

Singapore School

Khoon Yoong Wong

Globalization and the Singapore Curriculum Zongyi Deng,S Gopinathan,Christine Kim-Eng Lee,2013-11-27 This volume provides a multi-faceted and critical analysis of the Singapore curriculum in relation to globalization. First, it details reform initiatives established by the Singapore government to meet the challenges posed by globalization. Next, Globalization and the Singapore Curriculum presents how these reforms have been translated into programs, school subjects and operational frameworks and then examines, in turn, how well these have been implemented in schools and classrooms across the country. Through this examination, the book reveals how the initiatives, together with their curricular translation and classroom enactment, reflect on the one hand global features and tendencies and, on the other, distinct national traditions, concerns and practices. It brings to light a set of issues, problems and challenges that not only concern policymakers, educators and reformers in Singapore but also those in other countries as well. Written by curriculum scholars, policy analysts, researchers and teacher educators, Globalization and the Singapore Curriculum offers an up-to-date reference for postgraduate students, scholars and researchers in the areas of curriculum and instruction, comparative education, educational sociology, educational policy and leadership in Singapore, the Asia Pacific region and beyond. It also offers a vital contribution to the story of modern education around the globe: providing international students, scholars and researchers valuable insights into curriculum and curriculum reform for the 21st century.

School Leadership and Educational Change in Singapore Benjamin Wong,Salleh Hairon,Pak Tee Ng,2019-03-29 This book provides readers with insights into how Singapore school leaders are actively engaged in the transformation of the Singapore education system. It brings to attention crucial elucidations of the increasing demand and complexity placed on school leaders through the use of case studies. Each chapter in the book focuses on a particular issue which has become important or has gained renewed importance in the Singapore education system. The chapters first provide a background to the theme under examination and a theoretical basis for discussion. They then narrate the case that shows how school leaders interpret and implement policy initiatives in their respective schools or lead change in that area. The case studies span over a wide range of domains such as instructional leadership, assessment leadership, stakeholder engagement, professional learning communities, and school branding. The data collected from these case studies came primarily from interviews of educators in their respective school contexts, in addition to other sources of data such as artifacts. Each case study highlights descriptions, interpretations, and perspectives across school contexts, which is consistent with the proposition that school leadership is very much shaped by context. At the end of each chapter, there are guiding questions to help readers critically analyse and reflect on the main learning points of the case.

Singapore's New Education System Teck Wong Soon,1988 This book gives a brief account of how social and economic changes have an impact on the Singapore education system, bearing in mind that education and national development are closely related. Besides providing a short history of education in Singapore, the book discusses how the New Education System(NES) was implemented, public response to streaming, and the impact of the NES on educational

wastage and attainments.

Education in Singapore Yew-Jin Lee, 2022-04-06 This edited book is a comprehensive resource for understanding the history as well as the current status of educational practices in Singapore. It is a one-stop reference guide to education and educational issues/concerns here. There are three sections: Part 1 provides a sectorial overview of how education has been organized in this country such as preschool, special needs, primary and secondary, and adult education divisions. In Part 2, contributors critically delve into issues and policies that are pertinent to understanding education here such as underachievement, leadership, language education, assessment, and meritocracy to question what Part 1 might have taken for granted. Part 3 contains the largest number of contributors because it offers a scholarly examination into specific subject histories. This section stands out because of the comparative rarity of its subject matter (history of Physical Education, Art, Music, Geography Education, etc.) in Singapore.

