ELiiS

Professional Learning
Opportunities
2024

Foreword

Dear colleagues,

At ELIS, we aim to build the teacher leadership and pedagogical expertise of teachers of English Language, Literature in English, and English-medium subjects. We offer professional learning opportunities for you to learn collaboratively with one another or independently, in-person or online, catering to various needs and contexts. You can look forward to being supported in your learning through dialogue, inquiry and reflection, with opportunities to apply your learning in the classroom.

You will find in this prospectus a range of professional learning opportunities that we encourage you to explore and participate in. They are designed to strengthen your knowledge bases, grow teacher leadership and build vibrant learning communities. In this 2024 prospectus, besides courses, professional learning programmes and teacher leader growth programmes, we have also included a new section on ELIS's microlearning units, podcasts and videos.

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

May Tan (Ms)

Academy Principal, ELIS

Contents

SKILLSFUTURE FOR EDUCATORS (SFEd) COURSES

The SFEd Differentiated Instruction course enables English Language (EL) teachers to better respond to variation in students' learning readiness, interests and learning profiles. The SFEd Inquiring Through Dialogue course enables teachers to guide students in exploring, co-constructing and inquiring into ideas and issues, and engaging in metacognitive learning processes. The SFEd E-Pedagogy and Blended Learning course enables teachers to harness educational technology effectively to foster active student learning.

PRIMARY/SECONDARY

Click the hyperlink to go to the course description.
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BUILDING KNOWLEDGE OF ENGLISH GRAMMAR COURSES

The grammar courses are designed to enable EL 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 EL teaching and learning.

Click the hyperlink to go to the course description.
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KEY PERSONNEL/TEACHER LEADER
GROWTH PROGRAMMES
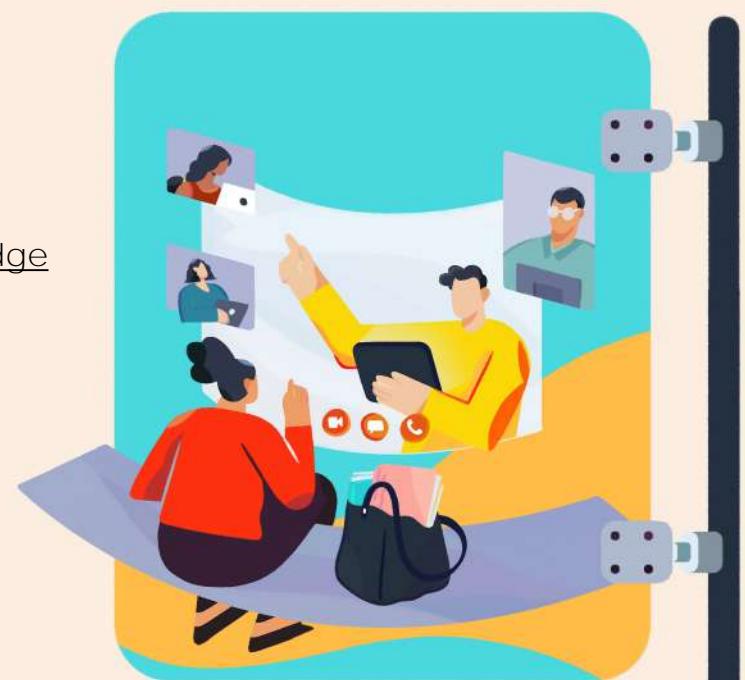
A range of programmes is offered for EL Key Personnel (KP), Lead Teachers (LTs) and Senior Teachers (STs) to grow professionally by learning and collaborating with one another, with support from Master Teachers/EL (MTTs/EL).

LT-ST GROWTH PROGRAMMES

KP/LT-ST GROWTH PROGRAMMES

COURSES ON:

Click the hyperlink to go to the course description.
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COMMUNICATING EFFECTIVELY

IN TEACHING AND LEARNING

These courses are meant for English-medium subject teachers who would like to explore how they can develop their students' communication skills and subject literacy.

Self-Access RESOURCES

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

Click the hyperlink to go to the course description.
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SkillsFuture for Educators

(SFEd) courses

DIFFERENTIATING INSTRUCTION IN ENGLISH LANGUAGE CLASSROOMS (PRIMARY AND SECONDARY)

TARGET PARTICIPANTS
EL KP, Teacher Leaders (TLs) and Teachers

OVERVIEW

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

- actively inquire into:
  - ❖ your practice of DI in the teaching, learning and assessment of EL, or
  - ❖ your practice of leading others in their learning about DI; and
- apply your learning and reflect on your practice, which includes the use of educational technology 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 EL classrooms;
- would like to be able to, on an ongoing basis, reflect on your practice of DI to improve student learning of EL; and
- plan to apply your learning as you participate in the course.

LEARNING GOALS

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

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

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DIFFERENTIATING INSTRUCTION IN ENGLISH LANGUAGE CLASSROOMS (PRIMARY AND SECONDARY)

Accomplished Level of Practice:
Adapts skilfully

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

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

LEARNING GOALS

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

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

Leading Level of Practice:
Leads others effectively

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

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

LEARNING GOALS

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

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

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DIFFERENTIATING INSTRUCTION IN ENGLISH LANGUAGE CLASSROOMS (PRIMARY AND SECONDARY)

COURSE STRUCTURE

Mode of Learning	⏱	SFEd DI (Proficient) 📅	SFEd DI (Accomplished) 📅	SFEd DI (Leading) 📅
Asynchronous Online Learning Period	4 hours	Thu, 18 Jan – Thu, 8 Feb	Wed, 21 Feb – Fri, 8 Mar	Mon, 1 Apr – Mon, 22 Apr
Synchronous Online Learning Session	3 hours	Tue, 20 Feb (P.M.)	Thu, 21 Mar (P.M.)	Tue, 30 Apr (P.M.)

