CC in students through the use of print and digital texts; and
- use formative assessment tasks and tools to monitor students' development of learner strategies and skills for reading and viewing, to enable them to become inquiring and discerning readers and viewers.

Teaching Writing and Representing (Secondary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

NURTURING CREATIVE, CRITICAL AND PURPOSEFUL WRITERS

How do I support my students to develop a positive disposition towards writing and representing? How do I enable them to write creatively and critically for a variety of purposes, audiences, contexts and cultures? What do I need to do to plan and teach engaging and effective writing lessons that meet my students' readiness to learn, interests and learning profiles? How can I teach writing and representing effectively, including in blended learning contexts?

Overview

This learning programme aims to provide you with a deeper understanding of the processes of writing and representing to address the diverse needs of learners in your EL classrooms and to develop in them E21CC. You will have opportunities to explore, practise and reflect on how to teach and assess writing and representing more effectively in integration with the other areas of language learning. You will consider ways to use EdTech, including AI, in blended learning contexts to support active learning.

Learning Goals

By the end of this learning programme, you will be able to:

- demonstrate knowledge and understanding of writing as a complex cognitive, linguistic and social process;
- scaffold the learning of writing and representing to take into account students' readiness to learn, interests and learning profiles;
- teach students the skills and learner strategies for writing and representing creatively and critically, exploring word choice and grammar with an awareness of purpose, audience, context and culture using a range of print, non-print and digital networked learning resources to develop in them E21CC; and
- use student writing as evidence to ascertain student progress and to inform decisions about teaching, learning and assessment.



KEY PERSONNEL/ TEACHER LEADER GROWTH PROGRAMMES

Professional Dialogue and Clinic with Master Teachers/EL

TARGET PARTICIPANTS: EL KP, TLs and teachers who aspire to progress along the Teaching Track

Overview

The Professional Dialogue with Master Teachers/EL and the Clinic with Master Teachers/EL are offered to support EL KP, TLs and teachers who aspire to progress along the Teaching Track. In both programmes, you will actively engage in dialogue with MTTs/EL and other participants to develop deeper understanding and clarity about the roles of TLs.

To decide on the appropriate programme to meet your learning needs, you can refer to the descriptions below.

Programme	**Professional Dialogue with Master Teachers/EL**	**Clinic with Master Teachers/EL**
Target Audience	Select this programme if you: • aspire to progress along the Teaching Track; • seek deeper understanding and clarity about the roles of Teacher Leaders; and • wish to know more about the Appointment Standards for TLs	Select this programme if you: • have been nominated for a TL appointment; and • seek personalised guidance in your preparation of the professional portfolio for accreditation and for the appointment interview.
Learning Goals	This programme will enable you to: • develop deeper understanding and clarity about the roles of TLs; • become aware of the purpose and presentation of the professional portfolio; and • chart your professional growth.	This programme will enable you to: • inquire into and revisit your own understanding and practice of teacher leadership and the roles and responsibilities of TLs; • build clarity about the purpose and presentation of the professional portfolio; and • develop a growth plan to support your progress along the Teaching Track.

Professional Dialogue and Clinic with Master Teachers/EL

Course Structure			
Mode of Learning		**Professional Dialogue with Master Teachers/EL**	**Clinic with Master Teachers/EL**
Synchronous Online Learning Session	2 hours	Tue, 2 Feb (P.M.)	--
In-Person Learning Session	2 hours	--	Mon, 22 Feb (P.M.)

Registration		
	Professional Dialogue with Master Teachers/EL	**Clinic with Master Teachers/EL**
Register on **OPAL2.0** using these codes	EL-000323	EL-000096
Register by	Tue, 19 Jan	Mon, 8 Feb



For enquiries, please contact:

Dialogue: Ms Pearlyn Lim (Senior Academy Officer/Pedagogy) at lim_puay_leng@moe.gov.sg

Clinic: Mdm Nithiyah Subramaniam (Senior Academy Officer/Pedagogy) at nithiyah_subramaniam@moe.gov.sg.

Teacher Work Attachment@ELIS

TARGET PARTICIPANTS: EL, Literature and GP KP, TLs and Teachers (with at least four years of teaching experience) at the primary, secondary or pre-university level

Overview

Our Teacher Work Attachment (TWA) is designed to enable you to grow professionally with guidance from Principal Master Teachers (PMTTs) and MTTs in ELIS. During the two-week attachment, you will observe the PMTTs and MTTs facilitate teacher learning and engage in professional conversations with them. You can look forward to time and space for critical reflection and consolidation of your knowledge as KP, TLs and teachers. To enable you to apply your learning, the PMTTs and MTTs will support and guide you in designing EL, Literature and/or GP learning experiences to impact student and teacher learning.

Learning Goals

By the end of this TWA, you will be able to:

- strengthen your knowledge bases in subject content, pedagogy including assessment, and in the use of EdTech, including AI, in blended learning contexts for active learning in EL, Literature and/or GP classrooms;
- critically inquire into the application of e-pedagogy and blended learning in the design of professional learning experiences for EL, Literature and/or GP teachers in your department/cluster/zone; and
- demonstrate understanding of what is involved in designing and facilitating teacher learning.

Attachment Programme Outline

You can look forward to the following learning experiences:

- reflecting on and identifying your own learning directions and areas for growth as a KP, TL or teacher of EL, Literature and/or GP;
- observing PMTTs and MTTs in their various areas of work to inquire into what designing teacher learning involves;
- observing Senior/Academy Officers (S/AOs) in their various areas of work to inquire into their roles in supporting the Mission and Vision of ELIS;
- inquiring into and applying andragogical principles to co-design, co-review and co-facilitate EL, Literature and/or GP teacher learning experiences;
- identifying both your own and your teachers' learning needs in designing and enacting EL, Literature and/or GP learning experiences to impact student learning; and
- reviewing and refining the professional learning plan for EL, Literature and/or GP teachers in your department/cluster/zone, including the use of relevant resources to support teacher learning.

Teacher Work Attachment@ELIS

Programme Structure	
The TWA@ELIS Programme will be a blend of in-person learning sessions, synchronous online learning sessions and asynchronous online learning periods over a two-week period. Two runs are available in 2027; please select only one.	
Duration	**Date(s)**
2 weeks	Run 1: Mon, 22 Feb – Fri, 5 Mar (Term 1, Weeks 8 – 9) OR Run 2: Mon, 19 Jul – Fri, 30 Jul (Term 3, Weeks 4 – 5)

Registration	
Apply via this link	https://go.gov.sg/twa-wa

For enquiries, please contact:

Ms Solastri Suyot (MTT/EL) at solastri_suyot@moe.gov.sg.

The Singapore Writing Institute

TARGET PARTICIPANTS: EL KP, TLs and potential KP/TLs in primary and secondary schools (applicants should be in a position to influence teaching and learning in their schools)

Overview

ELIS is an Associated International Site of the National Writing Project (NWP), a well-established professional learning experience for teachers in the USA. We are certified to facilitate the Singapore Writing Institute (SWI), which is modelled on the Invitational Summer Writing Institute of the NWP. SWI is a ten-day professional learning opportunity for you to experience yourself as a writer, in order to become a more effective teacher of writing and representing. With the support of the Singapore Writing Project Team, you will undertake an inquiry that spans one and a half years.

