
Principals and Supervisors as Curriculum Leaders

Ms Lim Meow Hwee
Senior Specialist, Pre-school Education

Ms Fuziah Bte Muhamad Taha
Associate, Pre-school Education Branch

Pre-school Education Branch



Ministry of Education
SINGAPORE

Outline

Curriculum Leadership

1 What

2 Why

3 How

What

“The actions the leadership team takes to achieve growth in teaching and student learning.”

Prof Viviane Robinson
MA , PhD (Harv)
Head of School of Education
University of Auckland

What

Active participation “in moving schools forward to provide a learning program that is vigorous and relevant in preparing students for a successful future and that demonstrates results over time.”

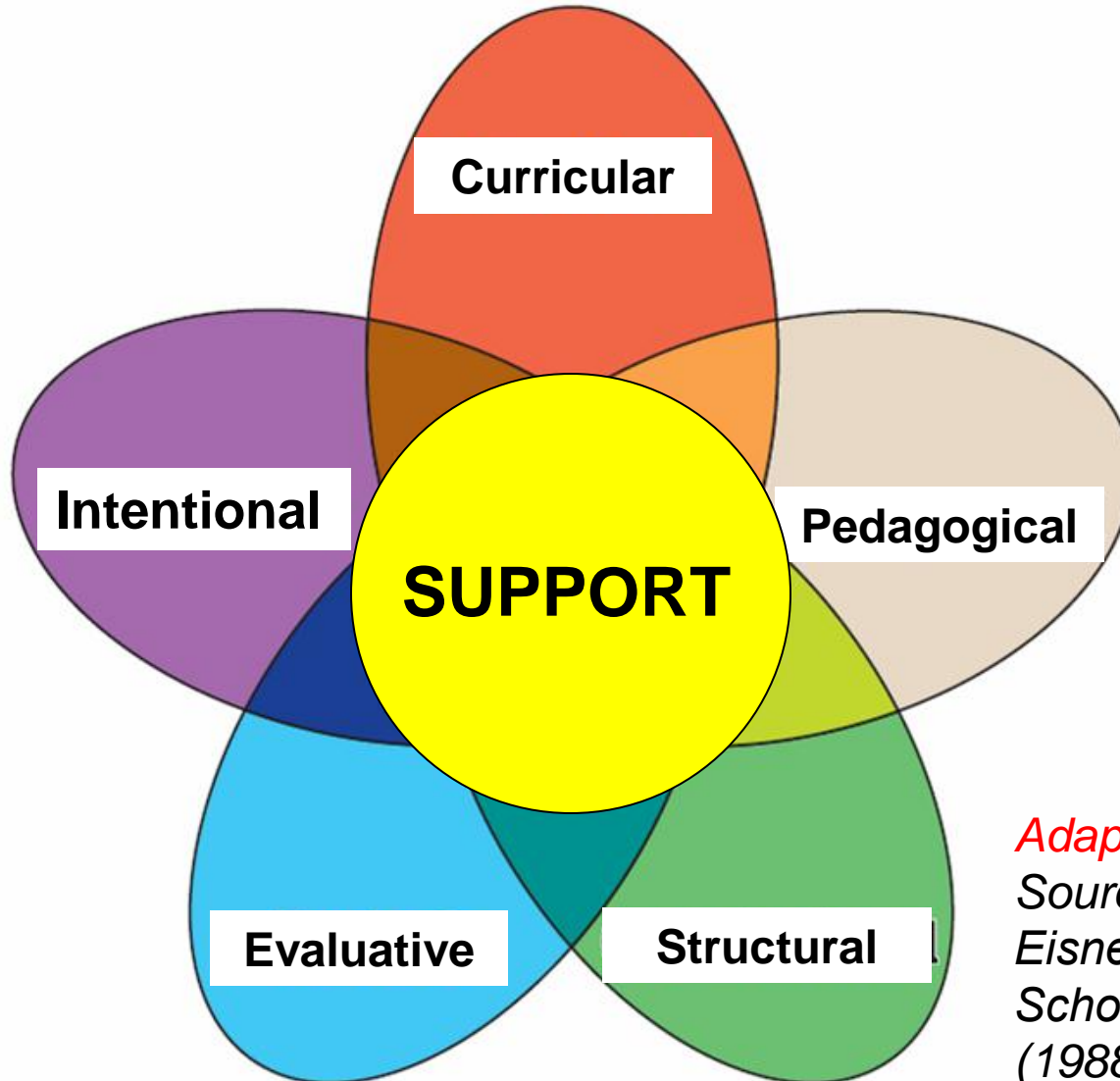
Steven Jay Gross
Professor of Educational Leadership
Temple University College of Education