REGISTRATION

	SFEd DI (Proficient)	SFEd DI (Accomplished)	SFEd DI (Leading)
Register on **OPAL2.0** using these codes from Fri, 22 Dec 2023.	EL-000078	EL-000080	EL-000079
Closing dates for registration	Thu, 4 Jan	Fri, 19 Jan	Fri, 1 Mar

For enquiries, please contact:

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

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INQUIRING THROUGH DIALOGUE IN ENGLISH LANGUAGE CLASSROOMS (PRIMARY AND SECONDARY)

TARGET PARTICIPANTS
EL KP, TLs and Teachers

OVERVIEW

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

- actively inquire into:
  - ❖ your enactment of IBL which incorporates the practice of Inquiry through Dialogue (ItD) in the teaching, learning and assessment of EL, or
  - ❖ your practice of leading others in their learning about IBL and the practice of ItD; and
- apply your learning and reflect on your practice, which includes the use of educational 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 practice of IBL including ItD, and would like to become skilful and independent in your practice of IBL in EL classrooms;
- would like to be able to, on an ongoing basis, reflect on your practice of IBL including ItD to improve student learning of EL; and
- plan to apply your learning as you participate in the course.

LEARNING GOALS

By the end of this course, you will be able to:
- demonstrate understanding of IBL including ItD and its rationale in the teaching, learning and assessment of EL;
- apply the principles of EL teaching and learning (CLLIPS) and EL teaching processes (ACoLADE) to support the practice of IBL including ItD; and
- make appropriate choices, including the use of educational technology, to support the practice of IBL including ItD, based on knowledge of learners, the EL Syllabus 2020 and the EL curriculum.

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INQUIRING THROUGH DIALOGUE IN ENGLISH LANGUAGE CLASSROOMS (PRIMARY AND SECONDARY)

Accomplished Level of Practice:
Adapts skilfully

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

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

LEARNING GOALS

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

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

Leading Level of Practice:
Leads others effectively

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

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

LEARNING GOALS

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

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

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INQUIRING THROUGH DIALOGUE IN ENGLISH LANGUAGE CLASSROOMS (PRIMARY AND SECONDARY)

COURSE STRUCTURE

Mode of Learning	⏱	SFEd IBL (Proficient) 📅	SFEd IBL (Accomplished) 📅	SFEd IBL (Leading) 📅
Asynchronous Online Learning Period	4 hours	Thu, 25 Jan – Mon, 19 Feb	Thu, 21 Mar – Fri, 12 Apr	Thu, 28 Mar – Thu, 18 Apr
Synchronous Online Learning Session	3 hours	Mon, 26 Feb (P.M.)	Thu, 18 Apr (P.M.)	Thu, 25 Apr (P.M.)

REGISTRATION

		SFEd IBL (Proficient)	SFEd IBL (Accomplished)	SFEd IBL (Leading)
👆	Register on **OPAL2.0** using these codes from Fri, 22 Dec 2023.	EL-000172	EL-000101	EL-000105
📅	Closing dates for registration	Thu, 4 Jan	Wed, 21 Feb	Wed, 28 Feb

For enquiries, please contact:
Mdm Intan Salwah Bte Badiuzzaman (Senior Academy Officer/Pedagogy) at intan_salwah_badiuzzaman@moe.gov.sg
OR
Mr Benson Pang (Academy Officer/Pedagogy) at benson_pang@moe.gov.sg.

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

TARGET PARTICIPANTS

EL KP, TLs and Teachers

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

OVERVIEW

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

- actively inquire into:
  - ❖ your practice of harnessing educational technology effectively to foster active student learning in a blend of in-person and online learning contexts;
  - ❖ your design of lessons, and the selection and use of educational technology tools in these contexts; and
- 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 educational 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 educational technology to design learning and formative assessment experiences 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, the principles of EL teaching and learning (CLLIPS) and EL teaching processes (ACoLADE).

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

COURSE STRUCTURE

Mode of Learning	⏱	📅
Asynchronous Online Learning Period	4 hours	Mon, 24 Jun – Mon, 15 Jul
Synchronous Online Learning Session	3 hours	Tue, 23 Jul (P.M.)

REGISTRATION

	SFEd E-Pedagogy and Blended Learning (Proficient)
Register on **OPAL2.0** using this code from Fri, 22 Dec 2023.	EL-000179
Closing date for registration	Fri, 24 May

For enquiries, please contact:
Ms Elizabeth Lee (Academy Officer/Pedagogy) at elizabeth_h_lee@moe.gov.sg.

Building Knowledge of English Grammar

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BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – WORD CLASSES (PRIMARY AND SECONDARY)

TARGET PARTICIPANTS
EL KP, TLs 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 enable your students to use their understanding of word classes to listen, read, view, speak, write and represent more effectively. You will also consider ways to use educational technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. For your learning to be meaningful and relevant, you will have the opportunity to apply your understanding through analysing and responding to your students' work.

LEARNING GOALS

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

- demonstrate understanding of word classes in the EL 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	3 hours	Wed. 17 Jan – Mon, 5 Feb
Synchronous Online Learning Session	2.5 hours	Thu, 15 Feb (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: **EL-000091**.
Closing date for registration: Thu, 4 Jan

For enquiries, please contact:
Mr Benson Pang (Academy Officer/Pedagogy) at benson_pang@moe.gov.sg.

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

TARGET PARTICIPANTS
EL KP, TLs 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 know if one is more appropriate than the other, and 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 enable your students to use their understanding of time, tense and aspect to listen, read, view, speak, write and represent more effectively. You will also consider ways to use educational technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. For your learning to be meaningful and relevant, you will have the opportunity to apply your understanding through analysing and responding to your students' work.

LEARNING GOALS

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

- demonstrate understanding of time, tense and aspect in the EL 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	3 hours	Tue, 12 Mar– Mon, 15 Apr
Synchronous Online Learning Session	2.5 hours	Fri, 19 Apr (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: **EL-000094**.

Closing date for registration: Mon, 12 Feb

For enquiries, please contact:

Mr Benson Pang (Academy Officer/Pedagogy) at benson_pang@moe.gov.sg.

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NEW!

