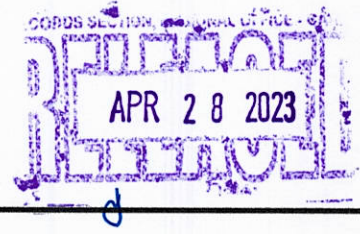




Republic of the Philippines
Department of Education
CARAGA REGION



April 28, 2023

REGIONAL MEMORANDUM

No. 0319, s. 2023

To: SCHOOLS DIVISION SUPERINTENDENTS
SDO- BUTUAN CITY
SDO- BAYUGAN CITY
SDO-CABADBARAN CITY
This Region

SINGAPORE'S TEACHERS' CONFERENCE AND EXCEL
FESTIVAL 2023 NOMINEES

1. With reference to the attached memorandum from Usec. Atty. Revsee A. Escobedo, Undersecretary for Operations, dated April 24, 2023, requesting for the nomination of teacher-participants to Singapore's Teachers' Conference and ExCel Festival 2023 (TECF 2023) on May 30, 2023 – June 1, 2023.
2. The TECF 2023 aims to bring educators to learn, connect, and engage with thought leaders and practitioners, to explore possibilities for the future of teaching and learning.
3. The following nominated participants are directed to virtually participate in the event:

Full Name	Designation	School/Organization
1. Warren A. Norberte	Teacher III	Butuan City Special Education Center SDO-Butuan City
2. Irish D. Sarmiento	Teacher III	Bayugan National CHS SDO-Bayugan City
3. Rachel Ann P. Estioco	Teacher III	North Cabadbaran CES SDO-Cabadbaran City

4. A unique link to access the conference website from May 8, 2023, onwards shall be given to the nominated participants via email. They need to sign up for their preferred webinar sessions prior to the events and further information will be provided to them thereafter.



Address: J.P. Rosales Avenue, Butuan City
Trunkline No: (085) 225-1151
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph
Website: <https://caraga.deped.gov.ph/>



2023-04-05679

Doc. Ref. Code	RO-ASD-F107	Rev	00
Effectivity	02.01.23	Page	1 of 2

5. Refer to attached memoranda and related documents for further information.
6. For information and guidance.


MA. GEMMA MERCADO LEDESMA
Regional Director

Encl/s.: As Stated

Reference/s: None

To be indicated in the Perpetual Index
under the following subjects:

CONFERENCE

LEARNING AND DEVELOPMENT

TEACHERS

HRD/mmv

04/28/2023



Address: J.P. Rosales Avenue, Butuan City
Trunkline No: (085) 225-1151
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Doc. Ref. Code	RO-ASD-F107	Rev	00
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Republic of the Philippines
Department of Education
OPERATIONS

OASOPS No. 2023-081

MEMORANDUM

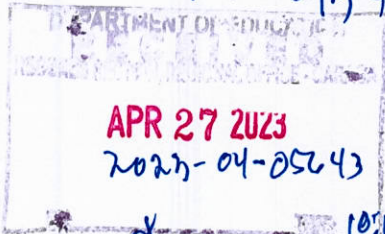
TO : ALL REGIONAL DIRECTORS

FROM : Atty. REVSEE A. ESCOBEDO
Undersecretary for Operations

FRANCIS CESAR B. BRINGAS
Assistant Secretary for Operations

SUBJECT : Request for the Nomination of Teacher-Participants to
Singapore's Teachers' Conference and ExCEL Festival
2023

DATE : April 24, 2023



This Office respectfully endorses the attached memorandum from Usec. Gina O. Gonong, Undersecretary for Curriculum and Teaching, dated April 17, 2023, which was received by this Office on April 19, 2023, regarding the request for the nomination of teacher-participants to Singapore's Teachers' Conference and ExCEL Festival 2023 (TCEF 2023) on May 30, 2023 - June 1, 2023.

TCEF aims to bring educators together to learn, connect, and engage with thought leaders and practitioners, to explore possibilities for the future of teaching and learning.