Learning Goals

By the end of SWI, you will be able to:

- demonstrate awareness of the purposes for and the processes of writing and representing;
- develop an understanding of current research and theoretical perspectives regarding writing and representing, and how such an understanding can inform your teaching of writing and representing;
- make informed decisions about your choice of teaching and learner strategies to address the diverse needs of learners as they learn to write and represent;
- consider the use of appropriate formative assessment tools to assess your students' development in writing and representing;
- design and undertake an inquiry; and
- lead others in learning about writing and representing.

Participant Expectations

Those who participate will:

- commit to deepening their understanding of writing and representing processes and be willing to explore their own pedagogical practices;
- write and talk about their own practices of writing and representing;
- be reflective, enthusiastic and open to receiving feedback on their writing and representing as well as to giving feedback to others;
- apply what they have learnt in their own classrooms;
- demonstrate teacher leadership by influencing their peers as well as their students to write and represent more effectively; and
- contribute to the learning of the SWI alumni by presenting the learning from their inquiry into the teaching of writing and representing.

The Singapore Writing Institute

Programme Structure

You can look forward to:

- a half-day orientation session to prepare you for SWI;
- a ten-day programme with a blend of:
  - in-person learning sessions;
  - synchronous online learning sessions; and
- four post-SWI sessions to support your application of learning from SWI.

Registration

Application details will be available in the ELIS e-Prospectus 2028.







For enquiries, please contact:

Mr Kenneth Yee (Academy Officer/Pedagogy) at kenneth_yee@moe.gov.sg, OR
Mdm Rita Pillai (Master Teacher/EL) at rita_pillai@moe.gov.sg.

96-Hour Professional Learning Programme: Building Subject Content Knowledge for EL Teaching (Primary and Secondary)

TARGET PARTICIPANTS: EL KP and TLs who are invited through their Principals; experienced EL teachers (with at least five years of experience in teaching EL and without specialisation in EL at university) who will seek approval from their Principals

Overview

The 96-hour Professional Learning Programme (96-hr PLP) is for EL KP, TLs and experienced EL teachers without specialisation in EL. This programme aims at enabling participants to become aware of the importance of deepening their Subject Content Knowledge (SCK) in the six areas of language learning in order to teach EL more effectively. The building of SCK is important for EL KP, TLs and experienced EL teachers who play a critical role in mentoring and leading other teachers in the practice of effective EL teaching. The programme is co-facilitated by PMTTs and MTTs in ELIS and tutors in the English Language and Literature Department of the National Institute of Education (NIE).

Learning Goals

As EL KP, TLs or experienced teachers without English specialisation, you will build foundational understanding of the SCK you need to teach EL effectively. You will also be able to apply your learning in classroom practice.

Programme Structure		
Module	**Primary**	**Secondary**
Teaching Spoken and Written Grammar	4 full days Wed, 20 Jan Wed, 27 Jan Thu, 4 Feb Wed, 24 Feb	3 full days Wed, 13 Jan Wed, 27 Jan Wed, 17 Feb
Teaching Listening and Viewing	2 full days Thu, 1 Apr Thu, 22 Apr	2 full days Thu, 1 Apr Wed, 21 Apr
(continue on next page)		

96-Hour Professional Learning Programme: Building Subject Content Knowledge for EL Teaching (Primary and Secondary)

Programme Structure		
Module	**Primary**	**Secondary**
Teaching Speaking and Representing	2 full days Thu, 29 Apr Tue, 11 May	2 full days Mon, 26 Apr Wed, 12 May
Teaching Reading, Viewing and Vocabulary	2 full days Wed, 30 Jun Thu, 15 Jul	3 full days Wed, 30 Jun Mon, 19 Jul Wed, 28 Jul
Teaching Writing and Representing	2 full days Mon, 26 Jul Wed, 11 Aug	2 full days Wed, 4 Aug Wed, 18 Aug

You will learn through a blend of in-person, and online asynchronous and synchronous learning sessions.

Click on this **link** to access:

- An overview of the 96-hr PLP
- Frequently Asked Questions on the 96-hr PLP



For enquiries, please contact:

Primary: Ms Pearlyn Lim (Senior Academy Officer/Pedagogy) at lim_puay_leng@moe.gov.sg

Secondary: Ms Denise Marie Fernandez (Academy Officer/Pedagogy) at denise_marie_fernandez@moe.gov.sg.

Professional Learning Programme on Strengthening Literacy Foundation in EL Classrooms (Primary)

TARGET PARTICIPANTS: A school group of two to five members comprising EL KP, TLs and EL teachers

How do I address the diverse needs of learners in my EL classroom? How do I strengthen literacy foundation in students who have language learning difficulties? What choices of learning experiences, teaching approaches, assessment modes, texts and EdTech tools can I make to address the varied learning needs of my students?

Overview

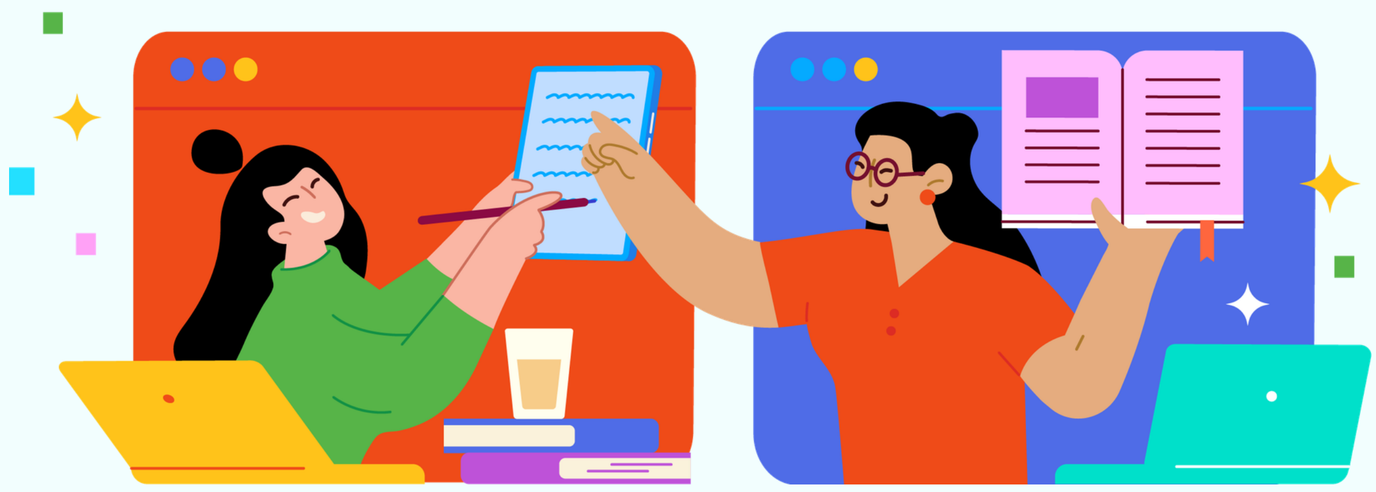
The objectives of this PLP are to:

- raise awareness of KP, TLs & teachers of EL on addressing the diverse needs of learners in the teaching, learning & assessment of EL;
- build knowledge of effective practices to strengthen literacy foundation in the teaching, learning & assessment of EL; and
- exchange ideas, collaborate and network in a Networked Learning Community to strengthen literacy foundation in the teaching, learning & assessment of EL.