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – SENTENCE STRUCTURES, COHESION AND COHERENCE (PRIMARY AND SECONDARY)

TARGET PARTICIPANTS
EL KP, TLs and Teachers

What are sentences made up of? How can I explain to my students when a sentence has been correctly or incorrectly constructed? Why is it that my students can use a variety of sentence structures but the meaning is still unclear? What is the relationship between sentence structure, cohesion and coherence? How can I explain this relationship to my students?

OVERVIEW

In this course, you will attain clearer understanding of syntax, grammatical functions, cohesion, coherence, and their relationship to one another. You will be able to apply your understanding to teach these concepts accurately and enable your students to use their understanding of these concepts to listen, read, view, speak, write and represent more effectively. You will also consider ways to use educational technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. For your learning to be meaningful and relevant, you will have the opportunity to apply your understanding through analysing and responding to your students' work.

LEARNING GOALS

By the end of this course, you will be able to:
- demonstrate understanding of sentence structures, the grammatical functions of the parts of a sentence, and how they relate to cohesion and coherence in the EL Syllabus 2020;
- apply your understanding to interpret your students' writing, in particular their use of various sentence structures to achieve cohesion and coherence; and
- explain these concepts to your students accurately and effectively.

COURSE STRUCTURE

Mode of Learning	⏱	📅
Asynchronous Online Learning Period	3 hours	Mon, 12 Aug – Wed, 28 Aug
Synchronous Online Learning Session	2.5 hours	Wed, 18 Sep (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: **EL-000259**

Closing date for registration: Fri, 12 Jul

For enquiries, please contact:
Mr Benson Pang (Academy Officer/Pedagogy) at benson_pang@moe.gov.sg.

NEW!

BUILDING KNOWLEDGE OF ENGLISH GRAMMAR – ENGLISH USAGE AND USE OF GRAMMAR REFERENCES AND CONCORDANCES (PRIMARY AND SECONDARY)

TARGET PARTICIPANTS
EL KP, TLs and Teachers

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

OVERVIEW

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

LEARNING GOALS

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

▪ demonstrate understanding of the grammar of English as more than just a set of grammatical rules, items and structures;

▪ apply your understanding to interpret and guide your students' learning and use of English, especially when grammatical rules do not seem to apply; and

▪ use grammar references and concordances to support your own and your students' learning about English usage.

COURSE STRUCTURE

Mode of Learning	🕐	📅
Asynchronous Online Learning Period	3 hours	Wed, 10 Jul – Mon, 29 Jul
In-Person Learning Session	2.5 hours	Mon, 5 Aug (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: EL-000256

Closing date for registration: Mon, 10 Jun

For enquiries, please contact:
Mr Benson Pang (Academy Officer/Pedagogy) at benson_pang@moe.gov.sg.

Professional Learning Programmes
PLPs@SCHOOL

PROFESSIONAL LEARNING PROGRAMMES
PLPs@SCHOOL

TARGET PARTICIPANTS

EL KP, TLs and Teachers

OVERVIEW

As KP and TLs of the EL department of a school, you will co-decide and co-select the shared learning focus for your department from ELIS's 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 an 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 for the teaching, learning and assessment of EL. They will learn about the practice of teaching with educational technology to design lessons for students to achieve the intended learning outcomes in blended learning contexts.

You can refer to page 26 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 educational technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms.

You can refer to pages 27 to 35 for the details on the areas of language learning listed above.

2 Support in forming and guiding PLTs in your department to deepen the teachers' knowledge, skills and classroom practice in the area of learning your department decides on; and
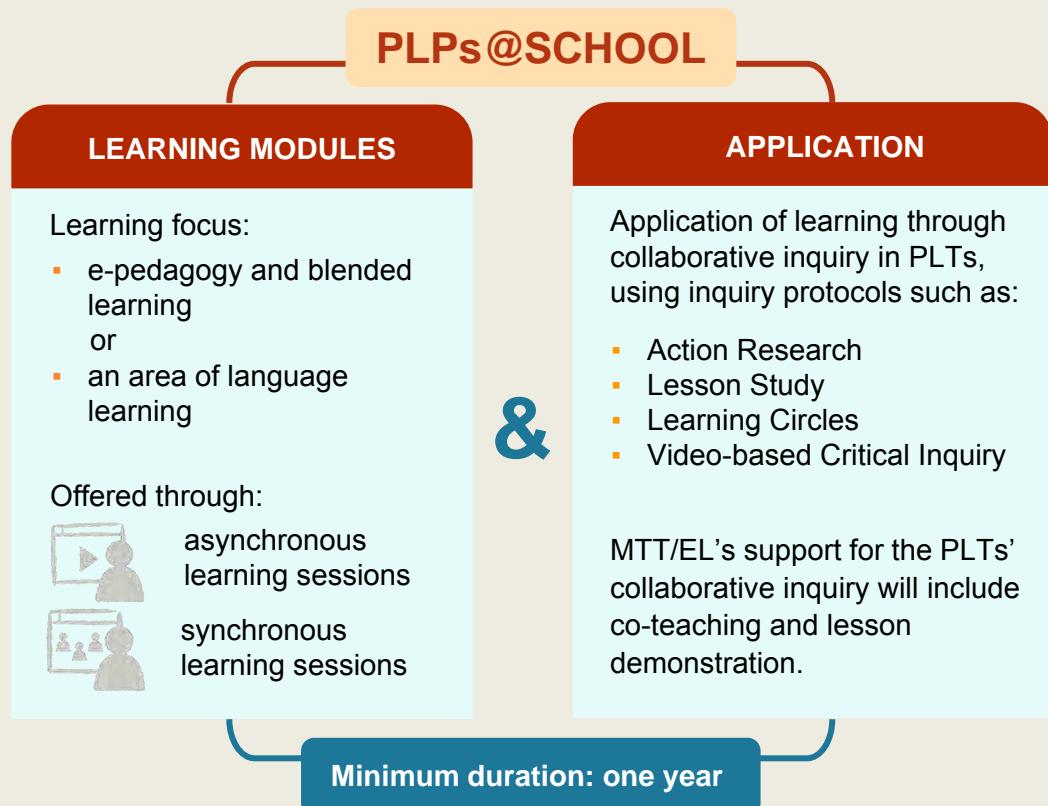
3 Guidance in the growth of teacher leadership. You will learn to lead and guide your colleagues in planning and inquiring into the impact of their application of learning on student learning outcomes.