In this regard, each Region is requested to **nominate teachers to virtually participate** in the event. The number of participants invited per Region is as follows:

R1	R2	R3	R4A	R4B	R5	R6	R7
3	3	3	3	3	3	3	3
R8	R9	R10	R11	R12	R13	CAR	NCR
3	3	3	4	3	3	4	3

The nominated representatives will be given a unique link via the email address they provided in order for them to access the conference website from May 8, 2023 onwards. They will need to sign up for their preferred webinar sessions prior to the event and further information will be provided to them thereafter.

In this regard, the International Cooperation Office (ICO) respectfully requests the submission of the aforementioned nominations in MS Word (.docx) format using the **template, which may be downloaded via this link:** <https://tinyurl.com/sefh39up>.

The **deadline for the nomination of participants for the TCEF 2023 is on or before April 26, 2023 (Wednesday) at 12:00 PM. All submissions must be consolidated at the regional level, verified, and signed by the Regional Director and must be submitted directly to the ICO through email at ico@deped.gov.ph, copy furnished Ms. Maribeth Chua through email at maribeth.chua002@deped.gov.ph.**

For queries and concerns, kindly communicate with the ICO through telephone at (02) 8637-6462 / (02) 8637-6463. Likewise, please see attached files for further information.

For immediate compliance and appropriate action.

Copy Furnished:

GINA O. GONONG

Undersecretary for Curriculum and Teaching

MARGARITA CONSOLACION C. BALLESTEROS

Director IV

External Partnerships Service - International Cooperation Office



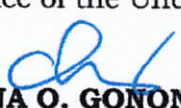
Republic of the Philippines
Department of Education
EXTERNAL PARTNERSHIPS SERVICE

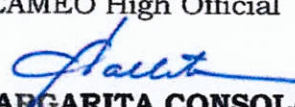
Office of the Director

ICC-S-DM-0060-041223

MEMORANDUM

FOR : **FRANCIS CESAR B. BRINGAS**
Assistant Secretary for Operations
Officer-in-Charge
Office of the Undersecretary for Operations

THROUGH : 
GINA O. GONONG
Undersecretary for Curriculum and Teaching
SEAMEO High Official

FROM : 
MARGARITA CONSOLACION C. BALLESTEROS
Director IV

SUBJECT : **Invitation to Singapore's Teachers' Conference and ExCEL Festival 2023**

DATE : April 17, 2023

This has reference to the communication sent by the Ministry of Education (MOE) Singapore on April 10, 2023 regarding the invitation to the Singapore's Teachers' Conference and ExCEL Festival 2023 (TCEF 2023) from **May 30-June 1, 2023** with the theme "Ignite Imagination, Empower Communities, Transform Practice".

TCEF is the apex conference for Singapore teachers to affirm and celebrate the spirit of professional learning amongst teachers. The Conference aims to bring educators together to learn, connect, and engage with thought leaders and practitioners, as we explore possibilities for the future of teaching and learning. This is the first time that the TCEF will be held in a blended format.

In line with this, the MOE Singapore would like to invite **50 educators from the Philippines to participate virtually** in the TCEF 2023. The participants will attend webinars and hear from various speakers on educational ideas and practices, and teaching pedagogies. During the three-day conference, they will also have access to the asynchronous content of the exhibition booths that showcase innovative projects by schools and ministry divisions in Singapore.

