

ELiS

Professional Learning opportunities 2023





Foreword

Dear colleagues,

At ELIS, we aim to enhance your professional growth as teachers and Teacher Leaders of English Language, Literature and English-medium subjects. We offer professional learning opportunities for you to learn collaboratively with one another in-person as well as asynchronously and synchronously online, and apply and extend your learning in the classroom. Whether through extended periods of learning experiences or short courses, you can look forward to being supported in building both breadth and depth in your learning through dialogue and self-reflection.

In this prospectus, English Language and Literature teachers will find a range of professional learning opportunities designed to enhance your knowledge bases, grow teacher leadership and build collaborative learning communities to impact student outcomes. English Language and English-medium subject teachers will also find courses to enable you to help students communicate more effectively in their subjects.

I wish everyone a fulfilling journey in your professional growth.

May Tan (Ms)

Academy Principal, ELIS

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SKILLSFUTURE FOR EDUCATORS (SFE_d) COURSES

The SFE_d Differentiated Instruction courses enable English Language teachers to better respond to variation in students' learning readiness, interests and learning profiles. The SFE_d Inquiry-Based Learning courses enable teachers to guide students in exploring, co-constructing and inquiring into ideas and issues, and engaging in metacognitive learning processes.

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NEW!

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The grammar courses are designed to enable English Language teachers to attain clearer understanding of English grammar and apply this understanding to teach grammar more accurately and effectively to their students.

As the ability to distinguish between word classes is foundational to building knowledge about English grammar, teachers may consider registering for the course on Word Classes before participating in the other grammar courses.

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PROFESSIONAL LEARNING PROGRAMMES (PLPs@SCHOOL)

The Professional Learning Programmes (PLPs) are designed to enable teachers to deepen their knowledge, skills and classroom practice in the areas of language learning. Teachers can also learn how their application of e-pedagogy and blended learning can be guided by sound understanding of the principles and processes of English Language teaching and learning.



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KEY PERSONNEL/TEACHER LEADER GROWTH PROGRAMMES

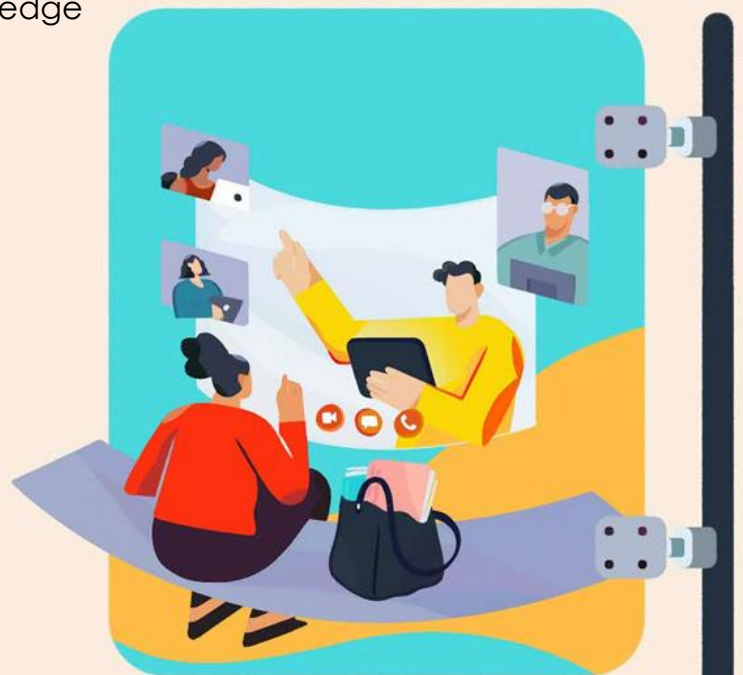
A range of programmes is offered for Key Personnel, Lead Teachers and Senior Teachers to grow professionally by learning and collaborating with one another, with support from ELIS Master Teachers.

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DIFFERENTIATING INSTRUCTION IN THE PRIMARY ENGLISH LANGUAGE CLASSROOM



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders and
Teachers



OVERVIEW

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

- actively inquire into:
 - ❖ your practice of DI as a teacher of English Language (EL), or
 - ❖ your practice of leading others in their learning about DI as leaders in the teaching, learning and assessment of EL at the primary level; and
- learn together with other participants to apply your learning and reflect on your practice, which includes the use of technology to promote active student learning in participatory, connected and reflective classrooms.

There are courses at three Levels of Practice that you can choose from:

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 the EL classroom;
- 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 in the EL classroom;
- apply the principles of DI to meet students' different learning readiness, interests and learning profiles; and
- make appropriate choices, including the use of technology, to support DI in the EL classroom, based on knowledge of learners, the EL Syllabus 2020 and the EL curriculum.

DIFFERENTIATING INSTRUCTION IN THE PRIMARY ENGLISH LANGUAGE CLASSROOM

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 the EL classroom;
- would like to become adaptive in your practice of DI, by being able to customise and/or personalise 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 the EL classroom.

LEARNING GOALS

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

- adapt EL lessons, incorporating the use of technology, based on:
 - ❖ principles of DI, 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 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 the EL classroom;
- 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 the EL classroom.

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, and
 - ❖ adaptiveness in the practice of DI to customise learning for students; and
- plan with the aim of facilitating professional learning about DI in the EL classroom in the following contexts: a Professional Learning Team, Professional Learning Community and/or Networked Learning Community at school/cluster levels.



DIFFERENTIATING INSTRUCTION IN THE PRIMARY ENGLISH LANGUAGE CLASSROOM



COURSE STRUCTURE

Mode of Learning		SFE ^d DI (Proficient) 	SFE ^d DI (Accomplished) 	SFE ^d DI (Leading) 
 Asynchronous Online Learning Period	3 hours	Fri, 17 Feb – Fri, 3 Mar	Wed, 22 Mar – Wed, 5 Apr	Tue, 31 Jan – Tue, 14 Feb
 Synchronous Online Learning Session	3 hours	Thu, 9 Mar (P.M.)	Wed, 12 Apr (P.M.)	Mon, 20 Feb (P.M.)

REGISTRATION

	SFE ^d DI (Proficient)	SFE ^d DI (Accomplished)	SFE ^d DI (Leading)
 Please register on OPAL2.0 using these codes.	EL- 000078	EL- 000080	EL- 000079
 Closing dates for registration	Fri, 3 Feb	Tue, 28 Feb	Fri, 20 Jan



For enquiries, please contact:

Ms Selene Tan (Senior Academy Officer/Pedagogy) at selene_tan@moe.gov.sg
OR

Ms Eunice Lim (Academy Officer/Pedagogy) at eunice_lim@moe.gov.sg.

LEARNING BY INQUIRING IN THE PRIMARY ENGLISH LANGUAGE CLASSROOM



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders and
Teachers



OVERVIEW

In the SFEEd courses on Inquiry-Based Learning (IBL), you will:

- actively inquire into:
 - ❖ your practice of IBL as a teacher of EL, or
 - ❖ your practice of leading others in their learning about IBL as leaders in the teaching, learning and assessment of EL at the primary level; and
- learn together with other participants to apply your learning and reflect on your practice, which includes the use of technology to promote active student learning in participatory, connected and reflective classrooms.