Learning Goals

By the end of this learning programme, you will be able to build and apply the following in the teaching, learning & assessment of EL:

- Knowledge of Learners' Needs
- Knowledge of:
  - Subject Content and
  - Pedagogy including knowledge of effective practices to strengthen literacy foundation for the realisation of Pedagogical Content Knowledge
- Knowledge of ELS 2020



Professional Learning Programme on Strengthening Literacy Foundation in EL Classrooms (Primary)

Programme Structure		
Programme Features/ Mode of Learning	**Date(s)**	**Duration**
In-person Learning Session 1	Thu, 8 Apr	2:30 P.M. – 5:00 P.M.
In-person Learning Session 2	Tue, 18 May	
In-person Learning Session 3	Thu, 4 Nov	
Asynchronous Learning Period	Begins from Mon, 22 Mar	
Book Club	Begins from Thu, 8 Apr	

Registration	
Register on **OPAL2.0** using this code:	**EL-000366**
Register by	Mon, 8 Mar

For enquiries, please contact:

Mr Lester Lim (Assistant Director/Pedagogy) at lester_ian_lim@moe.gov.sg.

EL KP-TL Learning Session

TARGET PARTICIPANTS: EL KP and TLs

Overview

The EL KP-TL Learning Session is for KP and TLs of EL at the primary and secondary levels to learn together in order to collaborate and co-lead their EL departments and other learning communities in EL teaching, learning and assessment.

Learning Goals

EL KP and TLs will:

- build the knowledge bases to address the diverse learning needs in EL classrooms; and
- co-construct ways to co-lead and co-facilitate the professional learning of their EL department colleagues and other learning communities.

Programme Structure		
Mode of Learning	**Duration**	**Date(s)**
Synchronous Online Learning Session	2.5 hours	Tue, 16 Feb (P.M.)

Registration
Details will be sent in an email invite to target participants before the Learning Session.

For enquiries, please contact:

Ms Denise Marie Fernandez (Academy Officer/Pedagogy) at denise_marie_fernandez@moe.gov.sg.

EL LT-ST Networking Session

TARGET PARTICIPANTS: EL LTs and STs

Overview

The EL LT-ST Networking Session is for LTs and STs of EL (Primary and Secondary) to collaborate with their peers to grow in their pedagogical leadership and to lead/co-lead Networked Learning Communities (NLCs) more effectively.

Learning Goals

At this session, EL LTs and STs will, with the support of MTTs, review their learning in NLCs and reflect on the impact of their learning on:

- their own and their peers' growth as TLs; and
- their students' learning outcomes and progression.

This session will focus on addressing the diverse needs of learners.

Programme Structure		
Mode of Learning	**Duration**	**Date(s)**
Synchronous Online Learning Session	2.5 hours	Fri, 12 Nov

Registration
Details will be sent in an email invite to target participants before the Learning Session.

For enquiries, please contact:

Ms Pearlyn Lim (Senior Academy Officer/Pedagogy) at lim_puay_leng@moe.gov.sg

General Paper LT-ST Networking Session

TARGET PARTICIPANTS: GP LTs and STs

Overview

The General Paper LT-ST Networking Session offers TLs of GP a community for co-inquiry into their practice of andragogy and pedagogical leadership to impact student learning.

Learning Goals

Through participating in the learning community, GP TLs will:

- inquire into areas of GP teachers' professional learning that they lead in; and
- collaborate to support one another in leading GP teachers' professional learning to improve student outcomes.

Programme Structure		
Mode of Learning	**Duration**	**Date(s)**
Synchronous Online Learning Session	2.5 hours	Wed, 19 May (P.M.)

Registration

Details will be sent in an email invite to target participants before the Networking Session.

For enquiries, please contact:

Mr Lester Lim (Assistant Director/Pedagogy) at lester_ian_lim@moe.gov.sg.



COURSES ON

- **ITEM SETTING**
- **BUILDING KNOWLEDGE OF ENGLISH GRAMMAR**
- **CLASSROOM INQUIRY**
- **SKILFUL QUESTIONING TO DEEPEN LEARNING**
- **FOSTERING STUDENT INQUIRY**

Item Setting for P5 and P6 School-based Summative EL Assessment

TARGET PARTICIPANTS: EL KP, TLs, and P5 and P6 teachers

How do I set quality items to assess a range of language skills at Primary 5 and 6? What should I take into consideration to ensure the validity of summative assessment tasks?

Overview

This course, developed by Curriculum Planning and Development Division, and reviewed and facilitated by MTTs/EL, will enable you to set a range of EL assessment items. You can also look forward to building your understanding and application of assessment principles.

Learning Goals

By the end of this course, you will be able to:

- demonstrate and apply knowledge of the principles of summative assessment;
- analyse and evaluate the appropriateness of assessment items;
- craft assessment items; and
- select and adapt texts and visuals for summative assessment purposes.



Item Setting for P5 and P6 School-based Summative EL Assessment

Course Structure			
Mode of Learning	**Duration**	**Run 1**	**Run 2**
Asynchronous Online Learning Period 1	3 hours	Mon, 1 Mar – Mon, 22 Mar	Fri, 9 Jul – Fri, 23 Jul
Synchronous Online Learning Session 1	2 hours	Tue, 30 Mar (P.M.)	Thu, 29 Jul (P.M.)
Asynchronous Online Learning Period 2	3 hours	Wed, 31 Mar – Wed, 14 Apr	Fri, 30 Jul – Fri, 13 Aug
Synchronous Online Learning Session 2	2 hours	Tue, 20 Apr (P.M.)	Thu, 19 Aug (P.M.)

Registration	
Register on **OPAL2.0** using this code:	**EL-000092**
Register by	Run 1: Mon, 15 Feb Run 2: Fri, 25 Jun



For enquiries, please contact:

Ms Khairiyah Sabina Jumari (Academy Officer/Pedagogy) at
khairiyah_sabina_jumari@moe.gov.sg

Building Knowledge of English Grammar – English Usage and Use of Grammar References and Concordances (Primary and Secondary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers

Should it be 'the committee has met' or 'the committee have met'? Do we 'decide something' or 'decide on something'? When do we use 'at', 'on' and 'in' with reference to a place? Can the past tense be used for something taking place in the present? How can I explain to my students when grammatical rules do not seem to apply? What can I do to make sense of the grammar of English?