The theme of the Conference reinforces emphasis on lifelong learning and supports the continuous deepening of our beliefs, better understanding of our students, and further strengthening of our classroom practice to nurture future-ready learners. The program will be as follows:

G/F Alonzo Building, DepEd Complex, Meralco Avenue, Pasig City
Telephone No. (02)8637-6462; (02) 8637-6463; Email: icc@deped.gov.ph



Republic of the Philippines
Department of Education
EXTERNAL PARTNERSHIPS SERVICE

Office of the Director

ICC-S-DM-0060-041223

MEMORANDUM

FOR : **FRANCIS CESAR B. BRINGAS**
Assistant Secretary for Operations
Officer-in-Charge
Office of the Undersecretary for Operations

THROUGH : 
GINA O. GONONG
Undersecretary for Curriculum and Teaching
SEAMEO High Official

FROM : 
MARGARITA CONSOLACION C. BALLESTEROS
Director IV

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DATE : April 17, 2023

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G/F Alonzo Building, DepEd Complex, Meralco Avenue, Pasig City
Telephone No. (02)8637-6462; (02) 8637-6463; Email: ico@deped.gov.ph

- Day 1 - Participants may view the livestreamed opening address and keynote speeches.
- Day 2 and 3 - Participants may sign up for the online webinars of their interest.
- Day 3 - Participants may watch the closing address by Mrs. Chua-Lim Yen Ching, Singapore's Deputy Director-General of Education (Professional Development).

Anytime in between the sessions, the participants may view the Poster Presentations (PP) and MOE ExCEL Fest (EF) exhibitions, which are available digitally throughout the three-day conference.

Attached herein are the invitation from MOE Singapore and the Programme Note for more information.

The deadline for nomination is on April 21, 2023.

Financial Implication

The Conference registration is free, and no fees are to be collected by the organizer from the Department of Education participants during the course of the program.

Clear Statement of Request and Recommended Action

In this regard, this Office would like to respectfully request Your Honor to send a memorandum to the regions requesting them to **nominate educators** to participate in the Conference. Kindly refer to the table below for the number of teachers per region.

R1	R2	R3	R4A	R4B	R5	R6	R7
3	3	3	3	3	3	3	3
R8	R9	R10	R11	R12	R13	NCR	CAR
3	3	3	4	3	3	4	3

For the nomination, we would like to respectfully request the regional offices to use the format that may be found in the following link: <https://tinyurl.com/sefh39up> and send it to the International Cooperation Office (ICO) through email at ico@deped.gov.ph, copy furnish Ms. Maribeth Chua at maribeth.chua002@deped.gov.ph.

The nominated representatives will be given a unique link via the email address they will provide in order for them to access the conference website from May 8, 2023 onwards. They will need to sign up for their preferred webinar sessions prior to the conference and further information will be provided to them thereafter.

We hope to receive Your Honor's feedback **on or before April 20, 2023** for transmittal to the Ministry of Education Singapore.

For clarification or further coordination on the matter, Your Honor's staff may reach us through the abovementioned email addresses or through telephone at 8637-6462/63

Thank you very much.

Attachment:

- Invitation from MOE Singapore
- Programme Note



Ministry of Education
SINGAPORE

1 North Buona Vista Drive
Singapore 138675
Website : www.moe.gov.sg



10 April 2023

Dr Gina O Gonong
Undersecretary for Curriculum and Teaching
Department of Education
Ground floor, Rizal Building
DepEd Complex, Meralco Avenue
Pasig City, Manila 1600
Philippines

Dear Dr Gonong,

Invitation to Singapore's Teachers' Conference and ExCEL Festival 2023

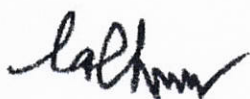
1. The Singapore Ministry of Education is organising the Teachers' Conference and ExCEL Festival 2023 (TCEF2023) from **30 May – 1 June 2023** for teachers to come together and learn as a fraternity. The conference theme is, **"Ignite Imagination, Empower Communities, Transform Practice"**.
2. It is our pleasure to invite 50 educators from your country to participate in the TCEF2023 virtually. International participants can look forward to attending webinars and hearing from various speakers on educational ideas and practices, as well as teaching pedagogies. Participants will also have digital access to the asynchronous content of exhibition booths, showcasing innovative projects by our schools and ministry divisions, throughout the three-day conference. You may refer to the attached note for the programme details.
3. Please email Mr Tan Han Xiong (TAN_Han_Xiong@moe.gov.sg) and Ms Jenny Chang (Jenny_CHANG@moe.gov.sg) the following information of the 50 representatives nominated by your ministry by **21 April 2023**:

Full Name	Designation	School/Organisation	Email
Dr/Mdm/Ms/Mr/Ms/Ms			

4. The nominated representatives will receive a unique link via the email provided to access the conference website **from 8 May 2023** onwards. They will need to sign up for their preferred webinar sessions prior to the conference and further information will be provided to them thereafter.
5. I look forward to your support and wish the participants a fruitful time at the TCEF2023.