There are courses at three Levels of Practice that you can choose from:

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 IBL, and would like to become skilful and independent in your practice of IBL in the EL classroom;
- would like to be able to, on an ongoing basis, reflect on your practice of IBL 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 and its rationale in the teaching, learning and assessment in the EL classroom;
- apply the principles of EL teaching and learning (CLLIPS*) and teaching processes (ACoLADE#) to support IBL in the EL classroom; and
- make appropriate choices, including the use of technology, to support IBL in the EL classroom, based on knowledge of learners, the EL Syllabus 2020 and the EL curriculum.

*CLLIPS: Contextualisation, Learner-centredness, Learning-focused Interaction, Integration, Process Orientation, Spiral Progression

#ACoLADE: Raising Awareness, Structuring Consolidation, Facilitating Assessment for Learning, Enabling Application, Guiding Discovery, Instructing Explicitly

LEARNING BY INQUIRING IN THE PRIMARY ENGLISH LANGUAGE CLASSROOM

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 in the EL classroom;
- would like to become adaptive in your practice of IBL, by being able to customise and/or personalise 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 in the EL classroom.

LEARNING GOALS

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

- customise EL lessons, incorporating the use of technology, that support IBL based on:
 - ❖ 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 facilitating IBL in the enactment of lessons through prompting, posing questions, and supporting the collaborative process by which students learn about 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 in the EL classroom;
- would like to be able to lead effectively and mentor others in their professional learning and practice of IBL; 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 in the EL classroom.

LEARNING GOALS







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

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



LEARNING BY INQUIRING IN THE PRIMARY ENGLISH LANGUAGE CLASSROOM



COURSE STRUCTURE

Mode of Learning		SFE ^d IBL (Proficient) 	SFE ^d IBL (Accomplished) 	SFE ^d IBL (Leading) 
 Asynchronous Online Learning Period	3 hours	Fri, 17 Feb – Fri, 3 Mar	Wed, 22 Mar – Wed, 5 Apr	Fri, 24 Mar – Mon, 10 Apr
 Synchronous Online Learning Session	3 hours	Thu, 9 Mar (P.M.)	Wed, 12 Apr (P.M.)	Fri, 14 Apr (P.M.)

REGISTRATION

	SFE ^d IBL (Proficient)	SFE ^d IBL (Accomplished)	SFE ^d IBL (Leading)
 Please register on OPAL2.0 using these codes.	EL- 000172	EL- 000101	EL- 000100
 Closing dates for registration	Tue, 31 Jan	Wed, 1 Mar	Fri, 3 Mar



For enquiries, please contact:

Ms Selene Tan (Senior Academy Officer/Pedagogy) at selene_tan@moe.gov.sg
OR

Ms Eunice Lim (Academy Officer/Pedagogy) at eunice_lim@moe.gov.sg.

DIFFERENTIATING INSTRUCTION IN THE SECONDARY ENGLISH LANGUAGE CLASSROOM



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders and
Teachers



OVERVIEW

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

- actively inquire into:
 - ❖ your practice of DI as a teacher of English Language (EL), or
 - ❖ your practice of leading others in their learning about DI as leaders in the teaching, learning and assessment of EL at the secondary level; and
- learn together with other participants to apply your learning and reflect on your practice, which includes the use of technology to promote active student learning in participatory, connected and reflective classrooms.

There are courses at three Levels of Practice that you can choose from:

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 the EL classroom;
- 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 in the EL classroom;
- apply the principles of DI to meet students' different learning readiness, interests and learning profiles; and
- make appropriate choices, including the use of technology, to support DI in the EL classroom, based on knowledge of learners, the EL Syllabus 2020 and the EL curriculum.

DIFFERENTIATING INSTRUCTION IN THE SECONDARY ENGLISH LANGUAGE CLASSROOM

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 the EL classroom;
- would like to become adaptive in your practice of DI, by being able to customise and/or personalise 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 the EL classroom.

LEARNING GOALS

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

- adapt EL lessons, incorporating the use of technology, based on:
 - ❖ principles of DI, 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 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 the EL classroom;
- 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 the EL classroom

LEARNING GOALS







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

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 - ❖ the application of DI principles and e-pedagogy,
 - ❖ ongoing review of and critical inquiry into the practice of DI, and
 - ❖ adaptiveness in the practice of DI to customise learning for students; and
- plan with the aim of facilitating professional learning about DI in the EL classroom in the following contexts: a Professional Learning Team, Professional Learning Community and/or Networked Learning Community at school/cluster levels.



DIFFERENTIATING INSTRUCTION IN THE SECONDARY ENGLISH LANGUAGE CLASSROOM



COURSE STRUCTURE

Mode of Learning		SFE ^d DI (Proficient) 	SFE ^d DI (Accomplished) 	SFE ^d DI (Leading) 
 Asynchronous Online Learning Period	3 hours	Mon, 20 Feb – Mon, 6 Mar	Fri, 28 Apr – Fri, 15 May	Fri, 3 Feb – Fri, 17 Feb
 Synchronous Online Learning Session	3 hours	Fri, 10 Mar (P.M.)	Fri, 19 May (P.M.)	Fri, 24 Feb (P.M.)

REGISTRATION

	SFE ^d DI (Proficient)	SFE ^d DI (Accomplished)	SFE ^d DI (Leading)
 Please register on OPAL2.0 using these codes.	EL- 000171	EL- 000084	EL- 000083
 Closing dates for registration	Thu, 2 Feb	Fri, 31 Mar	Thu, 26 Jan



For enquiries, please contact:

Ms Eunice Lim (Academy Officer/Pedagogy) at eunice_lim@moe.gov.sg

OR

Ms Selene Tan (Senior Academy Officer/Pedagogy) at selene_tan@moe.gov.sg.

LEARNING BY INQUIRING IN THE SECONDARY ENGLISH LANGUAGE CLASSROOM



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders and
Teachers



OVERVIEW

In the SFEEd courses on Inquiry-Based Learning (IBL), you will:

- actively inquire into:
 - ❖ your practice of IBL as a teacher of English Language (EL), or
 - ❖ your practice of leading others in their learning about IBL as leaders in the teaching, learning and assessment of EL at the secondary level; and
- learn together with other participants to apply your learning and reflect on your practice, which includes the use of technology to promote active student learning in participatory, connected and reflective classrooms.

There are courses at three Levels of Practice that you can choose from:

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 IBL, and would like to become skilful and independent in your practice of IBL in the EL classroom;
- would like to be able to, on an ongoing basis, reflect on your practice of IBL 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 and its rationale in the teaching, learning and assessment in the EL classroom;
- apply the principles of EL teaching and learning (CLLIPS*) and teaching processes (ACoLADE#) to support IBL in the EL classroom; and
- make appropriate choices, including the use of technology, to support IBL in the EL classroom, based on knowledge of learners, the EL Syllabus 2020 and the EL curriculum.

*CLLIPS: Contextualisation, Learner-centredness, Learning-focused Interaction, Integration, Process Orientation, Spiral Progression

#ACoLADE: Raising Awareness, Structuring Consolidation, Facilitating Assessment for Learning, Enabling Application, Guiding Discovery, Instructing Explicitly

LEARNING BY INQUIRING IN THE SECONDARY ENGLISH LANGUAGE CLASSROOM

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 in the EL classroom;
- would like to become adaptive in your practice of IBL, by being able to customise and/or personalise 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 in the EL classroom.