PROFESSIONAL LEARNING PROGRAMMES
PLPs@SCHOOL

PROGRAMME STRUCTURE

PLPs@SCHOOL

LEARNING MODULES

Learning focus:
- e-pedagogy and blended learning

  or
- an area of language learning

Offered through:

  asynchronous learning sessions

  synchronous learning sessions

&

APPLICATION

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

- Action Research
- Lesson Study
- Learning Circles
- Video-based Critical Inquiry

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

Minimum duration: one year

Mode of Learning	⏱	📅
Asynchronous Online Learning Period 1	3 hours	The KP, TLs and MTT/EL will co-plan the schedule for the learning sessions by the end of January 2024.
Synchronous Online Learning Session 1	2 hours	
Asynchronous Online Learning Period 2	3 hours	
Synchronous Online Learning Session 2	2 hours	

HOW TO APPLY

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

Closing date for application: Tue, 21 Nov 2023

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

TARGET PARTICIPANTS

EL KP, TLs and Teachers

ENABLING PARTICIPATORY, CONNECTED AND REFLECTIVE ENGLISH LANGUAGE LEARNING

How can I harness educational technology effectively to foster active learning in a blend of in-person and online learning contexts in my EL classroom? What will I use to guide the design of my lessons, and the selection and use of educational 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 educational 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 educational technology to design learning experiences and formative assessment that enable students to achieve the intended learning outcomes in blended learning contexts. You will also learn how to be guided by sound understanding of the principles of EL teaching and learning (CLLIPS) and EL teaching processes (ACoLADE) in your enactment of e-pedagogy and blended 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 educational technology to design learning and formative assessment experiences 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, the principles of EL teaching and learning (CLLIPS), and EL teaching processes (ACoLADE).

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TEACHING EXTENSIVE READING AND VIEWING
(PRIMARY/ SECONDARY)

TARGET PARTICIPANTS
EL KP, TLs and Teachers

GETTING STUDENTS HOOKED ON READING

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 educational 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; and
- plan, enact and review an extensive reading and viewing programme for a target group of students.

TEACHING GRAMMAR
(PRIMARY)

TARGET PARTICIPANTS

EL KP, TLs and Teachers

RIGHT FROM THE START

What is grammar? How do I enable my students to see the value of learning grammar and its application in real-world contexts? What teaching approaches and learner strategies would enable my students to learn to use grammar meaningfully and in context? How can I teach grammar effectively, including in blended learning contexts?

OVERVIEW

This learning programme aims to provide you with an understanding of the 'what', 'why' and 'how' of teaching grammar. You will be able to apply the approaches and processes of teaching grammar. You will consider ways to use educational technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. You will also learn about how to enable your students to apply their knowledge of grammar to become empathetic communicators, discerning readers and creative inquirers.

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, using a whole-part-whole approach, to enable students to develop grammatical knowledge and learner strategies for the purposeful use of language;

▪ design appropriate and relevant learning experiences, in alignment with the EL Syllabus 2020, to enable students to learn grammar through inquiry while considering their readiness to learn, interests and learning profiles; and

▪ formatively assess students' use of grammar to help them become discerning readers, empathetic communicators and creative inquirers.

TEACHING ORACY (PRIMARY)

TARGET PARTICIPANTS

EL KP, TLs and Teachers

GROWING INQUIRERS THROUGH DIALOGUE

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

OVERVIEW

This learning programme aims to provide you with a deeper understanding of the processes of listening and viewing, and speaking and representing. 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 educational 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 KP, TLs 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 educational technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. The intended outcomes are for students to become inquiring and discerning readers and viewers.

LEARNING GOALS

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

- demonstrate knowledge and understanding of the theories and psycholinguistic processes of reading, 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 and view as creative inquirers, and discerning readers and viewers.

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TEACHING WRITING AND REPRESENTING (PRIMARY)

TARGET PARTICIPANTS

EL KP, TLs and Teachers

NURTURING CREATIVE, CRITICAL AND PURPOSEFUL WRITERS

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

OVERVIEW

This learning programme aims to provide you with a deeper understanding of the processes of writing and representing. You will have opportunities to explore, practise and reflect on how to teach writing and representing. You will consider ways to use educational 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.

Purpose
Audience
Context
Culture

TEACHING GRAMMAR (SECONDARY)

TARGET PARTICIPANTS

EL KP, TLs 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 educational 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 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 EL 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 KP, TLs and Teachers

GROWING INQUIRERS THROUGH DIALOGUE

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

OVERVIEW

This learning programme aims to provide you with a deeper understanding of the processes of listening and viewing, and speaking and representing. 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 educational 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 KP, TLs and Teachers

MORE THAN MEETS THE EYE

How can I enable my students to read and view print and digital texts more effectively and with discernment? How do I teach them a repertoire of reading, 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 educational technology in blended learning contexts to support active learning in participatory, connected and reflective classrooms. The intended outcomes are for students to become inquiring and discerning readers and viewers.

LEARNING GOALS

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

- demonstrate knowledge and understanding of the theories and psycholinguistic processes of reading, 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 and viewers.

TEACHING WRITING AND REPRESENTING (**SECONDARY**)

TARGET PARTICIPANTS

EL KP, TLs and Teachers

NURTURING CREATIVE, CRITICAL AND PURPOSEFUL WRITERS

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

OVERVIEW

This learning programme aims to provide you with a deeper understanding of the processes of writing and representing. You will have opportunities to explore, practise and reflect on how to teach writing and representing. You will consider ways to use educational 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.