Thank you.

Yours sincerely,



LAI CHUNG HAN
PERMANENT SECRETARY (EDUCATION)

Programme Note

Teachers' Conference and EXCEL Fest (TCEF2023)

30 May – 1 June 2023

Theme for Conference:

Ignite Imagination, Empower Communities, Transform Practice

Participants:

International Educators, School Leaders and Policymakers

Programme Synopsis:

Teachers' Conference and ExCEL Fest (TCEF) is the apex conference for Singapore teachers to affirm and celebrate the spirit of professional learning amongst teachers. Held biennially since 2001, Teachers' Conference and ExCEL Fest 2023 (TCEF2023) will be our first edition that takes a blended format.

The Conference aims to bring educators together to learn, to connect and to engage with thought leaders and practitioners, as we explore possibilities for the future of teaching and learning. The focus of TCEF2023 is 'Ignite Imagination. Empower Communities. Transform Practice'. It reinforces our fraternity's emphasis on lifelong learning and supports us to continually deepen our beliefs, better understand our students, and further strengthen our classroom practice to nurture future-ready learners.

Programme Format:

On Day 1, participants may view the opening address and keynote speeches (livestreamed). For Day 2 & 3, participants may sign up for the online webinars of their interest. For Day 3, there is also the closing address by Mrs Chua-Lim Yen Ching, Singapore's Deputy Director-General of Education (Professional Development). At any timings in between, participants may asynchronously view the Poster Presentations (PP) and MOE ExCEL Fest (EF) exhibitions, which are available digitally on all three days of the conference. The full list of webinars, PP and EF that have been curated for the participants is provided in Annex A, B & C respectively.

Please contact the following if you have any queries on programme information or if you need technical assistance: tcef2023@moe.gov.sg

Programme of TCEF2023 for International Participants

Time (GMT+8 – SG)	Item	Remarks
Programme Day 1 (30 May 2023)		
0840	Arrival of Guest-of-Honour, Mr Chan Chun Sing, Minister of Education Welcome Address by Ms Liew Wei Li, Director-General of Education (<i>live-streamed</i>) Opening Address by Mr Chan Chun Sing, Minister of Education (<i>live-streamed</i>)	-
1030	Break	
1100	Keynote Address by Mr Andreas Schleicher	Topic of Keynote Address: Future of Work and Learning
1200	Lunch Break	
1330	Participants may view PP or EF that are digitally available	The list of PP and EF are in Annex B & C respectively
1500	End of Day 1	
Programme Day 2 (31 May 2023)		
0900	Webinar	Participants may choose a webinar (see list in Annex A) to attend at this timing and engage in Q&A with the presenters.
1030	Break	
1100	Webinar	
1230	Lunch	
1400	Webinar	See Annex A
1530	Break	
1600	Keynote Address by Professor Diana Laurillard	Topic of Keynote Address: Educational Technology
1700	End of Day 2	
Programme Day 3 (1 June 2023)		
0900	Keynote Address by Prof James Arthur	Topic of Keynote Address: Student Development
1000	Participants may view PP or EF that are digitally available	See Annex B & C
1130	Lunch	
1330	Webinar	See Annex A
1500	Break	
1530	Closing Address by Mrs Chua-Lim Yen Ching, Deputy Director-General of Education (Professional Development)	-
1600	End of Day 3	