LEARNING GOALS

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

- customise EL lessons, incorporating the use of technology, that support IBL based on:
 - ❖ 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 facilitating IBL in the enactment of lessons through prompting, posing questions, and supporting the collaborative process by which students learn about 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 in the EL classroom;
- would like to be able to lead effectively and mentor others in their professional learning and practice of IBL; 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 in the EL classroom

LEARNING GOALS







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

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



LEARNING BY INQUIRING IN THE SECONDARY ENGLISH LANGUAGE CLASSROOM



COURSE STRUCTURE

Mode of Learning		SFE ^d IBL (Proficient) 	SFE ^d IBL (Accomplished) 	SFE ^d IBL (Leading) 
 Asynchronous Online Learning Period	3 hours	Mon, 20 Feb – Mon, 6 Mar	Fri, 28 Apr – Mon, 15 May	Thu, 20 Apr – Mon, 8 May
 Synchronous Online Learning Session	3 hours	Fri, 10 Mar (P.M.)	Fri, 19 May (P.M.)	Fri, 12 May (P.M.)

REGISTRATION

	SFE ^d IBL (Proficient)	SFE ^d IBL (Accomplished)	SFE ^d IBL (Leading)
 Please register on OPAL2.0 using these codes.	EL- 000173	EL- 000098	EL- 000105
 Closing dates for registration	Thu, 2 Feb	Fri, 31 Mar	Thu, 23 Mar



For enquiries, please contact:

Ms Eunice Lim (Academy Officer/Pedagogy) at eunice_lim@moe.gov.sg

OR

Ms Selene Tan (Senior Academy Officer/Pedagogy) at selene_tan@moe.gov.sg.

APPLYING E-PEDAGOGY AND BLENDED LEARNING IN THE PRIMARY AND SECONDARY ENGLISH LANGUAGE CLASSROOMS

NEW!



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders and
Teachers at the
primary and
secondary levels



OVERVIEW

In the SFEd course on e-Pedagogy and Blended Learning (Proficient Level of Practice), you will:

- actively inquire as a teacher of English Language (EL) into:
 - ❖ your practice of harnessing technology effectively to foster active student learning in a blend of in-person and online learning contexts, and
 - ❖ your design of lessons, and selection and use of information and communication technology tools in these contexts; and
- learn together with other participants to apply your learning about e-pedagogy and blended learning to promote active student learning in participatory, connected and reflective classrooms.



LEVEL 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 and become independent in your practice of harnessing technology to foster active student learning in a blend of in-person and online learning contexts;
- 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 of e-pedagogy and blended 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 technology to design learning and formative assessment experiences and lessons that enable students to experience participatory, connected and reflective learning in blended learning contexts; and
- explain your lesson design decisions based on the principles of e-pedagogy and blended learning, and the principles and processes of EL teaching and learning.



APPLYING E-PEDAGOGY AND BLENDED LEARNING IN THE PRIMARY AND SECONDARY ENGLISH LANGUAGE CLASSROOMS



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	3 hours	Tue, 1 Aug – Fri, 25 Aug
 Synchronous Online Learning Session	3 hours	Wed, 30 Aug (P.M.)

REGISTRATION

	SFE ^d e-Pedagogy and Blended Learning (Proficient)
 Please register on OPAL2.0 using this code.	EL-000179
 Closing date for registration	Tue, 11 Jul



For enquiries, please contact:

Ms Selene Tan (Senior Academy Officer/Pedagogy) at selene_tan@moe.gov.sg.

Grammar

COURSES



BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – ADVERBIALS (PRIMARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers



What are adverbials? Why do students need to know how to use them? Can adverbials be placed anywhere in a sentence? Why do all these questions matter to my students and me?

OVERVIEW

In this course, you will attain clearer understanding of adverbials and their connection with cohesion and coherence in the English language. You will be able to apply your understanding to teach these concepts accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how to enable your students to use their understanding of adverbials and their connection with cohesion and coherence to listen, read, view, speak, write and represent more effectively. To make your learning 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 adverbials and their connection with cohesion and coherence in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on adverbials, cohesion and coherence, teach the connection among them to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have used adverbials accurately and appropriately.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Thu, 6 Jul – Thu, 20 Jul
 Synchronous Online Learning Session	2 hours	Thu, 27 Jul (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000089](#).

Closing date for registration: Fri, 26 May



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – COHESION AND COHERENCE (PRIMARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

Why is it that my students can speak and write in grammatically accurate sentences using a variety of sentence structures, but they still do not always make sense? What are cohesion and coherence? Why do my students and I need to know and apply these concepts?



OVERVIEW

In this course, you will attain clearer understanding of cohesion and coherence in the English language. You will be able to apply your understanding to teach these concepts accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how to enable your students to use their understanding of cohesion and coherence to listen, read, view, speak, write and represent appropriately and more effectively. To make your learning 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 cohesion and coherence in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on cohesion and coherence, teach these concepts to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have applied cohesion and coherence appropriately and effectively.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Thu, 23 Mar – Thu, 6 Apr
 Synchronous Online Learning Session	2 hours	Thu, 13 Apr (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000087](#).

Closing date for registration: Thu, 2 Mar



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – NOUN PHRASES (PRIMARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

What are noun phrases? What are they made up of? How can I explain when a noun phrase has been correctly or incorrectly constructed? Why do all these questions matter to my students and me?



OVERVIEW

In this course, you will attain clearer understanding of noun phrases in the English language. You will be able to apply your understanding to teach noun phrases accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how to enable your students to use their understanding of noun phrases to listen, read, view, speak, write and represent more effectively. To make your learning 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 noun phrases in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on noun phrases, teach noun phrases to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have constructed noun phrases accurately.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Thu, 30 Mar – Thu, 13 Apr
 Synchronous Online Learning Session	2 hours	Thu, 20 Apr (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000169](#).

Closing date for registration: Thu, 2 Mar



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – SUBJECT-VERB AGREEMENT (PRIMARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

What is subject-verb agreement in the English language? Why do some verbs in a sentence need to agree with their subjects while others do not? How do I explain exceptions to the rule? Why do all these questions matter to my students and me?



OVERVIEW

In this course, you will attain clearer understanding of the concepts of subject-verb agreement and the finiteness of verbs in the English language. You will be able to apply your understanding to teach these concepts accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how you can enable your students to use their understanding of subject-verb agreement and the finiteness of verbs to listen, read, view, speak, write and represent more effectively. To make your learning 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 subject-verb agreement and the finiteness of verbs in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on these concepts, teach subject-verb agreement and the finiteness of verbs to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have applied subject-verb agreement accurately.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Tue, 25 Apr – Wed, 10 May
 Synchronous Online Learning Session	2 hours	Mon, 15 May (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000093](#).

Closing date for registration: Tue, 4 Apr



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – TIME, TENSE AND ASPECT (PRIMARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

What are time, tense and aspect in the English language? How can I explain when to use the present tense and when to use the present perfect? How do I explain exceptions to the rule? Why do all these questions matter to my students and me?



OVERVIEW

In this course, you will attain clearer understanding of the concepts of time, tense and aspect in the English language. You will be able to apply your understanding to teach these concepts accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how you can enable your students to use their understanding of time, tense and aspect to listen, read, view, speak, write and represent more effectively. To make your learning 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 time, tense and aspect in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on these concepts, teach time, tense and aspect to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have used tense and aspect accurately.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Tue, 4 Apr – Wed, 19 Apr
 Synchronous Online Learning Session	2 hours	Tue, 25 Apr (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000094](#).