Overview

In this course, you will attain clearer understanding about the grammar of English beyond a common conception of it as a set of grammatical rules with many exceptions. You will apply your understanding of how and why to use particular grammatical structures to enable your students to use them accurately, appropriately and effectively. You will learn to use grammar references and concordances to support your own and your students' learning about English usage. You will also consider ways to use EdTech, including AI, to support active student learning. For your learning to be meaningful and relevant, you will have the opportunity to apply your understanding through analysing and responding to your students' work.

Learning Goals

By the end of this course, you will be able to:

- demonstrate understanding of the grammar of English as more than just a set of grammatical rules, items and structures;
- apply your understanding to interpret and guide your students' learning and use of English, especially when grammatical rules do not seem to apply; and
- use grammar references and concordances to support your own and your students' learning about English usage.

Building Knowledge of English Grammar – English Usage and Use of Grammar References and Concordances (Primary and Secondary)

Course Structure		
Mode of Learning	**Duration**	**Date(s)**
Asynchronous Online Learning Period	3 hours	Wed, 7 Jul – Wed, 28 Jul
In-person Learning Session	2 hours	Thu, 12 Aug (P.M.)

Registration	
Register on **OPAL2.0** using this code:	**EL-000256**
Register by	Wed, 23 Jun



For enquiries, please contact:

Mdm Nithiyah Subramaniam (Senior Academy Officer/Pedagogy) at nithiyah_subramaniam@moe.gov.sg.

Classroom Inquiry for EL and Literature Teachers (Primary and Secondary)

TARGET PARTICIPANTS: TLs and teachers of EL and Literature who would like to build their research literacy with a view to engage in classroom-based inquiry

How can I turn my interest in my students' learning into a focused classroom inquiry? How do I design the inquiry to answer the questions I have? What methods can I use to collect and analyse evidence? How can I communicate my findings clearly and convincingly to others?

Overview

This course introduces you to classroom-based, teacher-led inquiry for the teaching, learning and assessment of EL and Literature. In the course, you will:

- learn how to design an inquiry that will help you understand the effects of your classroom practices on students' learning;
- identify an inquiry focus relevant to your students' learning and develop appropriate questions to guide your inquiry;
- learn how to collect evidence of students' learning as data that will help you answer your inquiry questions; and
- explore ways to analyse such data, and how to develop and communicate your inquiry findings.

The course comprises online synchronous and asynchronous learning sessions. You will have opportunities to apply your learning during the course while designing a classroom inquiry.

Learning Goals

By the end of this course, you will be able to:

- gain deeper understanding of classroom inquiry;
- design an inquiry to answer questions about your students' learning;
- analyse evidence to answer your inquiry questions; and
- communicate your findings effectively to different audiences.

Classroom Inquiry for EL and Literature Teachers (Primary and Secondary)

Course Structure		
Mode of Learning	**Duration**	**Date(s)**
In-person Learning Session 1	3 hours	Thu, 4 Mar (P.M.)
Asynchronous Online Learning Period	6 hours	Fri, 5 Mar – Wed, 7 Apr
In-person Learning Session 2	3 hours	Thu, 8 Apr (P.M.)

Registration	
Register on **OPAL2.0** using this code:	**CI-000024**
Register by	Thu, 18 Feb



For enquiries, please contact:

Mdm Nithiyah Subramaniam (Senior Academy Officer/Pedagogy) at nithiyah_subramaniam@moe.gov.sg.

STP-PLM: Skilful Questioning to Deepen Learning in EL Classrooms (Primary and Secondary)

TARGET PARTICIPANTS: EL KP, TLs and Teachers who teach at the primary and secondary levels

How can I use questions to deepen my students' learning in the EL classroom? What should I consider when planning key questions, using questions to deepen learning, checking for understanding and providing feedback to enable my students to attain the intended learning outcomes?

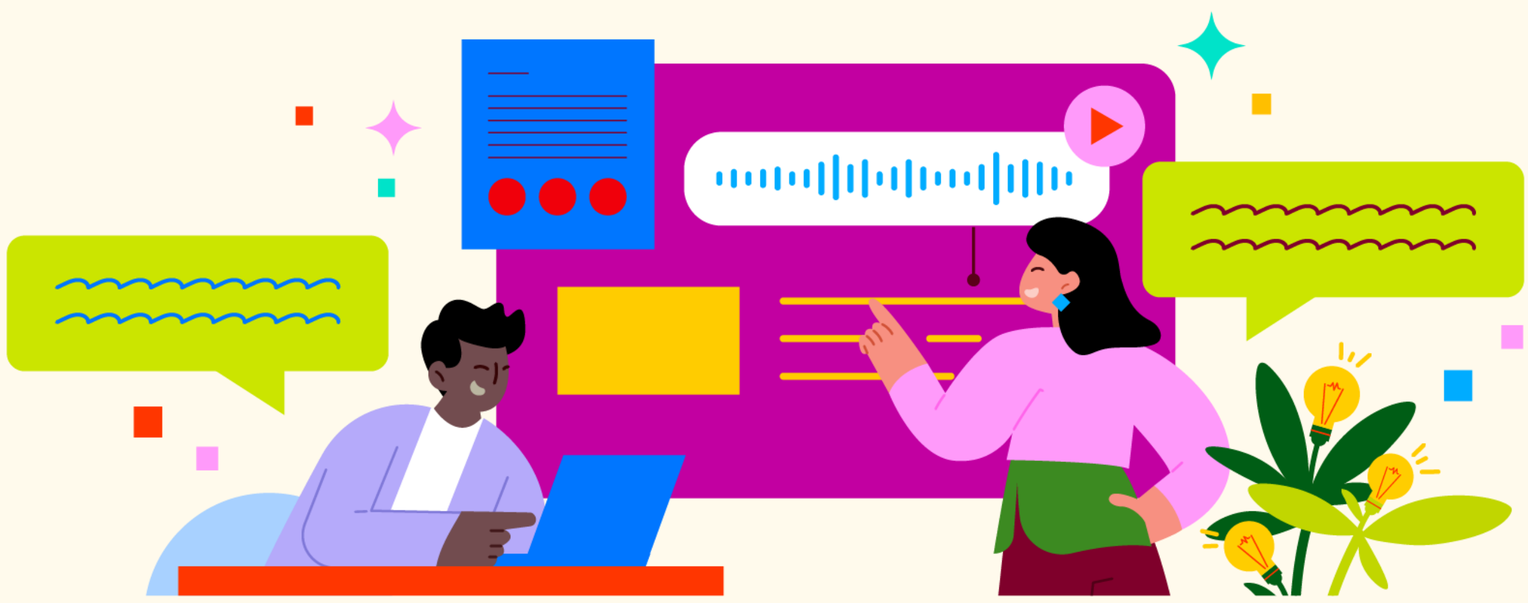
Overview

Skilful questioning is a fundamental pedagogical skill for every teacher. Ample research evidence points to the integral role skilful questioning plays to inspire learners, to deepen their learning and to stimulate critical and inventive thinking. In this Singapore Teaching Practice-Professional Learning Module (STP-PLM), you will have opportunities to learn about the STP teaching considerations and Teaching Actions in the STP Teaching Areas such as planning key questions, using questions to deepen learning as well as checking for understanding and providing feedback.