Why

The more leaders focus their relationships, their work and their learning on the **core business of teaching and learning**, the greater their influence on pupil outcomes.

Prof Viviane Robinson
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How



Adapted from
Source: Elliot W.
Eisner's "Ecology of
Schooling" Framework
(1988).

Dimension 1: Intentional

Establish goals & expectations

Considerations:

- Developing a curriculum vision
- Translating into learning goals/outcomes
- Aligning learning experiences to learning goals/outcomes

Dimension 1: Intentional

Support:

- Setting learning goals/outcomes with staff and other stakeholders
- Communicating learning goals/outcomes to staff and other stakeholders
- Monitoring learning goals/outcomes with staff and other stakeholders

Dimension 2: Curricular

Planning & coordinating the curriculum

Considerations:

- Aligning espoused curriculum to kindergarten's vision
- Contextualising espoused curriculum to meet national requirements and children's needs and interests
- Aligning teaching strategies and assessment to teaching and learning principles (e.g. iTeach)

Dimension 2: Curricular

Support:

- Plan and coordinate the curriculum with teachers
- Monitor the implementation of the curriculum with teachers
- Review the curriculum with teachers

Dimension 3: Pedagogical

Implementing the curriculum

Considerations:

- Teachers' strengths and challenges
 - What they know and can do
 - Which areas they need assistance
 - What they see as barriers to using different approaches and teaching strategies

Dimension 3: Pedagogical

Implementing the curriculum

Considerations:

- Teachers' beliefs / experiences
 - Have an impact on their instructional decisions on what and how their children learn

Dimension 3: Pedagogical

Support:

- Develop a common understanding
- Communicate explicitly expectations for high-quality teaching
- Guide teachers to develop a repertoire of teaching strategies to engage children:

E.g.

- ✓ Questioning techniques
- ✓ Graphic organisers
- ✓ Cooperative learning

Dimension 4: Structural

Strategic resourcing

- Teachers
- Time and Space
- Teaching and learning resources

Dimension 4: Structural

Teachers

Considerations:

- Most important resource

Support:

- Recruit the right people and deploy them appropriately

Dimension 4: Structural

Time and Space

Considerations:

- Teacher's Development

Support:

- Schedule time and venue for
 - Planning
 - Reviewing
 - Sharing

Dimension 4: Structural

Time and Space

Consideration:

- Children's learning

Support:

- Plan daily schedule and physical environment to support curriculum vision

Dimension 4: Structural

Teaching and Learning Resources

Considerations:

- Align selection and allocation to goals
- Appropriateness
- Accessibility

Support:

- Plan the selection of resources with teachers

Dimension 5: Evaluative

Considerations:

- Children's learning outcomes
- Teaching practices

What is needed:

- Documentation
- Self-appraisal tool
- Classroom observation

Dimension 5: Evaluative

Documentation:

- To determine whether learning outcomes for children have been achieved
- To initiate dialogue with teachers on teaching practices

Dimension 5: Evaluative

Self-appraisal tool:

- Using self-appraisal tool to evaluate own curriculum
- Train others to use the tool as well

Dimension 5: Evaluative

Classroom Observation :

- **Purpose:** Coaching/mentoring or staff appraisal?
- **Role:** Who observes and what do they do?
- **Duration and frequency:** How often and for how long? Which part of the curriculum

Key Message

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