Closing date for registration: Tue, 7 Mar



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – WORD CLASSES (PRIMARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

What are word classes in the English language? How do I know if a word is a verb, a noun, an adjective, an adverb, or something else? How can I explain why a word is sometimes a verb and sometimes an adjective? Why should I know about the form, function and meaning of words? Why do all these questions matter to my students and me?



OVERVIEW

In this course, you will attain clearer understanding of word classes in the English language. You will be able to apply your understanding to teach word classes accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how to enable your students to use their understanding of word classes to listen, read, view, speak, write and represent more effectively. To make your learning 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 word classes in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on word classes, teach word classes to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have understood word classes in the English language.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Tue, 7 Feb – Tue, 21 Feb
 Synchronous Online Learning Session	2 hours	Tue, 28 Feb (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000086](#).

Closing date for registration: Thu, 26 Jan



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – ADVERBIALS (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

What are adverbials? Why do students need to know how to use them? How are adverbials connected with cohesion and coherence in the English language? How can I explain this relationship accurately to my students? Why do all these questions matter to my students and me?



OVERVIEW

In this course, you will attain clearer understanding of adverbials and their connection with cohesion and coherence in the English language. You will be able to apply your understanding to teach these concepts accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how to enable your students to use their understanding of adverbials and their connection with cohesion and coherence to listen, read, view, speak, write and represent appropriately and more effectively. To make your learning 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 adverbials and their connection with cohesion and coherence in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on adverbials, cohesion and coherence, teach the connection among them to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have used adverbials accurately and effectively.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Thu, 3 Aug – Mon, 21 Aug
 Synchronous Online Learning Session	2 hours	Thu, 24 Aug (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000081](#).

Closing date for registration: Thu, 6 Jul



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – COHESION AND COHERENCE (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

Why is it that my students can speak and write in grammatically accurate sentences using a variety of sentence structures, but they still do not always make sense? What are cohesion and coherence? Why do my students and I need to know and apply these concepts?



OVERVIEW

In this course, you will attain clearer understanding of cohesion and coherence in the English language. You will be able to apply your understanding to teach these concepts accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how to enable your students to use their understanding of cohesion and coherence to listen, read, view, speak, write and represent appropriately and more effectively. To make your learning 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 cohesion and coherence in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on cohesion and coherence, teach these concepts to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have applied cohesion and coherence appropriately and effectively.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Thu, 13 Jul – Thu, 27 Jul
 Synchronous Online Learning Session	2 hours	Wed, 2 Aug (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000103](#).

Closing date for registration: Fri, 30 Jun



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – NOUN PHRASES (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers



What are noun phrases made up of? How long should a noun phrase be? How can I explain when a noun phrase has been correctly or incorrectly constructed? Why do all these questions matter to my students and me?

OVERVIEW

In this course, you will attain clearer understanding of noun phrases, including the head noun and pre- and post-modification, in the English language. You will be able to apply your understanding to teach noun phrases accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how to enable your students to use their understanding of noun phrases to listen, read, view, speak, write and represent appropriately and more effectively. To make your learning 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 noun phrases in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on noun phrases, teach noun phrases to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have constructed noun phrases appropriately and effectively.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Thu, 20 Apr – Mon, 8 May
 Synchronous Online Learning Session	2 hours	Thu, 11 May (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000170](#).
Closing date for registration: Thu, 23 Mar



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – SUBJECT-VERB AGREEMENT (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

What is subject-verb agreement in the English language? Why do some verbs in a sentence need to agree with their subjects while others do not? How do I explain exceptions to the rule? Why do all these questions matter to my students and me?



OVERVIEW

In this course, you will attain clearer understanding of the concept of subject-verb agreement and the finiteness of verbs in the English language. You will be able to apply your understanding to teach these concepts accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how you can enable your students to use their understanding of subject-verb agreement and the finiteness of verbs to listen, read, view, speak, write and represent more effectively. To make your learning 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 subject-verb agreement and the finiteness of verbs in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on these concepts, teach subject-verb agreement and the finiteness of verbs to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have applied subject-verb agreement accurately and effectively.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Tue, 4 Jul – Tue, 18 Jul
 Synchronous Online Learning Session	2 hours	Tue, 25 Jul (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000090](#).

Closing date for registration: Fri, 26 May



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – TIME, TENSE AND ASPECT (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

What are time, tense and aspect in the English language? How can I explain when to use the past tense and when to use the past perfect? How do I know when one is more appropriate than the other? How can I explain exceptions to the rule? Why do all these questions matter to my students and me?



OVERVIEW

In this course, you will attain clearer understanding of the concepts of time, tense and aspect in the English language. You will be able to apply your understanding to teach these concepts accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how you can enable your students to use their understanding of time, tense and aspect to listen, read, view, speak, write and represent more effectively. To make your learning 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 time, tense and aspect in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on these concepts, teach time, tense and aspect to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have used tense and aspect accurately and effectively.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Tue, 2 May – Tue, 16 May
 Synchronous Online Learning Session	2 hours	Tue, 23 May (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000104](#).

Closing date for registration: Tue, 4 Apr



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – WORD CLASSES (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

How do I know if a word is a verb, a noun, an adjective, an adverb, or something else? How can I explain why a word is sometimes an adverb and sometimes a preposition? Why should I know about the form, function and meaning of words? Why do all these questions matter to my students and me?



OVERVIEW

In this course, you will attain clearer understanding of word classes in the English language. You will be able to apply your understanding to teach word classes accurately and effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how to enable your students to use their understanding of word classes to listen, read, view, speak, write and represent more effectively. To make your learning 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 word classes in the English Language Syllabus 2020;
- apply your understanding to interpret your students' questions and answers on word classes, teach word classes to your students, and explore the use of a variety of grammar references; and
- explain how you will know when your students have understood word classes in the English language.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	2 hours	Thu, 9 Feb – Thu, 23 Feb
 Synchronous Online Learning Session	2 hours	Thu, 2 Mar (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000091](#).

Closing date for registration: Thu, 26 Jan



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

Professional Learning Programmes

PLPs@SCHOOL



PROFESSIONAL LEARNING PROGRAMMES PLPs@SCHOOL



TARGET PARTICIPANTS

English Language
Key Personnel,
Teacher Leaders and
Teachers



OVERVIEW

As Key Personnel and Teacher Leaders of the English Language (EL) department of a school, you will co-decide and co-select the shared learning focus for your department from ELIS's suite of flagship PLPs@School. PLPs@School are designed to enable all in your EL department to teach EL more effectively. You will co-lead your department in applying the learning and inquiring into classroom application.

There are three areas of support your EL department can look forward to from a Master Teacher/EL (MTT/EL):

1 Guidance in the selection of the learning focus for your department;

Your EL department will choose **one** of the following two areas of learning, (a) or (b):

- (a) learning about e-pedagogy and blended learning for the enactment of participatory, connected and reflective EL classrooms

Your EL department members will deepen their understanding of the principles of e-pedagogy and blended learning. They will learn about the practice of teaching with technology to design lessons for students to achieve the intended learning outcomes in blended learning contexts.

You can refer to page 39 for the details on this area of learning.