Learning Goals

By the end of this course, you will be able to:

- recognise the purposes of skilful questioning to promote student engagement, learning and metacognition;
- apply the considerations in planning for skilful questioning;
- formulate appropriate questions for students to attain the desired learning outcomes; and
- enact skilful questioning in EL lessons.



STP-PLM: Skilful Questioning to Deepen Learning in EL Classrooms (Primary and Secondary)

Course Structure		
Mode of Learning	**Duration**	**Date(s)**
Asynchronous Online Learning Period 1	3 hours	Thu, 15 Apr – Thu, 29 Apr
Synchronous Online Learning Session 1	2 hours	Wed, 5 May (P.M.)
Asynchronous Online Learning Period 2	3 hours	Thu, 13 May – Thu, 27 May
Synchronous Online Learning Session 2	2 hours	Thu, 1 Jul (P.M.)

Registration	
Register on **OPAL2.0** using this code:	**EL-000144**
Register by	Thu, 1 Apr



For enquiries, please contact:

Ms Khairiyah Sabina Jumari (Academy Officer/Pedagogy) at
khairiyah_sabina_jumari@moe.gov.sg

Fostering Student Inquiry in the Literature Classroom

NEW

TARGET PARTICIPANTS: Literature KP, TLs and Teachers

Why is it important for students to construct their own inquiry into texts? How can students develop E21CC dispositions through inquiry into texts? What can teachers do to design and enact learning experiences for students to inquire into texts meaningfully and independently?

Overview

This course aims to address the above questions and provide you with deeper understanding of student inquiry in the Literature classroom. You will learn to enable your students to inquire into texts, taking into consideration their readiness, learning needs and interests.

Learning Goals

By the end of this course, you will be able to:

- demonstrate understanding of student inquiry in the Literature classroom, aligned with the Literature in English Teaching and Learning Syllabus 2027;
- apply the Literature Pedagogical Practices (LPP) to design meaningful learning experiences that enable students to inquire into texts; and
- customise Literature lessons to address students' readiness, learning needs and interests, making appropriate use of EdTech including AI.



Fostering Student Inquiry in the Literature Classroom

Course Structure		
Mode of Learning	**Duration**	**Date(s)**
Asynchronous Online Learning Period 1	3 hours	Mon, 28 Jun – Tue, 6 Jul
Synchronous Online Learning Session 1	2 hours	Thu, 8 Jul (P.M.)
Asynchronous Online Learning Period 2	3 hours	Fri, 9 Jul – Fri, 30 Jul
Synchronous Online Learning Session 2	2 hours	Thu, 5 Aug (P.M.)

Registration	
Register on **OPAL2.0** using this code:	LIT-000045
Register by	Mon, 14 Jun



For enquiries, please contact:

Ms Denise Marie Fernandez (Academy Officer/Pedagogy) at denise_marie_fernandez@moe.gov.sg.



SELF-ACCESS RESOURCES

Contents

SELF-ACCESS RESOURCES

Self-access resources such as microlearning units, podcasts and videos are meant for teachers of EL, Literature in English (Literature) and General Paper (GP) who would like to strengthen their knowledge bases and grow their understanding of teacher leadership. You can access these resources to learn collaboratively with one another or independently.



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Developments in EL Teaching and Learning in Singapore

Building Knowledge of Teaching, Learning and Assessment



Episode 1:

An Overview of the Key Focus and Emphases in the Teaching and Learning of EL from the 1950s to the Present

Episode 2:

The Importance of Oracy Development in the Teaching and Learning of EL from the 1950s to the Present

Episode 3:

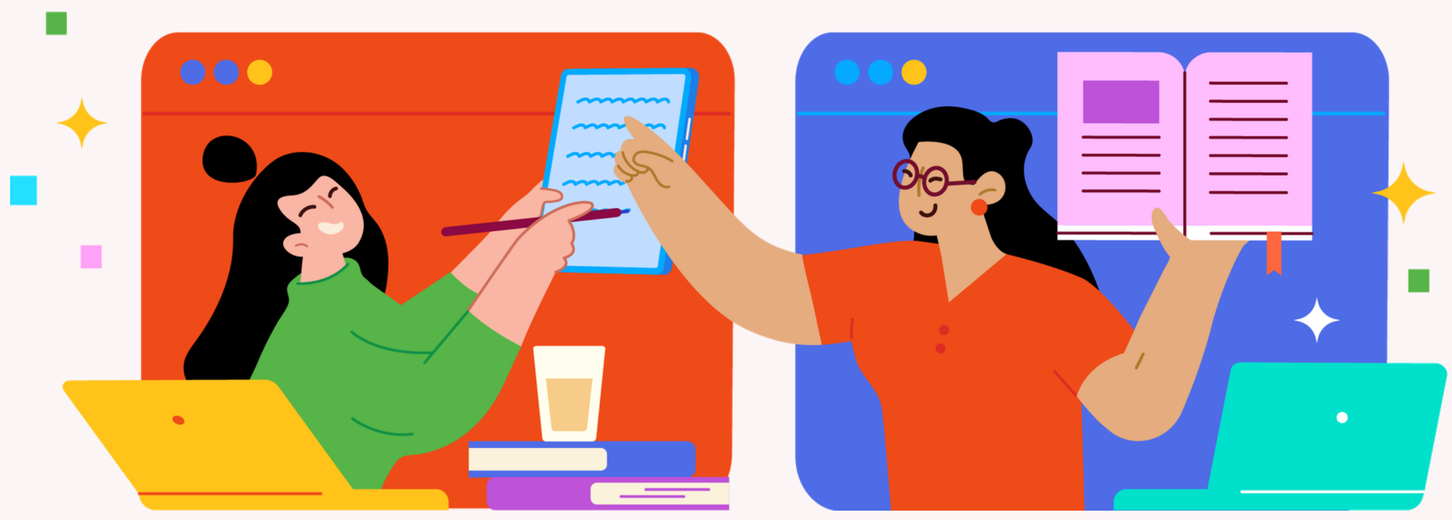
The Knowledge and Understanding that Teachers of EL must have for the Teaching and Learning of EL from the 1950s to the Present

Episode 4:

The Critical Role of the Teacher of EL in the Teaching and Learning of EL from the 1950s to the Present

Principles and Processes of EL Teaching and Learning: CLLIPS and ACoLADE

Building Knowledge of Teaching, Learning and Assessment	
	Planning the School-based EL Instructional Programme - How to Apply CLLIPS?
	How Can We Raise Awareness in the EL Classroom?
	How Can We Structure Consolidation in the EL Classroom?
	How Can We Facilitate Assessment for Learning in the EL Classroom?
	How Can We Enable Application in the EL Classroom?
	How Can We Guide Discovery in the EL Classroom?
	How Can We Instruct Explicitly in the EL Classroom?