TCEF2023 for International Participants – List of Webinars

S/N	Title	Description	Presented by
Day 2, 0900-1100			
1	Growing the Culture of Learning	This session shares the St. Joseph's Institution (SJI) Professional Development (PD) journey of how a lean committee of four members transformed the school's PD vision into action through determination and perseverance. The journey began four years ago and started with the adaptation of a design framework for adult learning. Participants will learn how theories are turned into pragmatic practices and the approaches taken to design learner, knowledge, assessment and community-centred programmes. They will also understand how the Academy of Singapore Teachers' Critical Inquiry in Professional Development (PD) model and the Instructional Mentoring Programme can be adapted, personalised and integrated to form a holistic PD plan for schools. Insights from both quantitative and qualitative data will be shared to shed light on how the school encourages their staff to embrace lifelong learning and take accountability for their own PD.	ST. JOSEPH'S INSTITUTION
2	Flipping the Paradigm of Science Learning with Flipped Team-based Learning	In line with the outcomes of the primary science curriculum: to inculcate a spirit of inquiry in learners, West Grove Primary School teachers developed Flipped Team-based Learning (Flipped-TBL), a technology-enabled pedagogy to provide opportunities for learners to develop 21st century competencies and engage in deeper scientific inquiry. This webinar will present design principles and findings from the school-wide enactment of Flipped-TBL learning experiences in science classrooms. Flipped-TBL combines the merits of Flipped Classroom (Truss, 2011) and Team-based Learning (Michaelsen & Swee, 2009). The flipped lesson provides students with autonomy to direct their learning and creates more space for deeper inquiry. The Team-based Learning model, originally developed for higher education, promotes collaborative learning and accountability for learning. This technology-enabled pedagogy has transformed students' roles – from passive recipients of information to active learners leveraging technology to take charge of their learning as scientific inquirers.	WEST GROVE PRIMARY SCHOOL

S/N	Title	Description	Presented by
3	A Needs-based Approach to Customising Support Programmes for High-Needs Students	The GEAR-UP Programme in Admiralty Secondary School (ADSS) is known as the Anchor Programme. The use of 'Anchor' reflects the nautical theme of the school. The programme aims to help High Needs Students (HNS) be the best version of themselves by 'anchoring' them on school values and giving them a sense of belonging. A whole-school approach is adopted in the identification of HNS. The identified HNS are then grouped according to risk-factors and social dynamics and placed into customised supportive programmes. This approach has resulted in several customised programmes to meet various students' needs. To encourage a sense of ownership, the Anchor Programme is co-created by students and teachers. Each programme hinges on building meaningful relationships to provide consistent care and support for students throughout their ADSS journey. The programme aims to nurture HNS holistically and provide them a home in school where they feel safe, accepted and empowered.	ADMIRALTY SECONDARY SCHOOL
4	Supporting High-Needs Students through FortitUdES@CVSS Programme	In Compassvale Secondary School (CVSS), all the learning support programmes and processes for high-needs students (HNS) have been streamlined into FortitUdES@CVSS (Uplift and Educational Support). It aims to "fortify" these students against various risk factors and help them achieve success in school. In this presentation, the presenters will focus on GEAR-UP programme, a key component of FortitUdES@CVSS, which aims to reduce the number of Long-Term Absentees (LTA) with proactive interventions. CVSS has embarked on GEAR-UP programme since mid-2019. Over the years, the school has successfully reduced the number of LTA gradually with a three "C" approach (Connection, Contribution and Character development) and various programmes conducted after school or during school holidays.	COMPASSVALE SECONDARY SCHOOL
Day 2, 1100-1230			
5	Kuo Chuan Presbyterian Primary School Joyful Learning with Board Game	This session will focus on increasing the engagement level of students and promoting the joy of learning by weaving play into learning using a specifically designed educational board game. The board game has tiered question cards and provides the structure and flexibility to teach various mathematical concepts. Participants will be exposed to how neuroscience supports differentiation and playful learning experiences to increase students' attention, concentration levels, motivation and willingness to learn. Participants will be equipped to design a board game to cater to the students at different readiness levels. Studies have reported that positive learning environments affect body chemistry, thereby altering the emotions and improving the learning of students. Creating a positive social and emotional learning environment promotes the joy of learning. A student survey conducted found an increase in students' engagement. Students' assessment results also showed improvement when compared to results before the introduction of the board game.	KUO CHUAN PRESBYTERIAN PRIMARY SCHOOL