OR

- (b) **one** area of language learning to be selected from the following:

- 1) Teaching Grammar (Primary/Secondary)
- 2) Teaching Oracy (Primary/Secondary)
- 3) Teaching Reading, Viewing and Vocabulary (Primary/Secondary)
- 4) Teaching Extensive Reading and Viewing (Primary/Secondary)
- 5) Teaching Writing and Representing (Primary/Secondary)

For any area of language learning that you select, your EL department members will deepen their knowledge of it. They will also consider ways of using technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms.

You can refer to pages 40 to 48 for the details on the areas of language learning listed above.

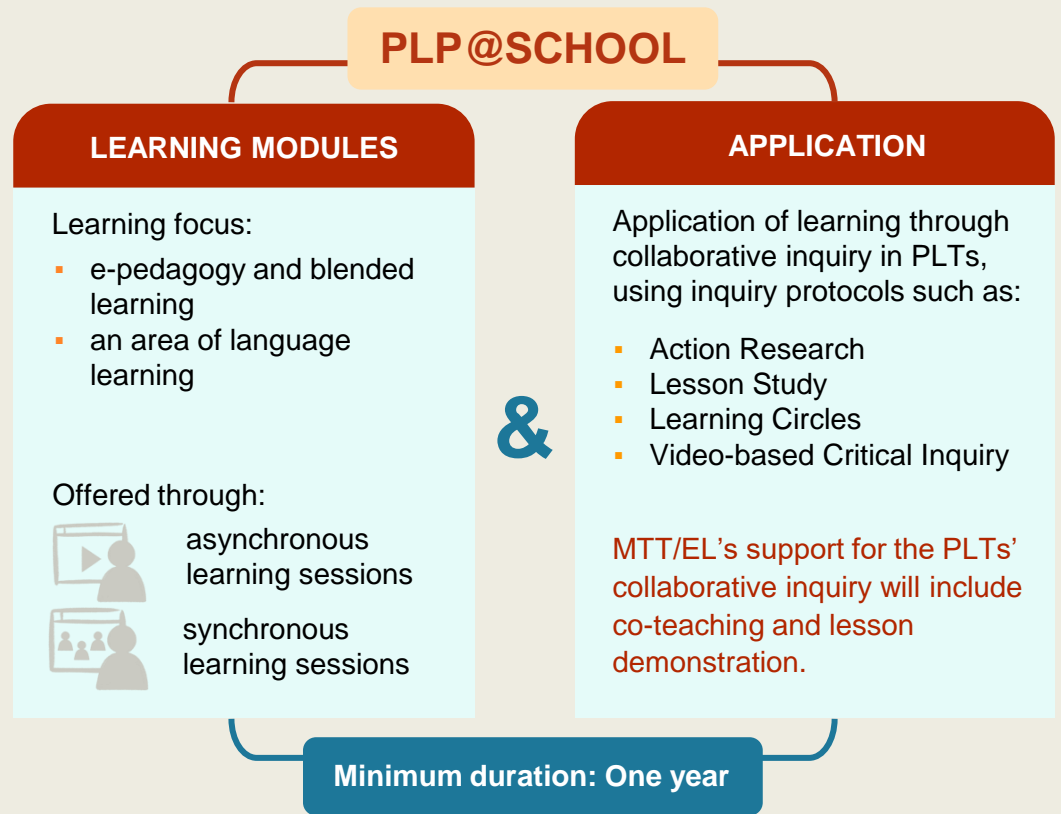
- ### 2 Support in forming and guiding Professional Learning Teams (PLTs) in your department to deepen the teachers' knowledge, skills and classroom practice in the area of learning your department decides on; and

- ### 3 Guidance in the growth of teacher leadership. You will learn to lead and guide your colleagues in planning and enacting classroom inquiry into the impact of their application of learning on student learning outcomes.

PROFESSIONAL LEARNING PROGRAMMES PLPs@SCHOOL



PROGRAMME STRUCTURE



Mode of Learning		Run 1 	Run 2
Asynchronous Online Learning Period 1	3 hours	Mon, 20 Mar – Mon, 10 Apr	Fri, 7 Jul – Fri, 28 Jul
Synchronous Online Learning Session 1	2 hours	Tue, 11 Apr (P.M.)	Mon, 31 Jul (P.M.)
Asynchronous Online Learning Period 2	3 hours	Wed, 12 Apr – Mon, 8 May	Tue, 1 Aug – Tue, 29 Aug
Synchronous Online Learning Session 2	2 hours	Tue, 9 May (P.M.)	Wed, 30 Aug (P.M.)



HOW TO APPLY

Please write to Mr Daniel Yip (Deputy Director/Pedagogy) at yip_kok_hoong@moe.gov.sg

OR

Ms Charmaine Tan (Assistant Director/Pedagogy) at charmaine_tan@moe.gov.sg.

Closing date for application: **Wed, 23 Nov 2022**

E-PEDAGOGY AND BLENDED LEARNING IN ENGLISH LANGUAGE (PRIMARY AND SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders and
Teachers

ENABLING PARTICIPATORY, CONNECTED AND REFLECTIVE ENGLISH LANGUAGE LEARNING

How can I harness technology effectively to foster active learning in a blend of in-person and online learning contexts in my English Language (EL) classroom? What will I use to guide the design of my lessons, and selection and use of information and communication technology tools in these contexts? How will I know if I have applied e-pedagogy and blended learning effectively in the teaching of EL?



OVERVIEW

This learning programme aims to provide you with a deeper understanding of the practice of teaching with technology for active learning in the EL classroom. You will be able to apply your understanding to create a participatory, connected and reflective classroom. You will learn to harness technology to design learning and formative assessment experiences and lessons that enable students to achieve the intended learning outcomes in blended learning contexts. You will also learn how your application of e-pedagogy and blended learning will be guided by sound understanding of the principles and processes of EL teaching and learning.



LEARNING GOALS

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

- demonstrate understanding of the principles of e-pedagogy and blended learning;
- apply your understanding to harness technology to design learning and formative assessment experiences and lessons that enable students to experience participatory, connected and reflective learning in blended learning contexts; and
- explain your lesson design decisions based on the principles of e-pedagogy and blended learning, and the principles and processes of EL teaching and learning.



TEACHING EXTENSIVE READING AND VIEWING (PRIMARY/ SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders and
Teachers

GETTING STUDENTS HOOKED ON BOOKS

Why do my students not improve in their reading comprehension and vocabulary despite the many reading lessons in class? How would a habit of wide and extensive reading and viewing address this problem? What can my school and I put in place to support students to develop and reap the benefits of a reading habit, including in blended learning contexts?



OVERVIEW

This learning programme aims to enable you to plan, enact and review a programme for extensive reading and viewing. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will learn how to motivate your students to read and view independently and with others for enjoyment.



LEARNING GOALS

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

- demonstrate and apply knowledge of the principles and practice of teaching extensive reading and viewing;
- guide students to set and regulate personal reading goals to independently read and view, extensively and with enjoyment, materials that will raise their level of understanding and knowledge for self-efficacy and for learning; and
- plan, enact and review an extensive reading and viewing programme for a target group of students.



TEACHING ORACY (PRIMARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders 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. You will be able to apply the knowledge of spoken grammar and vocabulary to teach pronunciation, prosodic features and oral interaction skills more effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. 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; and
- assess listening and viewing, speaking and representing, and oral interaction.