Purpose
Audience
Context
Culture

KEY PERSONNEL / TEACHER LEADER

Growth
Programmes

PROFESSIONAL DIALOGUE WITH MASTER TEACHERS/EL

TARGET PARTICIPANTS
EL KP and Teachers aspiring to progress along the Teaching Track

OVERVIEW

The Professional Dialogue with MTTs/EL is offered to support EL KP and teachers 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 TLs; and

- support you in charting your professional growth.

PROGRAMME STRUCTURE

Mode of Learning	⏱	📅
In-Person Learning Session	2 hours	Wed, 27 Mar (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: **EL-000095.**

Closing date for registration: Tue, 27 Feb

For enquiries, please contact:

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

CLINIC WITH MASTER TEACHERS/EL

TARGET PARTICIPANTS
EL KP,TLs and Teachers nominated for ST/ LT/MTT appointments

OVERVIEW

The Clinic with MTTs/EL is offered to support EL KP, TLs and teachers who have been nominated for TL appointments.

LEARNING GOAL

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

PROGRAMME STRUCTURE

Mode of Learning	⏱	📅
In-Person Learning Session	2 hours	Wed, 7 Feb (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: **EL-000096**.

Closing date for registration: Thu, 4 Jan

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
EL LTs or STs at the primary or secondary level

OVERVIEW

Would you like to grow professionally with guidance from MTTs/EL at ELIS? Our Teacher Work Attachment (TWA) is specially designed 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 a TL/EL. 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 educational 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 EL teachers in your 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 a TL/EL;

▪ 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 EL teachers in your 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, 18 Mar – Thu, 4 Apr	3 weeks

HOW TO APPLY

Apply via the following link or QR code:
https://go.gov.sg/twaplus-wa-registration-2024/

Closing date for application: Fri, 19 Jan

For enquiries, please contact:

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

THE SINGAPORE WRITING INSTITUTE

Look forward to our next run in **2025**

OVERVIEW

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

LEARNING GOALS

By the end of SWI, you will:

- 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
- four post-SWI sessions to support your application of learning.

HOW TO APPLY

Application details will be available in the ELIS e-Prospectus 2025.

For enquiries, please contact:

Ms Elizabeth Lee (Academy Officer/Pedagogy) at
elizabeth_h_lee@moe.gov.sg
OR
Mdm Rita Pillai (MTT/EL) at rita_pillai@moe.gov.sg.

WHO MAY APPLY

EL KP, TLs and potential KP/TLs in primary and secondary schools are invited to apply. Applicants should be in a position to influence the 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 pedagogical practices;
- be willing to write and talk about their 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 classrooms;
- demonstrate teacher leadership by influencing their peers as well as their students to write and represent more effectively; and
- contribute to the learning of the SWI alumni by presenting the learning from their inquiry into the teaching of writing and representing.

96-HOUR PROFESSIONAL LEARNING PROGRAMME: BUILDING SUBJECT CONTENT KNOWLEDGE FOR EL TEACHING, LEARNING AND ASSESSMENT (PRIMARY/ SECONDARY)

TARGET PARTICIPANTS

- EL KP and TLs who are invited through their Principals

- Experienced EL Teachers with at least five years of experience in teaching EL and without specialisation in EL at university, who will seek approval from their Principals

OVERVIEW

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

LEARNING GOAL

As EL KP, TLs or experienced teachers without English specialisation, you will build foundational understanding of the SCK you need to teach EL effectively.

PROGRAMME STRUCTURE

	Module	Primary	Secondary
1.	Teaching Spoken and Written Grammar	Wed, 10 Jan Tue, 16 Jan Wed, 24 Jan Tue, 6 Feb (4 full days)	Thu, 25 Jan Thu, 1 Feb Thu, 22 Feb (3 full days)
2.	Teaching Listening and Viewing	Thu, 21 Mar Thu, 4 Apr (2 full days)	Tue, 26 Mar Tue, 16 Apr (2 full days)
3.	Teaching Speaking and Representing	Wed, 17 Apr Wed, 15 May (2 full days)	Wed, 10 Jul Tue, 23 Jul (2 full days)

96-HOUR PROFESSIONAL LEARNING PROGRAMME: BUILDING SUBJECT CONTENT KNOWLEDGE FOR EL TEACHING, LEARNING AND ASSESSMENT (PRIMARY/ SECONDARY)

PROGRAMME STRUCTURE (continued)

	Module	Primary	Secondary
4.	Teaching Reading, Viewing and Vocabulary	Wed, 3 Jul Tue, 16 Jul (2 full days)	Thu, 12 Sep Tue, 17 Sep Thu, 3 Oct (3 full days)
5.	Teaching Writing and Representing	Wed, 31 Jul Wed, 21 Aug (2 full days)	Wed, 16 Oct Tue, 29 Oct (2 full days)

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

Visit the following links for:

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

REGISTRATION

Experienced EL teachers with at least five years of experience in teaching EL and without specialisation in EL at university, who have sought approval from their Principals, can register via this link.

Closing date for registration: Tue, 21 Nov 2023

For enquiries, please contact:

Mdm Intan Salwah Bte Badiuzzaman (Senior Academy Officer/Pedagogy) at intan_salwah_badiuzzaman@moe.gov.sg
OR
Ms Elizabeth Lee (Academy Officer/Pedagogy) at
elizabeth_h_lee@moe.gov.sg.

COURSES ON

- Item Setting

- Developing Literary Response

- Skilful Questioning to Deepen Learning

- Classroom Inquiry

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

TARGET PARTICIPANTS

EL KP, TLs 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 MTTs/EL, will enable you to set a range of EL assessment items. You can also look forward to building your understanding and application of assessment principles.

LEARNING GOALS

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

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

COURSE STRUCTURE

Mode of Learning	⏱	Run 1 📅	Run 2 📅
Asynchronous Online Learning Period 1	3 hours	Mon, 26 Feb – Fri, 8 Mar	Mon, 24 Jun – Mon, 8 Jul
Synchronous Online Learning Session 1	2 hours	Tue, 26 Mar (P.M.)	Mon, 15 Jul (P.M.)
Asynchronous Online Learning Period 2	3 hours	Wed, 27 Mar – Fri, 12 Apr	Tue, 16 Jul – Tue, 30 Jul
Synchronous Online Learning Session 2	2 hours	Tue, 23 Apr (P.M.)	Mon, 5 Aug (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023 : **EL-000092**.