Windows on Expertise

Building Knowledge of Teaching, Learning and Assessment	
	**Episode 1:** Building Multiliteracies in EL Classrooms
	Episode 2: Building Multiliteracies in EL Classrooms
	Episode 3: Metacognition and Its Place in Our English Language Classrooms
	Episode 4: Metacognition – Beyond Reflection at the End of English Language Lessons
	Episode 5: *NEW* Future of English in Singapore
	Episode 6: *UPCOMING* A Literacy Continuum: Building Strong Foundations from Primary to Secondary

Pedagogical Emphasis: Multiliteracies

Building Knowledge of Teaching, Learning and Assessment	
	Multiliteracies in EL Teaching and Learning
	Multiliteracies in Teaching Grammar and Vocabulary
	Multiliteracies in Teaching Oracy
	Multiliteracies in Teaching Reading and Viewing
	Multiliteracies in Teaching Writing and Representing



Pedagogical Emphasis: Metacognition

Building Knowledge of Teaching, Learning and Assessment	
	Metacognition in EL Teaching and Learning
	Metacognition in Teaching Grammar
	Metacognition in Teaching Oracy
	Metacognition in Teaching Reading and Viewing
	Metacognition in Teaching Writing and Representing
	The Teaching and Learning of Critical Reading
	Metacognition in the EL Classroom
	Enacting Metacognition as a Pedagogical Emphasis in Our EL Classrooms *NEW*

Pedagogical Emphasis: Inquiry Through Dialogue

Building Knowledge of Teaching, Learning and Assessment	
	Inquiry Through Dialogue in EL Teaching and Learning
	Inquiry Through Dialogue – Building a Culture of Learning through Talk in the EL Classroom
	Inquiry Through Dialogue – Using Questioning Techniques
	Inquiry Through Dialogue – Motivating Students to Write
	Inquiry Through Dialogue – Facilitating Productive Interaction in Groups
	Inquiry Through Dialogue in Teaching Reading and Viewing
	Inquiry Through Dialogue in Teaching Oracy
	Inquiry Through Dialogue in Teaching Writing and Representing
	Inquiry Through Dialogue in Teaching Grammar

Inquiry-based Learning

Building Knowledge of Teaching, Learning and Assessment	
ELiS MLUs TEACHING, LEARNING & ASSESSMENT	How to Grow Creative Inquirers in the EL Classroom? – Planning
	How to Grow Creative Inquirers in the EL Classroom? – Enacting
ELiS VIDEOS TEACHING, LEARNING & ASSESSMENT	Supporting Inquiry – Based Learning in the English Language Classroom: What, Why and How

Differentiated Instruction

Building Knowledge of Teaching, Learning and Assessment	
	What Is Differentiated Instruction and Why Does It Matter?
	How Important Are Ongoing Assessment and Flexible Grouping in Differentiated Instruction?
	How Can EL Departments Build a Culture that Supports Differentiated Instruction?
	How Do We Select and Design EL Lessons for Differentiated Instruction?
	How Do We Differentiate Instruction in Response to Student Readiness for a Literature Lesson?
	How Do We Differentiate Process Through Flexible Grouping in a Literature Lesson?
	How Does Differentiated Instruction Work in a Large EL Class? • Determining Lesson Objectives • Selecting and Adapting Lesson Resources • Managing Learners and Learning • Using Small Group Instruction

Assessment for Learning

Building Knowledge of Teaching, Learning and Assessment	
	Why Is It Important to Diagnose Students' Learning Needs? What Does Diagnosing Students' Learning Needs Involve? How Can EL Teachers Diagnose Students' Learning Needs to Plan for Teaching and Learning? Diagnosing Students' Learning Needs – Frequently Asked Questions Affective Engagement with Feedback: Build Students' Confidence in Using Language Behavioural Engagement with Feedback: Encourage Students' Active Learning Cognitive Engagement with Feedback: Deepening Students' Understanding of Language **Big Ideas of Effective Feedback** • Find and Fix Learning Gaps • Motivating Students • Self-Directed Learners **A Pedagogy of Feedback** • Feeding Up: Help Students Understand Expectations of Learning • Promoting Dialogic Feedback: Help Students to Actively Seek Feedback • Feeding Forward: Help Students to Apply Feedback

E-Pedagogy and Blended Learning

Building Knowledge of Teaching, Learning and Assessment	
	What Should EL Teachers Be Guided by in the Design of Blended Learning Experiences?
	What Should EL Teachers Consider When Drawing Up a Design Map to Plan Learning Experiences?
	How Can Teachers Use ICT Tools Purposefully to Teach Receptive-Productive Skills in EL?
	AI103: Pedagogy First — What Does Using AI in EL Classrooms Look Like? *NEW*



Building a Strong Literacy Foundation

Building Knowledge of Teaching, Learning and Assessment



A Strong Literacy Foundation Matters: Teacher Leaders in Conversation

UPCOMING



Knowledge About the Receptive and Productive Language Skills

Building Knowledge About the Receptive and Productive Language Skills

What Really Happens When You Listen and View? *NEW*

What Really Happens When You Read and View? *NEW*

Knowledge About English Grammar

Building Knowledge of English Language	
	How Do I Determine the Word Class of a Word?
	What Are the Different Forms of Verbs and How Do I Describe Them?
	What Is a Noun Phrase and Why Teach It?
	What Are Adverbials? Why and How Do I Use Them?
	Subject-Verb Agreement – What Else Is There to Know?
	How Can We Make Texts Cohesive? – Using Grammatical Cohesive Devices
	How Can We Make Texts Cohesive? – Using Lexical Cohesive Devices
	Coherence in Texts: What It Is and Why It Is Important

Grammar Matters

Building Knowledge of English Language



Talking About Things

- Singular and Plural: Countable and Uncountable Nouns – At the Supermarket
- Definite and Indefinite Articles – A Letter of Complaint
- Collective Nouns – At the Airport
- Adjectives – The Advertisement
- Pronouns – The Accident

Talking About Actions

- Transitive and Intransitive Verbs – The Cruise
- Active and Stative Verbs – The Voicemail
- Verbs with Prepositions – The Email

Talking About Time and Place

- Verb Forms – The Lunar New Year Celebrations
- Subject-Verb Agreement – The Interview
- Tenses – Remembering Weddings
- Tense Sequence – The Embarrassment

Talking with Others

- Modal Verbs – Contacting Mr Tan
- Formation of Questions and Answers – Arranging an Interview
- Giving Commands and Instructions – Ai Ling and First Aid

Talking at Length

- Coordinating Conjunctions – Overseas and Overworked
- Subordinating Conjunctions – Going Abroad
- Use of Tenses When Linking Ideas and Clauses – A Visit to Australia
- Reporting What Others Say – Looking for a Job

Using Questions to Deepen Learning

Building Knowledge of Teaching, Learning and Assessment	
	What Are Quality Questions? How Can EL Teachers Sequence Their Questions Effectively?



Selecting and Adapting Texts

Building Knowledge of Teaching, Learning and Assessment	
	Why Select and Adapt Texts?
	How to Select Texts?
	How to Adapt Texts?