TEACHING READING, VIEWING AND VOCABULARY (PRIMARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders and
Teachers

READING AND VIEWING BETWEEN THE LINES

What learner strategies do my students need to strengthen their reading and vocabulary? 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, viewing and vocabulary development. You will be able to apply your understanding to teach and assess reading, viewing and vocabulary development. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. This is to develop 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, viewing and vocabulary development;
- employ a range of approaches, underpinned by the theories and principles, to teach and support the cognitive and metacognitive processes for reading, viewing and vocabulary development through the use of print and digital texts; and
- use formative assessment tasks and tools to monitor students' development of reading and viewing skills and vocabulary, to enable them to read as creative inquirers, and discerning readers and viewers.



TEACHING WRITING AND REPRESENTING (PRIMARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders 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. You will have opportunities to explore, practise and reflect on how to teach writing and representing. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms.



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, 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; and
- use student writing as evidence to ascertain student progress and to inform decisions about teaching, learning and assessment.



TEACHING GRAMMAR (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders and
Teachers

MEANINGFULLY RIGHT

What are my personal beliefs about teaching grammar? How do I enable my students to acquire the learner strategies they need to be confident about their use of grammar for effective communication? Which grammatical items and structures should I focus on when my students make so many grammatical errors? How can I teach grammar effectively, including in blended learning contexts?



OVERVIEW

This learning programme aims to provide you with a deeper understanding of grammar and the approaches to teaching it so that the learning of grammar is meaningful to students. You will be able to apply your understanding to teach grammar. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn how to enable your students to use their knowledge of grammar to read effectively and with discernment, and use grammar accurately and appropriately to create a wide range of texts for various purposes.



LEARNING GOALS

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

- demonstrate knowledge and understanding of grammar and the principles of teaching grammar;
- apply the principles of teaching grammar to design English Language (EL) lessons that enable students to refine their grammatical knowledge and learner strategies for the purposeful use of language, and to achieve the intended learning outcomes;
- select appropriate teaching approaches and design learning experiences, in alignment with the English Language Syllabus 2020, to enable students to learn grammar through inquiry and use grammar accurately and appropriately when speaking, writing and representing for various purposes; and
- formatively assess students' use of grammar in order to enable them to read with discernment and communicate empathetically and effectively.



TEACHING ORACY (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders 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. You will be able to apply the knowledge of spoken grammar and vocabulary to teach pronunciation, prosodic features and oral interaction skills more effectively. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. 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; and
- assess listening and viewing, speaking and representing, and oral interaction.



TEACHING READING, VIEWING AND VOCABULARY (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders 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, viewing and vocabulary 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, viewing and vocabulary development?



OVERVIEW

This learning programme aims to provide you with a deeper understanding of the processes in close and critical reading, viewing and vocabulary development. You will be able to apply your understanding to teach and assess reading, viewing and vocabulary development. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. This is to develop 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, viewing and vocabulary development;
- employ a range of approaches, underpinned by the theories and principles, to teach and support the cognitive and metacognitive processes for reading, viewing and vocabulary development 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, and vocabulary, to enable them to become inquiring and discerning readers.



TEACHING WRITING AND REPRESENTING (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders 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. You will have opportunities to explore, practise and reflect on how to teach writing and representing. You will consider ways to use technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms.



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, 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; 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



CLINIC WITH MASTER TEACHERS/EL



TARGET PARTICIPANTS

English Language, Literature and General Paper Senior Teachers nominated for Lead Teacher appointments, and Teachers nominated for Senior Teacher appointments



OVERVIEW

The Clinic with Master Teachers/English Language is offered to support those who aspire to progress along the Teaching Track.



LEARNING GOAL

This Clinic provides you with personalised guidance in preparing your professional portfolio for accreditation and for the appointment interview.



PROGRAMME STRUCTURE

		Run 1	Run 2
Mode of Learning			
In-person Learning Session	2 hours	Thu, 9 Feb (P.M.)	Fri, 30 Jun (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000096](#).

Closing dates for registration:

	Run 1	Fri, 27 Jan
	Run 2	Fri, 26 May



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at intan_salwah_badiuzzaman@moe.gov.sg.

PROFESSIONAL DIALOGUE WITH MASTER TEACHERS/EL



TARGET PARTICIPANTS

English Language,
Literature and
General Paper
Lead Teachers,
Senior Teachers
and Teachers
aspiring to progress
along the Teaching
Track



OVERVIEW

The Professional Dialogue with Master Teachers/English Language is offered to support those who aspire to progress along the Teaching Track.



LEARNING GOALS

This Professional Dialogue will:

- enable you to develop deeper understanding and clarity about the roles of Teacher Leaders; and
- support you in charting your professional growth.



PROGRAMME STRUCTURE


Mode of Learning		Run 1 	Run 2 
 In-person Learning Session	2 hours	Thu, 16 Feb (P.M.)	Thu, 20 Jul (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000095](#).

Closing dates for registration:

	Run 1	Fri, 27 Jan
	Run 2	Fri, 30 Jun



For enquiries, please contact:

Ms Intan Salwah Badiuzzaman (Senior Academy Officer/Pedagogy) at
intan_salwah_badiuzzaman@moe.gov.sg.

TEACHER WORK ATTACHMENT @ELIS



TARGET PARTICIPANTS

Applicants should be EL Lead Teachers or Senior Teachers at the primary or secondary level.



OVERVIEW

Would you like to grow professionally with guidance from Master Teachers/English Language (MTTs/EL) at ELIS? Our Teacher Work Attachment (TWA) is specially created with this aim in mind. During the three-week attachment, you will observe MTTs/EL 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 an English Language (EL) Teacher Leader (TL). To enable you to apply your learning, MTTs/EL will support and guide you in designing EL learning experiences to impact teacher and student 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 technology in blended learning contexts for active learning in participatory, connected and reflective EL classrooms;
- critically inquire into the application of e-pedagogy and blended learning in the design of professional learning experiences for teachers in your EL department/cluster/zone; and
- demonstrate understanding of what is involved in designing teacher learning.

Attachment Programme Outline

You will be involved in the following learning experiences:



- reflecting on and identifying your own interests and areas for growth as an EL TL;
- identifying your teachers' learning needs in designing and enacting EL learning experiences to impact student learning;
- inquiring into and applying andragogical principles to co-design, co-review and co-facilitate EL teacher learning experiences;
- observing MTTs/EL in their various areas of work to inquire into what designing teacher learning involves;
- planning professional learning directions for yourself and those you lead; and
- reviewing and refining the professional learning plan for teachers in your EL department/cluster/zone, including the use of relevant resources to support teacher learning.

TEACHER WORK ATTACHMENT @ELIS



PROGRAMME STRUCTURE

The TWA Programme will be a blend of in-person and online synchronous and asynchronous learning sessions.

	
Mon, 10 Apr – Fri, 28 Apr	3 weeks



HOW TO APPLY

Please write to Dr Lucy Oliver Fernandez (MTT/EL)
at lucy_oliver_fernandez@moe.gov.sg.

Closing date for application: Fri, 10 Feb





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 better 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:

- demonstrate awareness of:
 - ❖ the purposes for writing and representing, 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 the teaching of writing and representing;
- make informed decisions about your choice of teaching and learner strategies to support learners with diverse needs 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.