S/N	Title	Description	Presented by
6	Use of Anglican Critical Thinking Skills framework and Design Thinking in Social Studies Issue Investigation	The session will focus on the intent, approach and findings of Anglican High School's curriculum innovation known as Anglican Critical Thinking Skills experience (ACTSperience). Social studies (SS) teachers took reference from the outcomes of the SS curriculum and the school's vision, mission and values, to redesign the delivery of the 'Issue Investigation' component of the curriculum by incorporating the ACTS framework and Design Thinking (DT) in the inquiry process. ACTSperience equipped students with skills and knowledge to adapt to the global society. ACTSperience tapped on the ACTS framework to facilitate thinking and guide students through the inquiry process. Students identified relevant issues and considered possible recommendations by crafting policy papers or proposals. They ideated and generated solutions from the perspectives of stakeholders and policy-makers. Additionally, they prototyped tangible products (e.g., videos/infographics/mobile applications/3D models) by using DT knowledge and skills acquired during their lower secondary years.	ANGLICAN HIGH SCHOOL
7	Leveraging Technology for SEN Support in the Classroom	To build an inclusive culture for students with mild Special Educational Needs (SEN), there is a need for teachers to understand that affordances of technology should be explored. The use of technology has levelled the playing field for some of the students with SEN. This sharing will provide exemplars of lessons that tap on students learning space (SLS), Google Suite and an array of other online tools and websites for the teaching of secondary normal (technical) English language to a class that includes students with SEN.	PEI HWA SECONDARY SCHOOL
8	Establishing Meaningful Partnerships to Engage High-Needs Students	Relationships are fundamental to student motivation and are significant in shaping the lived experiences in school. When different stakeholders come together to support learning and nurture confidence in students, they achieve more in school. Hence, Queensway Secondary School (QSS) leverages community partnerships for a whole-school and integrated approach, to deepen the sense of school affiliation and connectedness. With this approach, QSS has managed to tackle the persistent challenge of Long-Term Absenteeism (LTA), reducing LTA numbers from over 100 in 2017 to under 20 in 2021. The presenters will share the multi-pronged approaches to support the high-needs students and address attendance issues. This includes the processes in leveraging data to identify target groups in need of support, developing partnerships with various stakeholders to build on students' network of relationships, and promoting teacher ownership in driving student-focussed programmes. Finally, they will share the review processes to achieve a continuous cycle of improvement.	QUEENSWAY SECONDARY SCHOOL

S/N	Title	Description	Presented by
9	Developing Self-Regulation through Strengthening of Assessment Practices and Metacognition	Jurong Pioneer Junior College (JPJC) developed the Self-Regulation Framework in 2020 to provide the direction and guide teachers in nurturing self-directed learners. Teachers have also embarked on a whole-school approach to Blended Learning in 2021 and recognised that sound assessment practices were key to the effective implementation of Blended Learning. The school aims to strengthen student assessment literacy by developing peer and self-assessment approaches, and sharpen the focus on developing students' metacognition, which is closely related to self-regulation and motivation. Currently, JPJC is in the process of evaluating the effectiveness of its assessment approaches through triangulating evidence of learning from assessment products, observations by teachers and conversations with students. This session will share JPJC's direction in the planning, implementation and evaluation of assessment approaches, by surfacing examples of strategies from four different subjects: Physics, Economics, General Paper and Geography.	JURONG PIONEER JUNIOR COLLEGE
10	Design Thinking in Professional Learning Community	To enhance teachers' understanding of student needs and their teaching and learning practices, Horizon Primary School infused Design Thinking (DT) in the implementation of Professional Learning Community (PLC). During this session, the presenters will share the 'Why', 'What', 'How' and outcomes of infusing DT in PLC. Participants will understand how the school considered the 3Cs (Clarity, and Coherence and Context) when designing the 3S (Structured Processes, Scaffolded Understanding and Supportive Culture of Learning) implementation approach for infusing DT in PLC. A perception survey conducted by the school showed that 97.4% of the teachers felt supported in the process of implementing DT in PLC and 100% of them felt empowered in their professional growth and development as an educator. This contributed to a culture of professional excellence in the school and helped the teachers understand how student outcomes could be enhanced empathetically through a structured approach.	HORIZON PRIMARY SCHOOL