Singapore School Principals: Leadership Stories Boon Zoe Suan Loy, 2018-04-09 This book is undertaken by the author who has personally walked the journey of a classroom teacher, middle leader and school principal in the Singapore education system. It is a culmination of two research projects undertaken in two phases -- the first is derived from the PhD Thesis entitled *The Making of School Principals in Singapore* and the second is based on interviews with school principals who have retired from the Singapore education system. Both research projects provide invaluable input to describe the four career phases of school leadership, that is, formation, accession, incumbency, and divestiture. This research describes how the formative years of a school principal have tremendous impact on who the principal is, and how the values and beliefs of an aspiring/potential school leader serve to guide him/her in taking on the principalship post. This well-structured book is both exploratory and descriptive. It provides the necessary background for anyone interested in understanding school leadership as a career. More specifically, it will be of value to educators and stakeholders interested in understanding the nature of school leadership in the Singapore education system. Contents: Introduction The Singapore Education System Literature Review Research Methodology and Design The Formative Years Accession: On Becoming a School Principal Incumbency Divestiture Discussion Conclusion Readership: Researchers, students and the general public who are interested to understand the nature of school leadership in the Singapore education system. Keywords: Principalship; School Leadership; Case Studies; Singapore Education System; Teaching Career Review: Key Features: This book is written from the perspectives of a practitioner researcher. The author has served as a classroom teacher, middle leader and principal in the Singapore education system in addition to being a trainer and people developer in school leadership programmes in the National Institute of Education, NTU The life stories of school leaders and retired principals will be informative to serving principals The life stories of first time principals and experienced school leaders can be useful for teaching aspiring middle leaders and school principals

Tests And Exams In Singapore Schools: What School Leaders, Teachers And Parents Need To Know Soh Kay Cheng, 2017-09-22 Assessment, mainly in the form of tests and examinations, plays a critical role in the schooling

of Singaporean students. The results are often used to make irrevocable decisions on the students' future education careers. This book is written with school leaders, teachers, and parents in mind, with the view of helping them to better understand the processes and products of assessment via tests and exams. It is written in simple terms, using minimal technical terms, and introduces school leaders, teachers, and parents to essential concepts and principles of educational measurements which are relevant in the school context in Singapore. While existing books on educational measurement are academically-oriented and meant for formal training courses, this book makes self-study simple by using practical examples couched in layman's language. In addition, this book uses concrete examples and analogies to make the text reader-friendly. Contents: What Do We Need to Know About Tests and Exams? Why Must Students Take Exams? What Makes a Fair Exam? Answers Students Have to Choose Answers Students Have to Write T-Score: What Is It, and Why? What Is a Good Mark? Can Exams Be Trusted? Preparing for Exams and Coping with Exam Stress How Is Creativity Assessed? Project Work: What Is It For and How Is It Assessed? Rubrics and Assessment for Learning Above-Level Testing: Good or Bad? Grade Point Average: Beware of Its Pitfalls What Is Assessment Literacy? How Assessment Literate Are You? Readership: School leaders, teachers, and parents in Singapore, as well as postgraduate students, teacher-trainees, and education officers. Keywords: Test; Examinations; T-Score; Rubric; Assessment; Singapore; School; Exams Review: Key Features: It covers important aspects of tests and examinations in Singapore schools It is written in simple language, using a minimum of technical terms It discusses issues from the perspective of tests/exams users

Leadership For Change: The Singapore Schools' Experience Thiam Seng Koh, David Wei Loong Hung, 2017-12-27 The book shares stories of the role of school leadership in Singapore, with case studies from selected schools, that provides some insights on how Singapore delivers a high-quality education that had led to it achieving high rankings in TIMSS and PISA. This book will provide both the historical and present contexts of changes in the education system, school leadership and teacher leadership in Singapore that made it what it is today. It will distil some universal principles of educational change that school leaders and policy makers can apply in bringing about educational changes that will enhance the learning experiences of students and prepare them for future challenges.

Education, Culture and the Singapore Developmental State Y. Chia, 2015-04-07 This book explores the role of education in the formation of the Singapore developmental state. The book provides a historical study of citizenship education in Singapore, whereby a comparative study of history, civics and social studies curricula, and the politics and policies that underpin them are examined.

Mathematics Education Khoon Yoong Wong, 2009 This title provides much food for thought and pointers to meet future challenges in mathematics education not only within Singapore, but also in other countries.

Diversifying Schools David Hung, Longkai Wu, Dennis Kwek, 2022-02-04 This book discusses the strategies that the Singapore Education System has embarked to encourage school change and innovations. It documents the change journey of Specialized Schools and Future Schools in Singapore with a view to understand the key tenets that

enable school wide change and reform. The intents for change and reform are to anchor the education system to the basic foundations and principles of education and yet enable the system as a whole to be malleable to change and globalization. It shows how Singapore enables diversity within a structured environment through innovations in Specialized and Future Schools, and highlights the systemic rationale behind various efforts in Specialized and Future Schools and the kinds of adaptations schools have made to leverage structures and make adjustments for their contexts.

