



Chestnut Drive Secondary School

**Whole School Approach to
Effective Communication**

6 Nov 2014

**Mr Lee Han Kiat
Mdm Salina Ismail
Mr Aaron Tang
Miss Cheong Qili**

Objectives of Presentation

By the end of CDSS presentation, participants will be introduced to...

1. The CDSS Whole-School Approach to Effective Communication
2. WSA-EC Concepts of Content Vocabulary & Functional Language in Different Subjects
3. CDSS WSA-EC processes in Physics lessons and the impact on students

Presentation Outline

1 Overview of CDSS WSA-EC

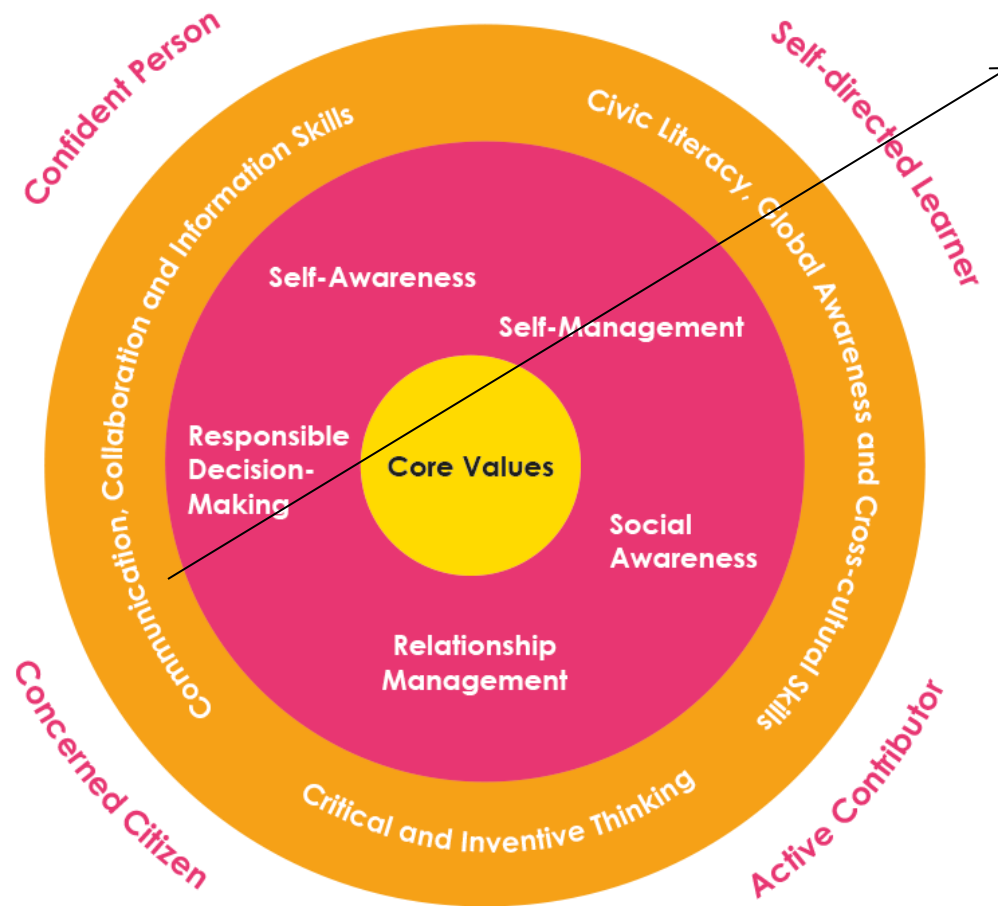
2 Introducing WSA-EC to CDSS

3 WSA-EC in Different Subjects in CDSS

***4 WSA-EC processes in Physics lesson
and impact on students***

Overview of CDSS WSA-EC

Refreshing Our Understanding of the 21CC Framework



- **Effective Communication** refers to the clear and coherent exchange of information and ideas in multimodal ways for specific purposes, audiences, and contexts.
- **Effective communication** includes
 - ❖ *interacting with others* from diverse backgrounds through a variety of means and
 - ❖ *being open to and respecting ideas* from others when co-constructing meanings.



Big Picture: CDSS WSA-EC Framework



CHESTNUT DRIVE SECONDARY SCHOOL
A WHOLE-SCHOOL APPROACH TO EFFECTIVE COMMUNICATION

Supporting the school's focus areas

Vision: Individuals of Distinction Contributing to Family and Nation
Mission: A nurturing school, we provide social, physical, intellectual, aesthetic and moral experiences in a stimulating environment
Values: Confident, Determined and Sincere

ST1: Cognitive Development

Key Focus Areas:

- To develop students cognitively to excel via Effective Teaching & Learning processes
- Applied Learning Programme/ ICT

WSA-EC

- Raise teachers' awareness of the role of effective communication in subject teaching
- Effective use of content vocabulary and functional language to raise achievement

ST2: Social- Emotional Development

Key Focus Areas:

- Student Development Programme
- Meaningful social, moral and physical experiences for our students
- CCE curriculum

WSA-EC

- Effective communication in daily interactions
- Build effective communication platforms

ST4: Organisational Effectiveness

Key Focus Areas:

- Culture of thinking, innovation and continuous improvement
- Financial, administrative and operational excellence
- Strategic partnerships

WSA-EC

- Promote effective communication among partners, alumni, staff and students

ST3: Staff Development and Well-Being

Key Focus Areas:

- Developing Staff Capacity
(BAS-telephone etiquette & communication skills, BO-Assessment for Learning)
- Strengthening Staff Engagement
- Providing Strategic, Effective and Caring Leadership for Staff
- Promoting Staff Well-Being & Recognition

WSA-EC

- Modelling effective communication skills in school



Introducing WSA-EC to CDSS

Buying In the Staff to this 'new' T&L WSA-EC approach...