Closing dates for registration:

Run 1	Fri, 26 Jan
Run 2	Fri, 24 May

For enquiries, please contact:

Ms Charmaine Tan (Senior Academy Officer/Pedagogy) at charmaine_tan@moe.gov.sg.

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DEVELOPING LITERARY RESPONSE IN LITERATURE (SECONDARY)

TARGET PARTICIPANTS

Literature
KP, TLs 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 educational 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	Tue, 25 Jun – Fri, 5 Jul
Synchronous Online Learning Session 1	2 hours	Thu, 11 Jul (P.M.)
Asynchronous Online Learning Period 2	3 hours	Fri, 12 Jul – Wed, 14 Aug
Synchronous Online Learning Session 2	2 hours	Tue, 20 Aug (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023 : **LIT-000006**.
Closing date for registration: Fri, 24 May

For enquiries, please contact:
Mr Benson Pang (Academy Officer/Pedagogy) at benson_pang@moe.gov.sg.

STP-PLM: SKILFUL QUESTIONING TO DEEPEN LEARNING IN ENGLISH LANGUAGE CLASSROOMS (PRIMARY AND SECONDARY)

TARGET PARTICIPANTS

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

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

OVERVIEW

Skilful questioning is a fundamental pedagogical skill for every teacher. Ample research evidence points to the integral role skilful questioning plays to inspire learners, to deepen their learning and to stimulate critical and inventive thinking. In this Singapore Teaching Practice-Professional Learning Module (STP-PLM), 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
ENGLISH
LANGUAGE
CLASSROOMS
(PRIMARY AND
SECONDARY)**

COURSE STRUCTURE

Mode of Learning	⏱	📅
Asynchronous Online Learning Period 1	3 hours	Mon, 25 Mar – Tue, 9 Apr
Synchronous Online Learning Session 1	2 hours	Tue, 16 Apr (P.M.)
Asynchronous Online Learning Period 2	3 hours	Wed, 17 Apr – Thu, 2 May
Synchronous Online Learning Session 2	2 hours	Wed, 8 May (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: **EL-000144**.
Closing date for registration: Mon, 26 Feb

For enquiries, please contact:

Mr Benson Pang (Academy Officer/Pedagogy) at benson_pang@moe.gov.sg.

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CLASSROOM INQUIRY FOR ENGLISH LANGUAGE AND LITERATURE TEACHERS
(PRIMARY/ SECONDARY)

TARGET PARTICIPANTS

EL and Literature TLs and Teachers who would like to build their research literacy with a view to engage in classroom-based inquiry

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

OVERVIEW

This course introduces you to classroom-based, teacher-led inquiry for the teaching, learning and assessment of English Language and Literature in English. In the course, you will learn how to design an inquiry that will help you understand the effects of your classroom practices on students' learning. You will identify an inquiry focus relevant to your students' learning and develop focused questions to guide your inquiry. You will learn how to collect evidence of students' learning as data that will help you answer your inquiry questions. You will explore ways to analyse such data, and how to develop and communicate your inquiry findings.

The course is a blend of in-person and online asynchronous learning sessions. You will have opportunities to apply your learning during the course while designing a classroom inquiry.

LEARNING GOALS

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

▪ gain a deeper understanding of classroom inquiry;

▪ design an inquiry to answer questions about your students' learning;

▪ analyse evidence to answer your inquiry questions; and

▪ communicate your findings effectively to different audiences.

CLASSROOM INQUIRY FOR ENGLISH LANGUAGE AND LITERATURE TEACHERS
(PRIMARY/SECONDARY)

COURSE STRUCTURE

Mode of Learning	⏱	📅
In-Person Learning Session 1	3 hours	Thu, 22 Feb (P.M.)
Asynchronous Online Learning Period	6 hours	Fri, 23 Feb – Wed, 8 May
In-Person Learning Session 2	3 hours	Thu, 9 May (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: **CI-000024**.
Closing date for registration: Fri, 9 Feb

For enquiries, please contact:

Dr Caroline Ho (Lead Specialist/EL) at caroline_ho@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 EL 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 of the English-medium subjects taught at the primary and secondary levels. The course highlights the importance of helping students to develop the academic language for learning the concepts, skills and processes of these subjects. It introduces a variety of literacy strategies and examples of how to use them in different subject areas.

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	⏱	📅
Synchronous Online Learning Session 1	1 hour	Tue, 6 Feb (P.M.)
Asynchronous Online Learning Period	9 hours	Wed, 7 Feb – Wed, 24 Apr
Synchronous Online Learning Session 2	2 hours	Thu, 25 Apr (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023 : **SLI-000012**.
Closing date for registration: Thu, 4 Jan

For enquiries, please contact:
Dr Alison Tan (Lead Specialist/EL) at alison_tan@moe.gov.sg.

FACILITATING PRODUCTIVE ACADEMIC DISCUSSION
(PRIMARY/ SECONDARY)

TARGET PARTICIPANTS

English-medium Subject Teachers and EL 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 the classroom and overcome common challenges. You will learn through a blend of in-person and online asynchronous and synchronous learning sessions.

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
- 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	⏱	📅
Synchronous Online Learning Session	1 hour	Thu, 15 Feb (P.M.)
Asynchronous Online Learning Period	8 hours	Fri, 16 Feb – Wed, 17 Apr
In-Person Learning Session	3 hours	Thu, 18 Apr (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: **SLI-000019.**
Closing date for registration: Mon, 15 Jan

For enquiries, please contact:

Dr Rachel Goh (Senior Specialist/EL) at rachel_goh@moe.gov.sg.

USING TALK TO SUPPORT WRITING
(PRIMARY/ SECONDARY)

TARGET PARTICIPANTS

EL 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? How do I use talk to enable students to understand their writing tasks and guide their thinking during writing?