Fifteen Letters on Education in Singapore: Reflections from a Visit to Singapore in 2015 by a Delegation of Educators from Massachusetts Fernando M. Reimers, E. B. O'Donnell, 2016 When a group of educators from Massachusetts traveled to Singapore to visit schools and talk to teachers, teacher educators, and school and system-level leaders in the fall of 2015, they were determined to learn how Singapore had built a high-performing education system. Singapore has transitioned from an education system focused simply on universal literacy and primary education to one that aims for universal high school graduation and post-secondary success. It has gone from a developing nation in 1965 to a first-world economy today-and it has done so largely by focusing on education. In this series of letters, members of the delegation identify the educational practices and policies that have enabled Singapore to become a prosperous knowledge economy. Many of their practices and successes could be transferred to the United States and elsewhere.

Challenges Facing the Singapore Education System Today Jason Eng Thye Tan, Saravanan Gopinathan, Wah Kam Ho, 2001
Comparing High-Performing Education Systems Charlene Tan, 2018-09-03 Comparing High-Performing Education Systems provides original insights into the educational structures, ideologies, policies, and practices in Singapore, Shanghai, and Hong Kong. Taking as its basis their global reputation and consistently strong performance in formal assessments, the author provides an in-depth analysis and comparison of these three education systems that draws on cutting-edge research. Chapters explore the dominant cultural and educational norms in Singapore, Shanghai, and Hong Kong to give a wider picture of these high-performing education systems. The performance of students in international large-scale assessments such as Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS) is considered, alongside an exploration of attitudes to schooling, tutoring, and assessment. The book shows how Singapore, Shanghai, and Hong Kong exemplify an East Asian Educational Model (EAEM). Such a model – is rooted in and shaped by Confucian habitus: unconscious and ingrained worldviews, dispositions, and habits that reflect the standards of appropriateness in a Confucian Heritage Culture; aspires high performance: a balance between academic excellence and holistic development; and utilises educational harmonisation: the art of bringing together different and contradictory means and ends to achieve desired educational outcomes. Informative and thought-provoking, this book is a useful reference for policymakers, researchers, educators, and general readers on high-performing education systems, school reforms in East Asia, Confucian influences on education, and cross-cultural policy learning and transfer.

The Cultural Legacies of Chinese Schools in Singapore and Malaysia Cheun Hoe Yow, Jingyi Qu, 2021-03-01 This edited volume examines the historical development of Chinese-medium schools from the British colonial era to recent decades of divergent development after the 1965 separation of Singapore and Malaysia. Educational institutions have been a crucial state apparatus in shaping the cultural identity and ideology of ethnic Chinese in Singapore and Malaysia. This volume applies various perspectives from education theory to heritage studies in dealing with the cultural legacy and memory of such schools as situated in larger contexts of society. The book offers comprehensive practice-based analysis and reflection about the complex relationships between language acquisition, identity construction, and state formation from socio-political-cultural perspectives. It covers a broad range of aspects from identities of culture, gender, and religion, to the roles played by the state and the community in various aspects of education such as textbooks, cultural activities, and adult education, as well as the representation of culture in Chinese schools through cultural memory and literature. The readership includes academics, students and members of the public interested in the history and society of the Chinese diaspora, especially in South East Asia. This also appeals to scholars interested in a bilingual or multilingual outlook in education as well as diasporic studies.

Lists of Schools, Singapore Singapore. Ministry of Education, 1971

Learning from Singapore Pak Tee Ng, 2017-01-12 Learning from Singapore tells the inside story of the country's journey in transforming its education system from a struggling one to one that is hailed internationally as effective and successful. It is a story not of the glory of international test results, but of the hard work and tenacity of a few generations of policy makers, practitioners and teacher trainers. Despite its success, Singapore continues to reform its education system, and is willing to deal with difficult issues and challenges of change. Citing Singapore's transformation, author Pak Tee Ng highlights how context and culture affect education policy formulation and implementation. Showing how difficult education reform can be when a system needs to negotiate between competing philosophies, significant trade-offs, or paradoxical positions, this book explores the successes and struggles of the Singapore system and examines its future direction and areas of tension. The book also explores how national education systems can be strengthened by embracing the creative tensions generated by paradoxes such as the co-existence of timely change and timeless constants, centralisation and decentralisation, meritocracy and compassion, and teaching less and learning more. Learning from Singapore brings to the world the learning from Singapore—what Singapore has learned from half a century of educational change—and encourages every education system to bring hope to and secure a future for the next generation.