Day 2, 1400-1530			
11	Dare to Flourish: Growth mindset in Peer and Self-Assessment	In this webinar, Lead Teachers from different schools and teaching levels will demonstrate how the Growth Mindset can be exercised in peer and self-assessment in the teaching and learning of subjects like art, history, physical education, project work and science. Research has shown that the Growth Mindset is a key component of Positive Education. It has diverse applications and when appropriately applied, can lead to meaningful learning outcomes. This project attempts to show Growth Mindset's application in peer and self-assessment, through feedback and feedforward strategies integrated with constructive reflection for action is highly effective in developing self-regulated learning, student assessment literacy, and raising overall efficacy in students. The strategies shared can be customised to various subjects and contexts. The presenters will invite participants to consider how strategies in Positive Education such as Growth Mindset can be integrated with assessment literacy, to foster both academic excellence and character development of students.	HWA CHONG INSTITUTION
12	The Role of Observation in Art Making	To observe the world with keenness and a sharp attention to detail is an essential skill that is used in the art making process. Drawing is one of the ways in which art teachers can assess students' observational abilities. The Art Teachers in St Joseph's Institution (Independent) conducted a pilot project to study the role of observation in art making using Tomlinson's differentiated instruction pedagogical approach. As part of their research, a three-tier Levels of Observation diagrammatic tool was developed to help both teachers and students to assess their observational abilities. The study's findings revealed that there was an increase in students' awareness of their observational abilities in their writing as well as in their submitted work. During this sharing session, participants will learn about the teaching tool that can be used in classrooms to design curriculum activities, assess students' works and to make thinking visible.	ST. JOSEPH'S INSTITUTION
13	Activating Students as Owners of Their Own Learning Using Metacognitive Strategies in Mathematics	Metacognition is not only a key component in the mathematics curriculum to develop students' mathematical problem solving, but it is also a key attribute in effective independent learners. As a broad concept, metacognition, in terms of building students' understanding, and ability to be cognisant of, evaluate and improve their thinking and processes, can be achieved through strategies associated with visible thinking, collaborative learning and assessment for learning. The session looks at what students need in order to identify, analyse and rectify errors in mathematics; and how to develop students' conceptual understanding and critical evaluative skills. The session showcases classroom practices in the use of strategies like concept mapping, error analysis, and error spotting, and how these raise students'	TECK WHYE SECONDARY SCHOOL