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 and online synchronous and asynchronous learning sessions; and

Session		
1	Tue, 27 Jun	½ day (P.M.)
2	Wed, 5 Jul – Fri, 7 Jul	3 full days
3	Mon, 10 Jul – Thu, 13 Jul	4 full days
4	Mon, 17 Jul – Tue, 18 Jul	2 full days
5	Wed, 19 Jul	1 full day

- four post-SWI sessions to support your application of learning from SWI. These sessions will be held once a term between Term 4, 2023 and Term 3, 2024. You will be given the opportunity to co-construct and present your inquiry into the teaching, learning and assessment of writing and representing through collaborative professional conversations. You will also consider the implications of your inquiry on your classroom practice and leadership.





HOW TO APPLY

Please note the following:

- Jan 2023: application for SWI 2023 intake will be sent through school principals
- Feb-Mar 2023: group interviews will be conducted for all applicants

Participants must be fully present, excused from duties by their school principals for the duration of SWI 2023, and commit to participating in post-SWI continuity activities.



For enquiries, please contact:

Dr Darren Nonis (Senior Academy Officer/Research) at
darren_antonio_marino_nonis@moe.gov.sg

OR

Mdm Rita Pillai (MTT/EL) at rita_pillai@moe.gov.sg.



WHO MAY APPLY

EL Key Personnel (KP), Teacher Leaders (TLs) and potential KP/TLs in primary and secondary schools are invited to apply. Applicants should be in a position to influence teaching and learning in their schools.

Those who participate will:

- commit to deepening their understanding of writing and representing processes and be willing to explore their own pedagogical practices;
- be willing to 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;
- commit to applying 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 Special Interest Groups (SIGs)* as members of the SWI alumni.

* SIGs are groups of like-minded teachers who share a passion and work together to develop a valuable repertoire of ideas and practices.

96-HR PLP: BUILDING SUBJECT CONTENT KNOWLEDGE FOR EL TEACHING, LEARNING AND ASSESSMENT (PRIMARY/ SECONDARY)



TARGET PARTICIPANTS

- EL KP and TLs who are invited through their School Principals
- Potential EL KP and TLs with at least three years of teaching experience who are nominated by their School Principals



LEARNING GOAL

As English Language (EL) Key Personnel/Teacher Leaders (KP/TLs) without English specialisation, you will build foundational understanding of the Subject Content Knowledge you need to teach EL effectively.



PROGRAMME STRUCTURE

The 96-hr Professional Learning Programme (96-hr PLP) comprises five learning modules (Primary/Secondary):

- Teaching Spoken and Written Grammar
- Teaching Listening and Viewing
- Teaching Speaking and Representing
- Teaching Reading, Viewing and Vocabulary
- Teaching Writing and Representing

You will engage in a blend of in-person and online asynchronous and synchronous learning experiences as well as apply your learning in classroom practice.



For enquiries, please contact:

Ms Selene Tan (Senior Academy Officer/Pedagogy) at
selene_tan@moe.gov.sg.

COURSES ON

- Item Setting
- Designing Effective Lessons in EL
- Literature
- Skilful Questioning to Deepen Learning
- Classroom Inquiry



ITEM SETTING FOR P5 AND P6 SCHOOL-BASED SUMMATIVE EL ASSESSMENT



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and P5 and P6
Teachers

Registration for the
course is limited to a
maximum of three
participants from
each school.



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 (CPDD), and reviewed and conducted by Master Teachers/English Language, will enable you to set a range of English Language (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.



COURSE STRUCTURE

Mode of Learning		Run 1 	Run 2 
 Asynchronous Online Learning Period 1	3 hours	Mon, 20 Mar – Mon, 3 Apr	Tue, 4 Jul – Tue, 18 Jul
 Synchronous Online Learning Session 1	2 hours	Thu, 6 Apr (P.M.)	Fri, 21 Jul (P.M.)
 Asynchronous Online Learning Period 2	3 hours	Mon, 10 Apr – Tue, 25 Apr	Mon, 24 Jul – Mon, 7 Aug
 Synchronous Online Learning Session 2	2 hours	Fri, 28 Apr (P.M.)	Thu, 17 Aug (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000092](#).

Closing dates for registration:

	Run 1	Mon, 20 Feb
	Run 2	Fri, 26 May



For enquiries, please contact:

Ms Selene Tan (Senior Academy Officer/Pedagogy) at selene_tan@moe.gov.sg.

STP-PLM: DESIGNING EFFECTIVE LESSONS IN ENGLISH LANGUAGE (SECONDARY)



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

How can I design English Language (EL) lessons that are aligned with both the EL Syllabus 2020 and the Singapore Teaching Practice (STP)? What considerations should I take into account when selecting a teaching approach and strategies to enable my students to achieve the lesson objectives?



OVERVIEW

In this Singapore Teaching Practice-Professional Learning Module (STP-PLM), you will learn to design and develop learning experiences for students to attain the Learning Outcomes in the EL Syllabus 2020 by drawing on the relevant Teaching Areas and Teaching Actions in the STP.



LEARNING GOALS

By the end of the four sessions of this module, you will be able to apply the STP teaching considerations and Teaching Actions to design effective EL lessons through:







- establishing learner and learning outcomes in the six areas of language learning for a unit of work;
- determining lesson objectives and planning key questions;
- sequencing and organising learning;
- evaluating, selecting, adapting and/or creating instructional materials and learning resources; and
- setting meaningful assignments to monitor, reinforce and extend student learning, and to support self-directed learning.



**STP-PLM:
DESIGNING
EFFECTIVE
LESSONS IN
ENGLISH
LANGUAGE
(SECONDARY)**



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period 1	3 hours	Wed, 28 Jun – Fri, 14 Jul
 Synchronous Online Learning Session 1	2 hours	Wed, 19 Jul (P.M.)
 Asynchronous Online Learning Period 2	3 hours	Thu, 20 Jul – Thu, 3 Aug
 Synchronous Online Learning Session 2	2 hours	Fri, 11 Aug (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000097](#).

Closing date for registration: Tue, 23 May



For enquiries, please contact:

Ms Charmaine Tan (Assistant Director/Pedagogy) at
charmaine_tan@moe.gov.sg.

DEVELOPING LITERARY RESPONSE IN LITERATURE



TARGET PARTICIPANTS

Literature
Key Personnel,
Teacher Leaders and
Teachers



What is 'quality' in a literary response? How can I support my students to construct sensitive and informed personal responses, including in blended learning contexts?

OVERVIEW

This course aims to provide you with a deeper understanding of 'quality' in a literary response. You will learn how to design and develop learning experiences that help students construct sensitive and informed personal responses. You will be able to apply your learning, including through the use of technology in blended learning contexts, to support active learning in participatory, connected and reflective classrooms.









LEARNING GOALS

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

- demonstrate knowledge and understanding of 'quality' in a literary response, in alignment with the Literature in English Teaching and Learning Syllabus 2019; and
- apply your learning to design and develop learning experiences that will enable students to construct sensitive and informed personal responses.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period 1	3 hours	Wed, 1 Feb – Wed, 15 Feb
 Synchronous Online Learning Session 1	2 hours	Wed, 22 Feb (P.M.)
 Asynchronous Online Learning Period 2	3 hours	Thu, 23 Feb – Thu, 30 Mar
 Synchronous Online Learning Session 2	2 hours	Wed, 5 Apr (P.M.)



REGISTRATION


Please register on **OPAL2.0** using this code: [LIT-000021](#).