Singapore's Approach to Developing Teachers Woon Chia Liu, 2021-09-28 Singapore's education system has come to international attention due to its commendable performance on the Worldwide Educating for the Future Index produced by The Economist Intelligence Unit (EIU), as well as the students' continual sterling performance in internationally benchmarked tests such as Trends in International Math and Science Survey (TIMSS), and Programme for International Student Assessment (PISA). The accomplishments are the result of a long-haul vision of

education, and more importantly, a deep commitment towards developing teachers for the 21st century. Singapore has invested steadfastly from the early years in teachers at the front line of the classrooms in schools. This book explicates the 'thinking' behind Singapore's approach to developing teachers and building the teaching profession. It examines how Singapore strives to attract the best and the brightest people to become teachers, develop them into autonomous professionals, and grow them over their career so that they are able to deliver quality education for every child. The author hopes that by sharing the hindsight, insight and foresight of the system, and looking at Singapore's aspirations and challenges, the book can stimulate reflection and generate discussion, and provide ideas for improving teaching and teacher learning worldwide.

Future Learning in Primary Schools Ching Sing Chai, Cher Ping Lim, Chun Ming Tan, 2015-10-12 This edited book tells the story of the multifaceted efforts devoted by a "future school" in Singapore—The Nan Chiau Primary School—in shaping future learning. It documents the various measures implemented by one primary school to improve student learning outcomes in a technology-rich teaching and learning environment. With the current interest in Singapore's "Masterplan for ICT (information and communication technology) in Education," and the increasing focus on teaching and learning design by leading education researchers and professionals, this well-timed book will appeal to policy makers, educators and researchers.

Special Needs In Singapore: Trends And Issues Meng Ee Wong, Levan Heng Fook Lim, 2021-07-26 The fields of special needs education and disability in Singapore have witnessed significant changes and developments especially during the past two decades in the wake of Singapore's evolution towards its vision as an inclusive society. This collection of chapters presents information, knowledge, research, and perspectives across a wide range of topics and issues that are relevant to the lives of persons with disabilities, their families and their communities. This book offers a compendium of local knowledge and research on special needs and disability and integrates international literature, exemplary practices, and innovative ideas for considering future directions and efforts for the fields of special needs education and disability in Singapore.

Education-at-large: Student Life And Activities In Singapore 1945-1965 Huay Leng Lee, Cheow Thia Chan, Siao See Teng, 2013-06-28 The first part of the book contains documentation of a groundbreaking exhibition held in 2007 on student activities and societal engagements during post-war Singapore 1945-1965 and transcripts of forums held in conjunction with it. The second half centres on oral history accounts of mostly former Chinese school students who shared about their social, cultural and political activities in complex but exciting times. *Education-at-large* broadens our understanding of Singapore's educational history in the transitional period between the end of the Second World War and the country's independence; examines the ways in which student activities and activism resonated with, and contributed to, the country's wider social, political and cultural life, as well as the decolonisation process; and stimulates debates about Chinese education and student activism in Singapore.

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pigs are readily available since farmers find it profitable to breed female pigs which they plan to sell thus pig fetuses are byproducts of the slaughter houses the period of gestation is 112 to 115 days and there are on the average about seven to eight offspring in a litter

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web students should be able to identify the names of the external morphology of the pig students should be able to identify the names structures and function of both the oral cavity pharynx and the digestive system organs based on the lab and lecture material

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web pigs are excellent and engaging specimens for studying mammalian anatomy they exhibit hair a muscular diaphragm a 4 chambered heart and mammary glands middle school students can use preserved pigs to begin their exploration of human body systems and structure and function

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web jul 11 2023 1 before you start dissecting examine the outside of the pig and determine its sex look for these features males the urogenital opening is located near the umbilicus the penis is hidden inside the scrotal sac may be visible as a swelling just ventral to the anus depending on the age of the fetus

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