RESUME

Personal Information:

Name:	Jason Charles Ingham
Date of Birth:	5th September 1971
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Last MOE Substantive Grade:	SEO 1
Last Drawn Salary:	SGD $8500

Education:

Jan 1999 – Jan 2001	**Masters of Education** (Mathematics Education) Nanyang Technological University
July 1996 – June 1997	**Postgraduate Certificate in Education** (Distinction) National Institute of Education
July 1992 – May 1996	**BSc** (Information Systems and Computer Science) National University of Singapore
Jan 1984 – Nov 1989	**Western Australian Tertiary Entrance Exam**

Employment:

1. **School of Science and Technology, Singapore**

Lead Teacher	**7/2016 – Present**
Senior Teacher – Mathematics	**1/2015 – 6/2016**
Head of Department – Mathematics	**1/2010 – 12/2014**

In my current role, I work mainly in a mentoring capacity with new and beginning teachers. I provide a non-evaluative and support structure through which teachers are afforded the opportunities to try out new pedagogical initiatives in an ICT–rich and 21st Century skills based environment. In collaboration with the Vice Principal (Academic) and the School Staff Developer, we have developed a school–wide professional development program that introduce teachers to the "Understanding by Design" framework, the various aspects of differentiated instruction (DI) and a holistic student development program that seeks to develop in each student a strong moral and performance character.

Being an advocate for student-centric DI, I have developed a model of differentiation, through which student responses are constantly evaluated so that each child can be supported and advanced in their continued development based on their current state of academic readiness. I have participated in several nation-wide studies on DI and have shared my findings at several international conferences and am working on developing the algorithm for the real-time analysis of a students' performance that will serve to highlight both their strength and gaps in their current learning.

As an Apple School, I have been advocating the use of Apple products in the creation of Teaching Portfolios so that teachers can document their professional learning journeys in the use of technology for use in the teaching and learning of their specific disciplines. Through the use of iBooks, I have been mentoring teachers in the creation of their personal teaching portfolios and to use the efficacies of this technology to also document the concept development of our students in their learning journeys.

2. St Joseph's Institution 1/2007 – 12/2009
Curriculum Specialist (IB) – Mathematics

Being interested in transforming learning in the school, I advocated a switch from the traditional exam structure format to include more explorative activities and real–world problem solving problems within and outside curriculum time. We found that the students were more engaged and were more able to articulate their mathematical thinking having been afforded to opportunity to explore concepts from a more theoretical foundation. I wrote the new syllabus that integrated IB-centric explorative activities with the depth of the GCE "A" level curriculum both within the SL and HL programs.

Using the STEaM program, I created opportunities for inter-disciplinary exploration and project work to help personalise the learning process for our students. Using the tag that we need "TEaMS to work in STEaM", this has afforded the students with opportunities to collaborate in developing real-world solutions for 21st century problems.

3. Nanyang Girls' High School 1/2004 – 12/2006
Teacher – Mathematics

In Nanyang Girls, I moved away from Mathematics to focus more on the Student Development (SD) aspect of education. I took over the running of the Nanyang Girls' Student Council and was able to redesign the school's SD curriculum to include more life-skills and technology-centric modules that serve to develop a strong moral and performance character in our students. I negotiated mentoring opportunities for students to intern at community-focused and humanitarian organisations like "Habitat for Humanity" and "Acting for Women in Distressing Situations" (AFESIP Cambodia) whereby our girls became advocates for the causes that they served and many of them continued their association with these organisations after leaving the school and some even after graduating from university.

4. **Anglo-Chinese School (Independent)** **1/2001 – 12/2003**
   Teacher – Mathematics

   Continuing in the GEP, I further developed my ICT-centric skills by enhancing the student learning experience by moving away from individual learning activities, to becoming more collaborative through the learning experience. I found ways to integrate Science with Mathematics and I redeveloped the Math Department's Professional Development structure to include weekly interest-group sessions that explored the use of technology in the teaching, learning and assessment of Mathematics. This was also the first opportunity in which I was able to include other disciplines into my Professional Learning Cycle (PLCs) and was able to work with teachers from across the cluster on a research study that attempted to use technology more pervasively in the teaching, learning and assessment of Mathematics.