Effective Communication for Learning

Building Knowledge of Teaching, Learning and Assessment



[Effective Communication for Learning]

[Understanding Subject Literacy]



Providing Language and Literacy Support in Subject Classrooms

- [Using the Frayer Model Strategy]
- [Using the Concept Circle Strategy]
- [Using the Semantic Feature Analysis Strategy]
- [Using the K.I.M. (Key Term, Information, Memory) Strategy]
- [Using the Word Wall Strategy]
- [Using the Annotating Texts Strategy]
- [Using the Sequencing a Jumbled Text Strategy]

Facilitating Productive Classroom Discussion in EL Classrooms

- [Understanding Productive Classroom Discussion]
- [Facilitating Productive Classroom Discussion]
- [Building a Positive Classroom Culture for Productive Discussion]
- [Encouraging Student Talk in the Classroom]

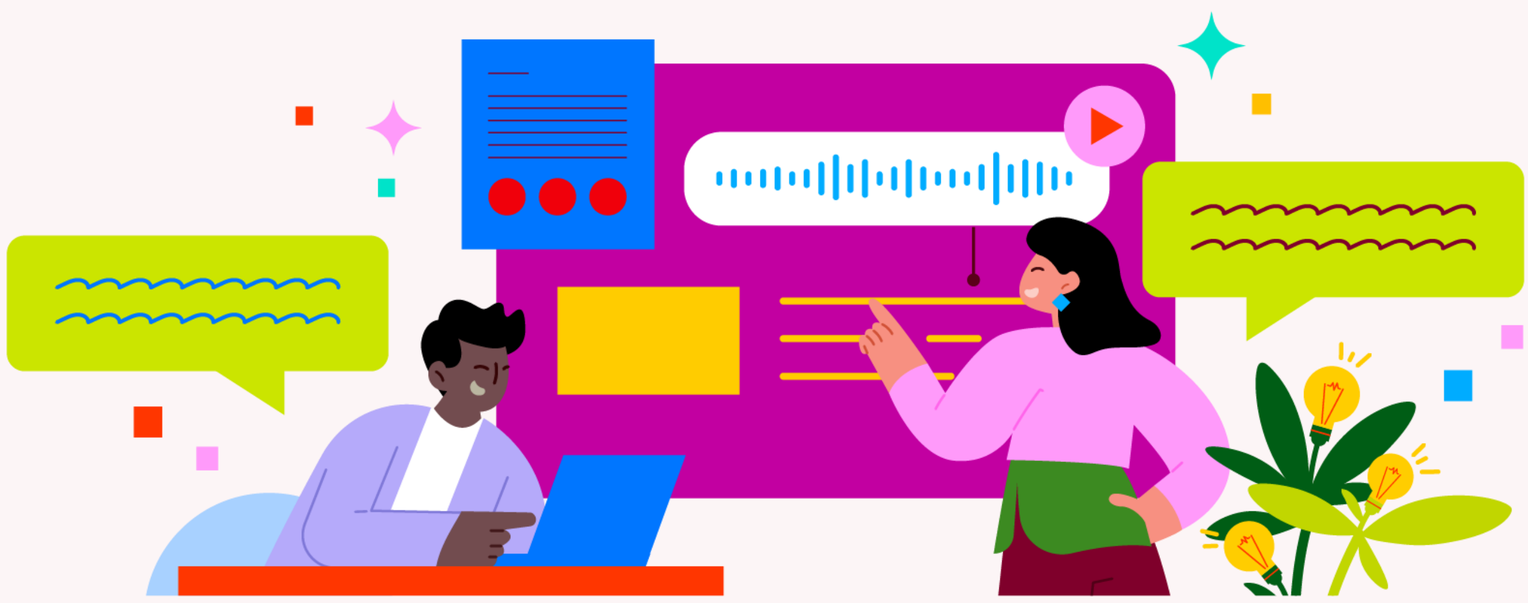
The Singapore Writing Institute

Building Knowledge of Teaching, Learning and Assessment	
	Teacher as Writer: Why Writing with Your Students Is Important
	Teacher as Inquirer: Nurturing Voice in Students' Writing
	Teacher of Writers: How to Move Our Student Writers Forward
	Teacher as Leader: Leading from the Classroom



Classroom Inquiry

Building Knowledge of Teaching, Learning and Assessment	
	Inquiry into Classroom Practice: Action Research
	Inquiry into Classroom Practice: Lesson Study
	Crafting Inquiry Questions
	Collecting Qualitative Data
	Analysing Qualitative Data
	Communicating Inquiry