Core Team of WSA-EC Champions

- **WSA-EC Champions** train **KPs and Subject ICs** who then lead their **colleagues** in their subject T&L (ie. 'train the trainers')

Capacity Building of Staff

- Structured Workshops
- Timetabled PLC
- Handholding & Partnership
- Accessible Resources

Strategic Approach

- Check current reality -> Identify issues -> Prioritise focus -> Strengthen processes (eg. support for T&L in classrm) -> Review for effectiveness

Current Reality

*Eg. Teachers tend to focus mainly on content,
and less on how they talk and interact with
students.*

Issue

*They may not realise how poor communication
negatively affects their students.....*



Dr Caroline Ho
English Language Specialist
ELIS

Playing with language in subjects...



JukeTheBlaster for iFunny :)

ifunny.mobi

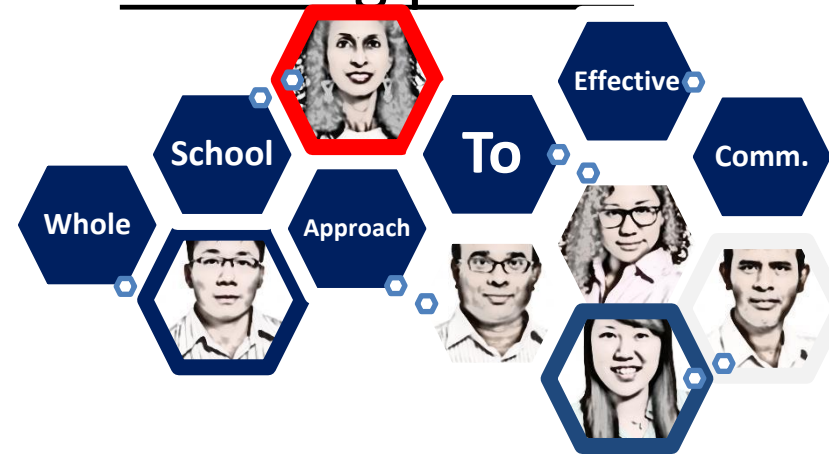
**Source:
ELIS**

Priority: Providing Clarity of Definition/s of 'Communication'

- a) Enable teachers to have common understanding of some key concepts wrt 'communication' in their respective subjects, with **focus on subject literacy**
- BICS: Basic Interpersonal Communication Skills
 - CL: Classroom Language
 - CALP: Cognitive Academic Language Proficiency (ie. subject literacy) – especially WSA-EC concepts of *Content Vocabulary, Functional Language & Appropriate Connectors*

Priority: CDSS Focus on 'CALP'

- b) Guide Subject Teachers to use 'Strategic Approach' for subject literacy (eg. assess current student learning issues, identify language-specific demands of their subjects, craft lesson plan accordingly, implement in classroom, review for impact and improve lesson)
- c) Support teachers in the process by providing inputs into their subject work and also involving partner experts (ELIS)



Build Teachers' Capacity

Checking for Understanding



Eg. Workshop – Hands Activity (CALP)

Talk about your hands e.g. compare how it looks like, what you do with it, its texture, etc.



Our winning formula – focused on transfer of learning to classroom

Every unit/department comes onboard and tries out a small unit in their lessons with inputs from WSA–EC Champions, HOD EL, School Leaders, ELIS specialist officers.



WSA-EC in Different Subjects in CDSS

The staff were taught the concepts of:

- Content Vocabulary
- Functional Language

and each subject tasked to come up with a lesson package leveraging on these two concepts, and then to share the learning with the rest of the staff.

use data to identify a topic (i.e. turning moments) that most students struggled with

directing efforts which would gain the greatest results

focus on areas where there are gaps and provide language scaffolds to help students



Ms Jenny Ho
Senior Head, Subject Literacy
ELIS

Steps for Solving Problems on Moments (procedural text)

Firstly, the **pivot** must be identified. The **pivot** is the point or line through **which** the object turns.

Secondly, the **forces which** will give rise to **clockwise moments** must be identified. (If instead of force, **mass** is given, it must be converted to **weight which** is equal to mg .)

Next, the **forces which** will give rise to **anticlockwise moments** must be identified. (If instead of force, **mass** is given, it must be converted to **weight which** is equal to mg .)

After this, the **perpendicular distance which** is measured from the **pivot** to the line of action of force must be identified.

Finally, use **principle of moments which** states that sum of clockwise moments about the **pivot** is equal to the sum of anticlockwise moments about the same **pivot of which**
moment = force x perpendicular distance from the **pivot** to the line of action of **force**

red – functional language

blue – content vocabulary

brown – appropriate connector

Chestnut Drive Sec. Sch.

The frame for
answering the
problem is very
systematic and useful
as a guide for
students.

(2) Chestnut Drive
Importance
of procedural
knowledge in
physics.
emphasised
by teacher.

Key of Success:

Stay focused

We transfer the learning to the Physics classrooms.



Transfer of Learning
to classroom

**Does it help you to
understand better?**

Yes!

**easier to
remember too!**

**Directing efforts to
bring maximum returns**

ELIS