OVERVIEW

This course focuses on teachers' use of classroom talk to develop students' written communication skills. The course examines how teacher talk strategies can be used to help students understand writing tasks, and scaffold students' thinking and language use when they engage in the writing process. You will learn through a blend of in-person learning and online asynchronous learning sessions.

LEARNING GOALS

By the end of this course, you will:

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

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USING TALK TO SUPPORT WRITING
(PRIMARY/ SECONDARY)

COURSE STRUCTURE

Mode of Learning	⏱	📅
Synchronous Online Learning Session	2 hours	Thu, 4 Jul (P.M.)
Asynchronous Online Learning Period	8 hours	Fri, 5 Jul – Wed, 21 Aug
In-Person Learning Session	3 hours	Thu, 22 Aug (P.M.)

REGISTRATION

Register on **OPAL2.0** using this code from Fri, 22 Dec 2023: **SLI-000016**. Closing date for registration: Tue, 4 Jun

For enquiries, please contact:
Dr Caroline Ho (Lead Specialist/EL) at caroline_ho@moe.gov.sg.

Self-Access
RESOURCES

DEVELOPMENTS IN EL TEACHING AND LEARNING IN SINGAPORE

ELiS PODCAST

DEVELOPMENTS IN ENGLISH LANGUAGE TEACHING AND LEARNING IN SINGAPORE

Episode 1:
An Overview of the Key Focus and Emphases in the Teaching and Learning of EL from the 1950s to the Present

Episode 2:
The Importance of Oracy Development in the Teaching and Learning of EL from the 1950s to the Present
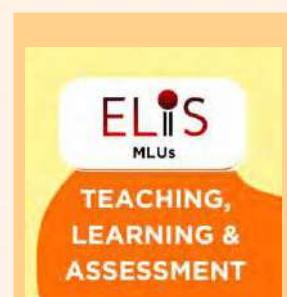
Episode 3:
The Knowledge and Understanding that Teachers of EL must have for the Teaching and Learning of EL from the 1950s to the Present

Episode 4:
The Critical Role of the Teacher of EL in the Teaching and Learning of EL from the 1950s to the Present

PRINCIPLES AND PROCESSES OF EL TEACHING AND LEARNING: CLLIPS AND ACoLADE

Planning the School-based EL Instructional Programme - How to Apply CLLIPS?

How can we Raise Awareness in the EL Classroom?

How can we Structure Consolidation in the EL Classroom?

How can we Facilitate Assessment for Learning in the EL Classroom?

How can we Enable Application in the EL Classroom?

How can we Guide Discovery in the EL Classroom?

How can we Instruct Explicitly in the EL Classroom?

PEDAGOGICAL EMPHASIS: MULTILITERACIES

	Multiliteracies in EL Teaching and Learning
	Multiliteracies in Teaching Grammar and Vocabulary
	Multiliteracies in Teaching Oracy
	Multiliteracies in Teaching Reading and Viewing
	Multiliteracies in Teaching Writing and Representing

PEDAGOGICAL EMPHASIS: METACOGNITION

	[Metacognition in EL Teaching and Learning](#)
	[Metacognition in Teaching Grammar](#)
	[Metacognition in Teaching Oracy](#)
	[Metacognition in Teaching Reading and Viewing](#)
	[Metacognition in Teaching Writing and Representing](#)
	[The Teaching and Learning of Critical Reading](#)

PEDAGOGICAL EMPHASIS: INQUIRY THROUGH DIALOGUE

Inquiry Through Dialogue in EL Teaching and Learning

Building a Culture of Learning through Talk in the EL Classroom

Using Questioning Techniques
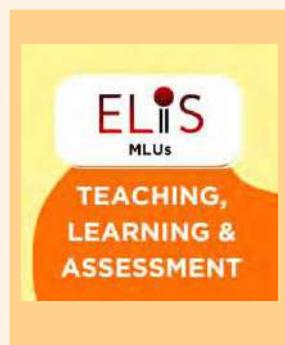
Motivating Students to Write

Facilitating Productive Interaction in Groups

INQUIRY-BASED LEARNING
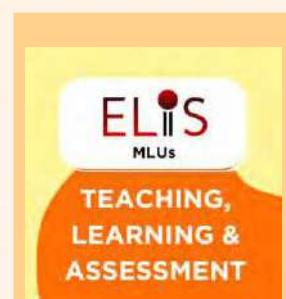
ELiS MLUs TEACHING, LEARNING & ASSESSMENT	How to Grow Creative Inquirers in the EL Classroom? – Planning
	How to Grow Creative Inquirers in the EL Classroom? – Enacting

DIFFERENTIATED INSTRUCTION

ELiS
MLUs

TEACHING, LEARNING & ASSESSMENT

What is Differentiated Instruction and Why does it Matter?

How Important are Ongoing Assessment and Flexible Grouping in Differentiated Instruction?

How can EL Departments Build a Culture that Supports Differentiated Instruction?

How do we Select and Design EL Lessons for Differentiated Instruction?

How do we Differentiate Instruction in Response to Student Readiness for a Literature Lesson?

How do we Differentiate Process through Flexible Grouping in a Literature Lesson?

DIFFERENTIATED INSTRUCTION

ELiS
MLUs

TEACHING,
LEARNING &
ASSESSMENT

How does Differentiated Instruction Work in a Large EL Class?

ASSESSMENT FOR LEARNING

ELiS
MLUs
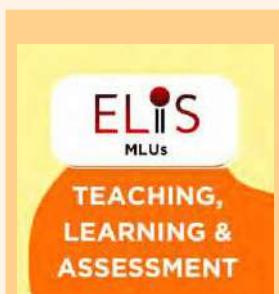
TEACHING, LEARNING & ASSESSMENT
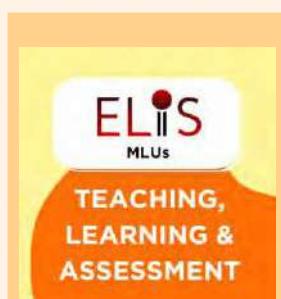
Why is it Important to Diagnose Students' Learning Needs?