		assessment literacy, and knowledge and skills to improve their processes. The session shares how these strategies empower students to take greater responsibility in their learning towards self-directed learning.	
14	Scaffolding Student Learning of Data Analysis Skills (Chemistry) in an Online Learning Environment	Data literacy is an important 21st century skill. In this session, four secondary school teachers and a Master Teacher will present the findings from using online learning packages to equip students with the skills for analysing data and solving problems with data information. A series of learning packages was designed incorporating four types of scaffolding for online learning: conceptual, metacognitive, procedural and strategic scaffolding (Hanaffin, Land & Oliver, 1999), leveraging the affordances of Student Learning Space (SLS) to enhance students' learning. Data were collected from analysis of students' work, pre- and post-test results and a survey. Findings showed that students were highly responsive to the online learning instruction which led to enhanced performance on data-analysis items. In this session, participants will gain insights on the e-Pedagogy to design online learning resources to scaffold students' ability to analyse data and solve problems.	SENG KANG SECONDARY SCHOOL
Day 3, 1330-1500			
15	Using Thinking Tools to Empower Students' Voices in Contemporary Issues Discussion	Minister Ong Ye Kung (2020) highlighted that in the refreshed Character and Citizenship Education (CCE) curriculum, there would be an increased emphasis on the teaching of moral values through discussions on contemporary issues to engage students in understanding complexities of society. Well-structured Contemporary Issues Discussion (CID) in primary social studies, English and CCE lessons can develop young students' critical thinking skills and empower their voices as they deliberate and develop reasoning skills to put forth strong arguments with supporting evidence. When students' thinking are made visible, their voices and beliefs can be moulded and through those platforms develop their socio-emotional competencies. Using thinking tools such as Paul's Wheel of Reasoning and Circle of Viewpoints, CID was designed to guide students in their meaning-making. Participants will take away ideas on how they can adapt these thinking tools in designing a meaningful CID for primary school students.	WELLINGTON PRIMARY SCHOOL

16	Improving Student Learning and Well-Being through Brain-Based Learning	How can teachers combine knowledge and experience with insights from neuroscience to create a positive learning environment for the students? This session focuses on how teachers can improve student learning and well-being by adopting research-based practices underpinned by brain-based learning principles. Participants will be introduced to key areas of brain-based learning principles: neuroplasticity, emotions and memory. They will learn about translating brain-based principles to classroom practices to help students maximise learning while maintaining a positive mental well-being and growth mindset. When teachers demonstrate an understanding of neuroplasticity and the belief in the ability of every student, and rewire their brains to improve their learning, all students will be engaged and supported. Teachers who explore strategies for improving emotional awareness and management can help students cope with stressful situations. The presentation on encoding, retrieval and consolidation can also help teachers nurture long-term memory formation in our students.	NEW TOWN PRIMARY SCHOOL
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ANNEX B

TCEF2023 for International Participants – Poster Presentations (PP)

S/N	Title	Description	Presented by
1	Use of Responsive Differentiated Instructions (DI) in the teaching of Economics	This poster will focus on how to adapt and integrate responsive DI to provide just-in-time feedback in response to the diverse needs of students in the subject area of Economics. Teachers will be exposed to how content, process and product of instruction can be manipulated to facilitate differentiation. In essence, teachers also must be able and prepared to adapt their instruction during the lesson. A good method to be efficient at differentiating instruction is to use the 6-step thinking framework which will be introduced. For responsive DI to work, students will be exposed to ongoing assessment, whether it is in the form of informal or formal assessments. Students must be asked powerful questions that require them to make connections and use their knowledge in some way. This will facilitate a better learning experience for each student when the teacher assigns differentiated instructions during the lesson. The poster author invites all Humanities teachers, especially those teaching Economics, to join in exploring what other topics lend themselves well to such strategies.	VICTORIA JUNIOR COLLEGE
2	Making Student Leadership Structured in Lower Primary Classroom through Group Leader Program	Leadership is a practical and valuable skill that can help our students go far later in life. It is thus vital to start when they are young. A common practice in classrooms is to have group leaders. However, the roles and responsibilities assigned to them vary among teachers. There is lack of structure and the roles are usually not clearly defined. Students do not know the value behind the duties they are tasked to do, and might not take their roles seriously. This project provides a platform for students to undertake more responsibilities, and ensures that every student in the class has the opportunity to be a leader. It also teaches students the importance of giving fair and responsible evaluation or feedback, and to accept feedback positively. Students are exposed to Kouzes and Posner's 5 Leadership Practices Inventory, which our school adopts as part of its Student Leadership Framework.	WELLINGTON PRIMARY SCHOOL