Closing date for registration: Fri, 20 Jan



For enquiries, please contact:

Ms Charmaine Tan (Assistant Director/Pedagogy) at
charmaine_tan@moe.gov.sg.

STP-PLM:  **NEW!**

**SKILFUL
QUESTIONING
TO DEEPEN
LEARNING IN
THE ENGLISH
LANGUAGE
CLASSROOMS
(PRIMARY AND
SECONDARY)**



TARGET PARTICIPANTS

EL Key Personnel,
Teacher Leaders
and Teachers

How can I use questions to deepen my students' learning in the English Language (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), participants 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 the course, participants 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
THE ENGLISH
LANGUAGE
CLASSROOMS
(PRIMARY AND
SECONDARY)**



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period 1	3 hours	Tue, 21 Mar – Tue, 4 Apr
 Synchronous Online Learning Session 1	2 hours	Mon, 10 Apr (P.M.)
 Asynchronous Online Learning Period 2	3 hours	Tue, 11 Apr – Wed, 26 Apr
 Synchronous Online Learning Session 2	2 hours	Wed, 3 May (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [EL-000144](#).

Closing date for registration: Thu, 23 Feb



For enquiries, please contact:

Ms Charmaine Tan (Assistant Director/Pedagogy) at charmaine_tan@moe.gov.sg.

CLASSROOM INQUIRY FOR EL AND LITERATURE TEACHERS (PRIMARY/ SECONDARY)



TARGET PARTICIPANTS

- Teachers and Teacher Leaders (TLs) of EL and Literature who have completed one of ELIS's Professional Learning Programmes and who wish to apply their learning through an ELIS-supported classroom-based inquiry
- Teachers and TLs 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 curiosity and concerns about my students' learning into a focused classroom inquiry? How do I design the classroom 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 provides an introduction to classroom-based, teacher-led inquiry for the teaching, learning and assessment of English Language (EL) and Literature in English (Literature). You will explore ways of understanding your pedagogical practices in order to improve your students' learning. You will have an opportunity to apply your learning during the course by designing a classroom inquiry.



LEARNING GOALS

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






- gain a deeper understanding of what it means to conduct a classroom inquiry;
- design a classroom inquiry relevant to your classroom context,
- know how to analyse evidence to answer your inquiry questions, and
- consider effective ways to communicate your findings to different audiences.



CLASSROOM INQUIRY FOR EL AND LITERATURE TEACHERS (PRIMARY/ SECONDARY)



COURSE STRUCTURE

Mode of Learning		
 In-person Learning Session 1	3 hours	Thu, 23 Feb (P.M.)
 Asynchronous Online Learning Period	6 hours	Fri, 24 Feb – Wed, 10 May
 In-person Learning Session 2	3 hours	Thu, 11 May (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [CI-000024](#).

Closing date for registration: Fri, 10 Feb



For enquiries, please contact:

Dr Darren Nonis (Senior Academy Officer/Research) at darren_anthonio_marino_nonis@moe.gov.sg.

COURSES ON
Communicating
Effectively
IN TEACHING AND LEARNING



LANGUAGE AND LITERACY ACROSS THE CURRICULUM (PRIMARY/ SECONDARY)



TARGET PARTICIPANTS

English-medium Subject Teachers and English Language Teachers interested in learning how to provide support for students who struggle with the language and literacy demands in their subjects

What role does language play in the teaching and learning of my subject? How can I provide support for students who struggle with the language and literacy demands in my subject?



OVERVIEW

This online course helps you to develop an awareness of the language and literacy demands for the English-medium subjects taught at the primary and secondary levels.



LEARNING GOALS

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

- identify the language and literacy demands of the English-medium subjects in the school curriculum; and
- learn and apply strategies to help students with the content vocabulary, functional language and types of text in your subject.



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period	10 hours	Mon, 6 Feb – Wed, 3 May
 Synchronous Online Learning Session	2 hours	Thu, 4 May (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [SLI-000012](#).

Closing date for registration: Fri, 20 Jan



For enquiries, please contact:

Dr Darren Nonis (Senior Academy Officer/Research) at darren_anthonio_marino_nonis@moe.gov.sg.

FACILITATING PRODUCTIVE ACADEMIC DISCUSSION (PRIMARY/ SECONDARY)



TARGET PARTICIPANTS

English-medium
Subject Teachers and
English Language
Teachers interested in
understanding how to
use productive
academic discussions
to support their
students' learning

What is a productive academic discussion? How can I carry out a productive academic discussion in my classroom?



OVERVIEW

Productive academic discussions provide students with opportunities to clarify their thinking, deepen their reasoning, listen to and engage with one another's reasoning, and consolidate their conceptual understanding of subject content. This course explores how teachers can facilitate such discussions in their classroom and overcome common challenges.



LEARNING GOALS

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







- understand how a productive academic discussion can support your students' learning;
- plan a productive academic discussion for a lesson that you are going to teach;
- facilitate a productive academic discussion using talk moves to promote student engagement; and
- transcribe and reflect on your use of talk moves in order to improve your facilitation skills.



FACILITATING PRODUCTIVE ACADEMIC DISCUSSION (PRIMARY/ SECONDARY)



COURSE STRUCTURE

Mode of Learning		
 Asynchronous Online Learning Period 1	3 hours	Mon, 20 Mar – Tue, 4 Apr
 Synchronous Online Learning Session 1	1 hour	Wed, 5 Apr (P.M.)
 Asynchronous Online Learning Period 2	6 hours	Thu, 6 Apr – Wed, 17 May
 Synchronous Online Learning Session 2	2 hours	Thu, 18 May (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [SLI-000019](#).

Closing date for registration: Wed, 1 Mar



For enquiries, please contact:

Dr Darren Nonis (Senior Academy Officer/Research) at
darren_anthonio_marino_nonis@moe.gov.sg.

USING TALK TO SUPPORT WRITING (PRIMARY/ SECONDARY)



TARGET PARTICIPANTS

English Language and English-medium Subject Teachers who want to learn how to use classroom talk effectively to improve students' written communication skills

How can I use classroom talk to help my students improve their writing in my subject?



OVERVIEW

Teachers' skilful use of classroom talk supports the development of students' written communication skills in their subject. This online course examines how teachers can use classroom talk strategies to help students understand writing tasks, and to scaffold students' thinking and language use when they engage in the writing process.



LEARNING GOALS

By the end of this course, you will:

- be aware of the literacy demands of writing tasks;
- learn classroom talk strategies to scaffold students' writing; and
- plan and teach a lesson that applies the strategies to help students produce effective written responses.



USING TALK TO SUPPORT WRITING (PRIMARY/ SECONDARY)



COURSE STRUCTURE

Mode of Learning		
 Synchronous Online Learning Session 1	2 hours	Tue, 4 Jul (P.M.)
 Asynchronous Online Learning Period	8 hours	Wed, 5 Jul – Tue, 29 Aug
 Synchronous Online Learning Session 2	3 hours	Wed, 30 Aug (P.M.)



REGISTRATION

Please register on **OPAL2.0** using this code: [SLI-000016](#).
Closing date for registration: Wed, 24 May



For enquiries, please contact:

Dr Darren Nonis (Senior Academy Officer/Research) at
darren_antonio_marino_nonis@moe.gov.sg.

ELiS



moe_elis_corp_svc@moe.gov.sg



<https://academyofsingaporeteachers.moe.edu.sg/elis>