Classroom Inquiry

Building Knowledge of Teaching, Learning and Assessment



Developing Motivation to Write Through Journaling

- Part 1
- Part 2
- Part 3
- Part 4

Exploring Fluency in Oral Communication

- Part 1
- Part 2

Using Annotation to Develop Inferencing Skills for Critical Reading

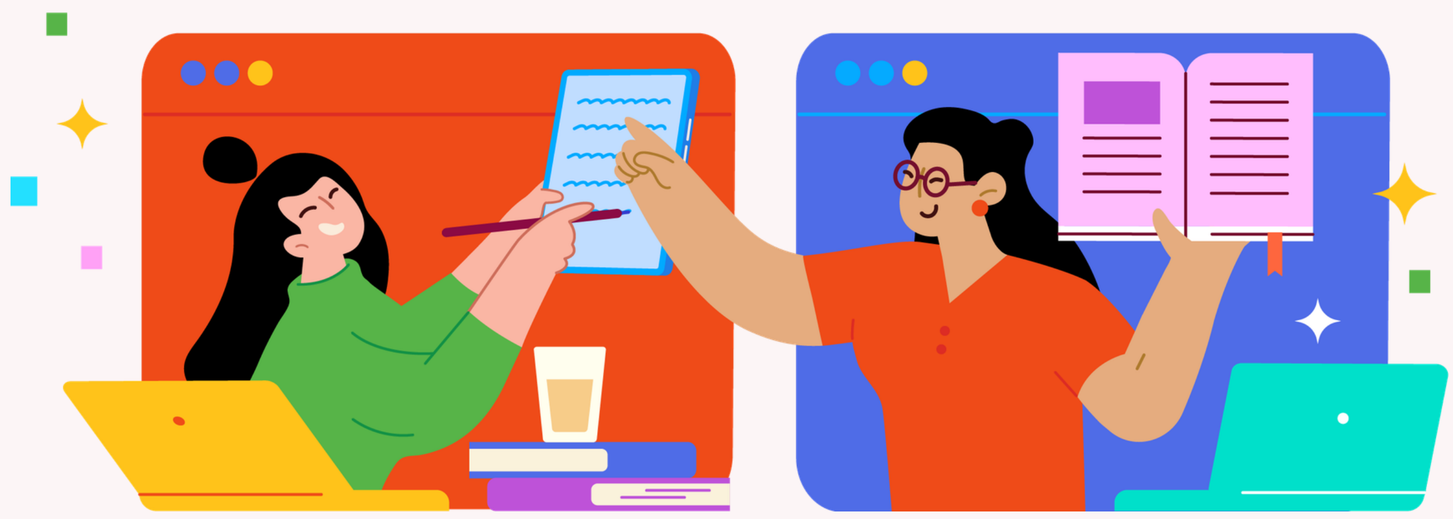
- Part 1
- Part 2

Learning from Inquiry as a Zonal Networked Learning Community

- Part 1
- Part 2
- Part 3

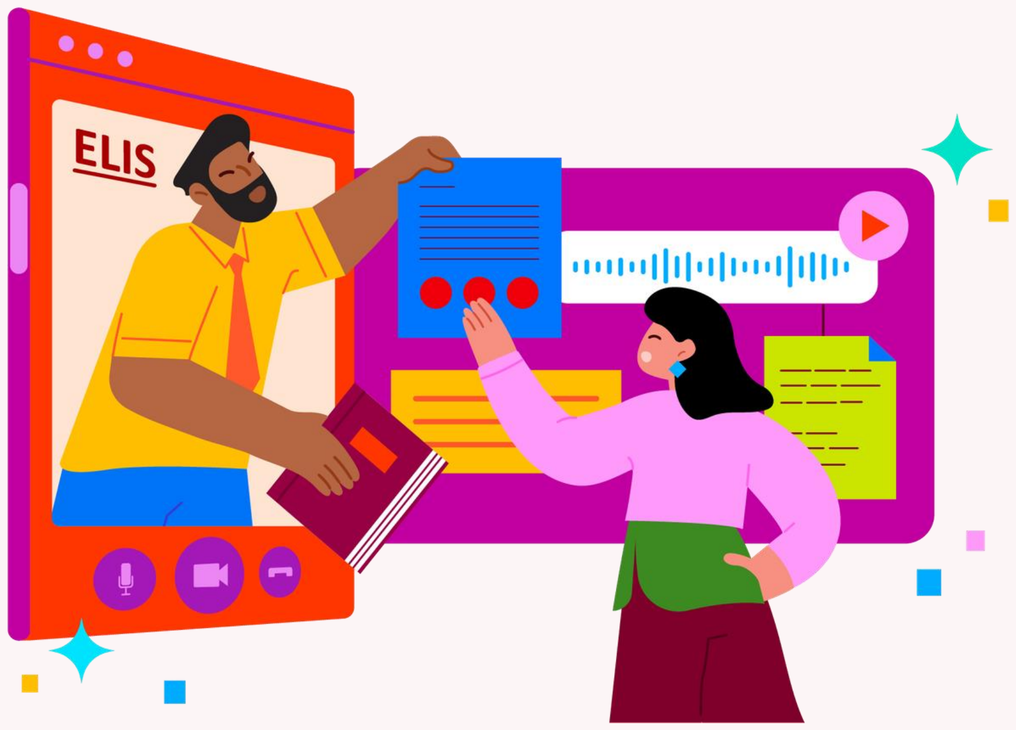
Classroom Inquiry

Building Knowledge of Teaching, Learning and Assessment	
	Inquiring into Reading Strategies: Our Learning Experience
	Using Drama Techniques to Improve Student Writing
	Helping Primary Two Students to Write Better Stories
	Engaging Students in Poetry Discussions using Socratic Circles
	Supporting Students with Mixed–case Letter Identification Difficulty
	Part 1: Using Reader Roles to Develop Students as Critical Readers
	Part 2: Learning from Classroom Inquiry at School of Science and Technology



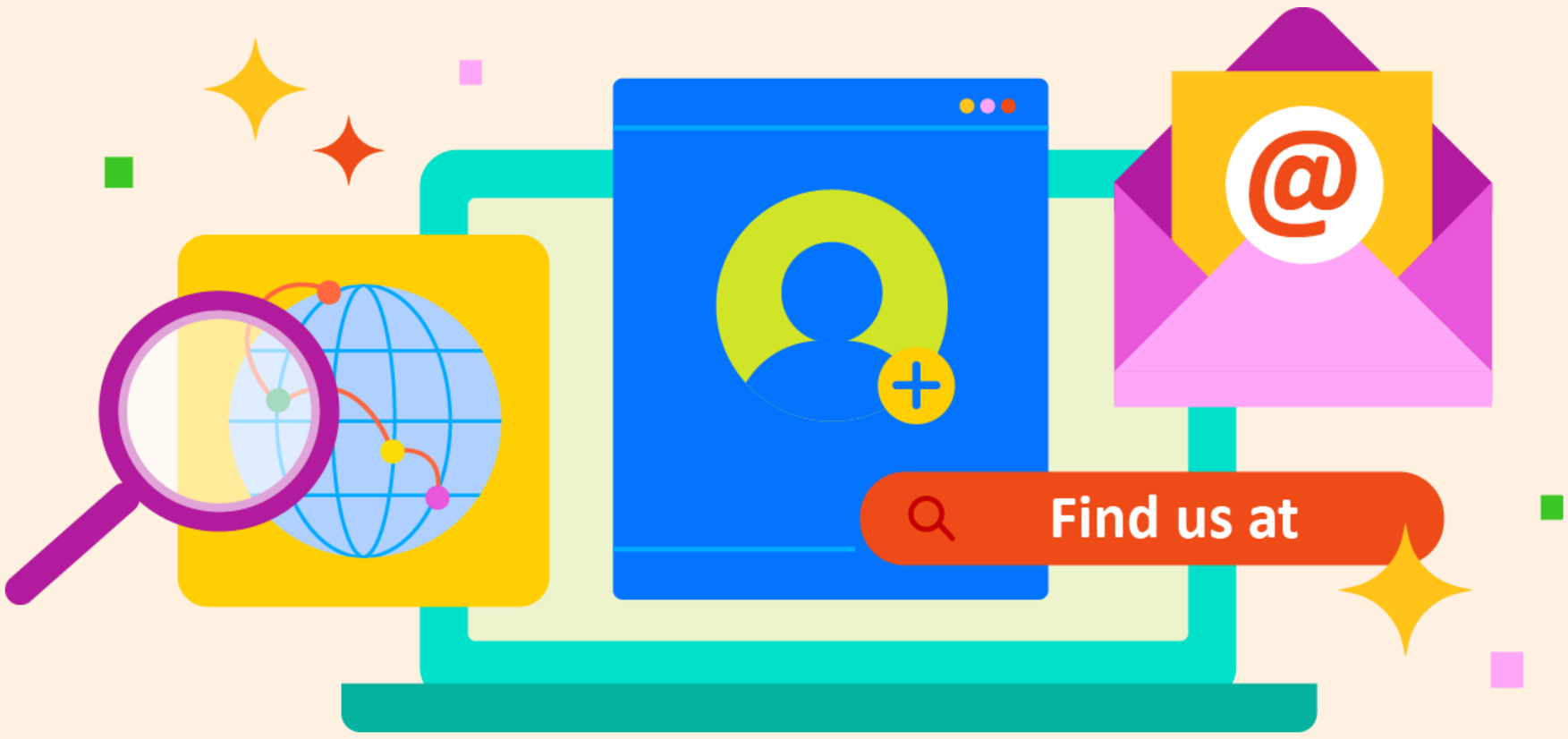
Leading Self and Peers

Growing Teacher Leadership	
	The Place of Subject Content Knowledge (SCK) in English Language Teaching, Learning and Assessment
	When Teaching Strategies Talk with SCK
	Collaborative Professional Learning
	What Is Co-Teaching?
	What Is a Special Interest Group?



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