5. **The Chinese High School** **7/1997 – 12/2000**
   Teacher – Mathematics

   As a beginning teacher, I was afforded the opportunity to enhance my teaching credentials by undergoing the MOE certification process enabling me to teach in the Gifted Education Program (GEP). Through this opportunity, I honed my ability to teach conceptually and explored ways in which technology can be used to enhance the student-material interaction. I ran workshops whereby I shared with teachers the affordances of explorative teaching within the ICT-enriched classroom and integrated research-based findings into my presentations.

CCA INVOLVEMENT

1.	Editor	Math Newsletter	1/2012 – present
2.	Coach	SJI TENNIS	1/2007 – 12/2009
3.	Council Mentor	NYGH Student Council	1/2004 – 12/2006
4.	Commanding Officer	ACS(I) NCC Sea Contingent	1/2001 – 12/2003

PROFESSIONAL CERTIFICATION

1.	Google Certified Educator Level 1 and Level 2	10/2015 – present
2.	Google Certified Trainer	current authentication

NATIONAL-STUDY INVOLVEMENT

1.	Teacher Noticing Study	1/2016 – 12/2017
2.	Mathematical Modelling National Learning Community	1/2018 – present

Publications:

1. Ingham, J.C. (2000). The Use of Graphmatica to Facilitate Students' Achievement and Understanding of Functions and Graphs of Functions. Unpublished Masters of Education thesis, NIE/NTU.
2. Ingham, J.C. (1996). Development of a Spatially Orientated Iconic Pictorial Database System. Unpublished BSc Thesis, DISCS/NUS.

Conferences and Symposiums:

1. Ingham, J.C. (2017). Redesigning Professional Development – Staff Professional Development in Concept Based Learning.
2. Ingham, J.C. (2016). Mathematical Problem Solving – the realignment of Polya's four phases of problem solving in light of staff professional development. Paper presented at the 2nd Biennial RGS PERL Symposium, Singapore.
3. Ingham, J.C. (2015). Redesigning the Curriculum within the STEaM Infrastructure. Paper presented at the CRP Redesigning Pedagogy – Thinking: Time for a Rethink? Conference. Singapore.
4. Ingham, J.C. (2015). Bespoking the Education Experience through Data Mining in Google. Paper presented at the CRP Redesigning Pedagogy – Thinking: Time for a Rethink? Conference. Singapore.
5. Ingham, J.C. (2013). Using Cross-Representational Techniques In Teaching And Its Effects On Learning And Conceptual Development. Paper presented at the CRP Redesigning Pedagogy – Thinking: Time for a Rethink? Conference. Singapore.
6. Ingham, J.C. (2013). The Enhancement Of The Learning Experience In A Collaborative Environment. Paper presented at the CRP Redesigning Pedagogy – Thinking: Time for a Rethink? Conference. Singapore.
7. Ingham, J.C. (2011). *Synthesizing Research using the Socio-Cultural Perspective*. Paper presented at the Teachers' Network annual Research Symposium.
8. Ingham, J.C. (2010). *Theoritical Perspective of a Social–Constructive Mathematics Classroom*. Paper presented at the Teachers' Network annual Research Symposium.
9. Ingham, J.C.; Ruthven, K. (2009). *Models for the Diagnosis of Learning Impediments for Mathematical Functions.* Paper presented at the Teachers' Network annual Research Symposium.

10. Ingham, J.C., Looi, C.K., Davis, S. and Kapur, M. (2007). The Pilot Study for the Implementation of SimCalc in Singapore − Preliminary Findings. *Paper presented at the 15th International Conference on Computers in Education*, Hiroshima:Japan.
11. Looi, C.K., Ingham, J.C., Davis, S. and Manu, K. (2007). Research on Scalability: SimCalc in Singapore. *Distributed Learning and Collaboation-II Symposium*, Learning Sciences Laboratory, NIE, Singapore.
12. Ingham, J.C. (2007). Socratic Questioning Seminars in the Mathematics Classroom. Paper presented at the *"Redesigning Pedagogy: Culture, Knowledge and Understanding" Conference*, CRPP, Singapore.

REFERENCE – Mrs Goh Poh Kenn Job title Deputy Principal St Joseph's Institution Address 38 Malcolm Road Email address: pohkenn@sji.edu.sg Telephone number: +65 6250 0022	REFERENCE – Mrs Chew Wai Lee Job title Vice Principal School of Science and Technology, Singapore Address 5 Clementi Ave Email address: lim_wai_lee@sst.edu.sg Telephone number: +65 6571 7208