What does Diagnosing Students' Learning Needs Involve?

How can EL Teachers Diagnose Students' Learning Needs to Plan for Teaching and Learning?

Diagnosing Students' Learning Needs – Frequently Asked Questions

ASSESSMENT FOR LEARNING

USING QUESTIONS TO DEEPEN LEARNING

ELiS
MLUs
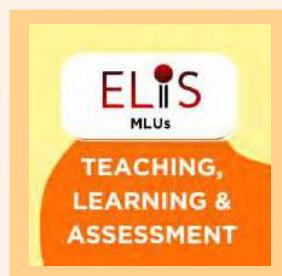
**TEACHING, LEARNING & ASSESSMENT**
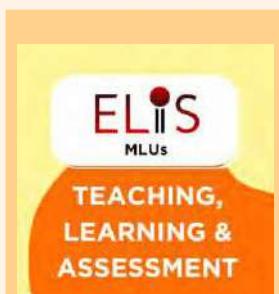
What are Quality Questions?

How can EL Teachers Sequence their Questions Effectively?

E-PEDAGOGY AND BLENDED LEARNING

TEACHING, LEARNING & ASSESSMENT
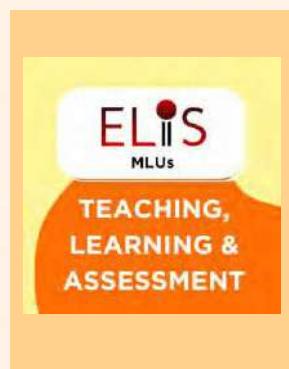
What should EL Teachers be Guided by in the Design of Blended Learning Experiences?

What should EL Teachers Consider When Drawing Up a Design Map to Plan Learning Experiences?

How can Teachers Use ICT Tools Purposefully to Teach Receptive-Productive Skills in EL?

SELECTING AND ADAPTING TEXTS
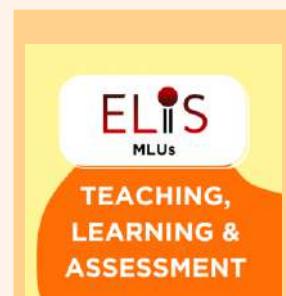
	Why Select and Adapt Texts?
TEACHING, LEARNING & ASSESSMENT	How to Select Texts?
	How to Adapt Texts?

EFFECTIVE COMMUNICATION FOR LEARNING

ELiS MLUs — TEACHING, LEARNING & ASSESSMENT	Providing Language and Literacy Support in Subject Classrooms
	Using the Frayer Model Strategy
	Using the Semantic Feature Analysis Strategy
	Using the Concept Circle Strategy
	Using the K.I.M. (Key Term, Information, Memory) Strategy
	Using the Word Wall Strategy
	Using the Annotating Texts Strategy
	Using the Sequencing a Jumbled Text Strategy

THE SINGAPORE WRITING INSTITUTE

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	[Teacher as Writer: Why Writing with your Students is Important](#)
	[Teacher as Inquirer: Nurturing Voice in Students' Writing](#)
	[Teacher of Writers: How to Move our Student Writers Forward](#)
	[Teacher as Leader: Leading from the Classroom](#)
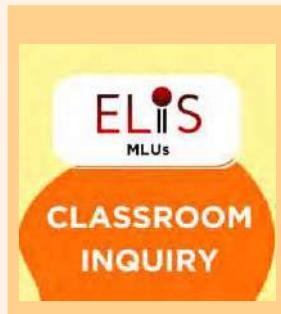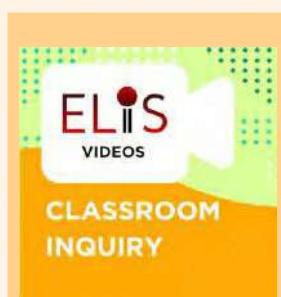
CLASSROOM INQUIRY

ELiS VIDEOS — CLASSROOM INQUIRY	Inquiry into Classroom Practice: Action Research
	Inquiry into Classroom Practice: Lesson Study
ELiS MLUs — CLASSROOM INQUIRY	Crafting Inquiry Questions
	Collecting Qualitative Data
	Analysing Qualitative Data
	Communicating Inquiry

CLASSROOM INQUIRY

Developing Motivation to Write Through Journaling

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

Exploring Fluency in Oral Communication

- Part 1
- Part 2

Using Annotation to Develop Inferencing Skills for Critical Reading

- Part 1
- Part 2

Learning from Inquiry as a Zonal Networked Learning Community (NLC)

- Part 1
- Part 2
- Part 3

CLASSROOM INQUIRY

ELiiS PODCAST **CLASSROOM INQUIRY**	Inquiring into Reading Strategies: Our Learning Experience
	Using Drama Techniques to Improve Student Writing
	Helping Primary Two Students to Write Better Stories
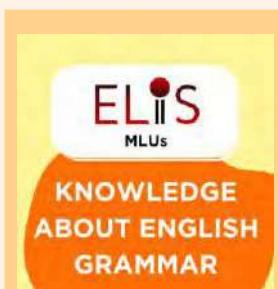
KNOWLEDGE ABOUT ENGLISH GRAMMAR

KNOWLEDGE ABOUT ENGLISH GRAMMAR

[How do I Determine the Word Class of a Word?](#)

[What are the Different Forms of Verbs and How do I Describe them?](#)
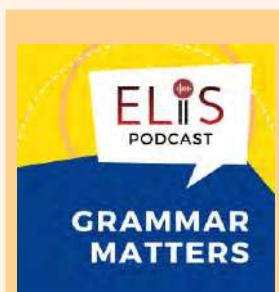
[What is a Noun Phrase and Why Teach it?](#)

[What are Adverbials? Why and How do I Use them?](#)

[Subject-Verb Agreement – What Else is There to Know?](#)

GRAMMAR MATTERS

GRAMMAR MATTERS

**LEADING
SELF & PEERS**

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