Singapore at Independence 1965
Facts and Figures

**FY19 Budget**
S$13.2 billion ≈ 3% of GDP

**Schools**
342 schools
Approx. 455,000 students, more than 33,000 teachers, 2,200 allied educators, 6,400 executive and administrative staff

**Post-Secondary Education Institution**
6 Autonomous Universities (AU), 5 Polytechnics, Institute of Technical Education (ITE)
Approx. 166,000 students, 13,000 teaching staff and 17,000 non-teaching staff
School System of Bridges & Ladders: Multiple Pathways – Choice and Flexibility

- **Primary School (6 years)**
  - **Primary School Leaving Examination**
  - **Specialised Independent Schools (4 – 6 years)**
  - **Integrated Programme Schools (4 – 6 years)**
  - **GCE O-Level / N-Level**
  - **Specialised Schools (4 years)**
  - **Secondary Schools (4 – 5 years)**

- **University (3 – 4 years)**
  - **GCE A-Level / Other Qualifications**
  - **Polytechnic (3 years)**
  - **Junior College (2 years)**
  - **ITE (2-3 years)**

- **Degree (3 – 4 years)**
  - **Diploma**
  - **Skill Certs (3 years)**
  - **Degree, Diploma, Skill Certs**

- **Privately-Funded Schools (4 – 6 years)**
- **Specialised Independent Schools (4 – 6 years)**
- **Integrated Programme Schools (4 – 6 years)**

- **Work & Lifelong Learning**
  - **Special Education**
  - **Alternative Qualifications**
  - **Specialised Schools (4 years)**
  - **Diploma, Degree, Skill Certs**
Phases of Economic and Educational Development 1965-2019

- **Survival Driven**
  - 1960s – late 1970s

- **Industrialisation**

- **Skills/Capital-Intensive**
  - Efficiency Driven
  - 1980s – late 1990s

- **Ability-Based, Aspiration Driven**
  - Late 1990s – early 2010s

- **Knowledge-Based**

- **Innovation-Driven**

- **Student-Centric, Values Driven**
  - Today
“A nation’s wealth in the 21st century will depend on the capacity of its people to learn. Their imagination, their ability to seek out new technologies and ideas, and to apply them in everything they do will be the key source of economic growth. Their collective capacity to learn will determine the well being of a nation.

“We must devise our own solutions, to preserve our own strengths and overcome our own limitations. We will learn and adapt from foreign experiments where useful, but we must chart our own future.”

Prime Minister Goh Chok Tong, 2 June 1997
“...we must ensure that our young can think for themselves, so that the next generation can find their own solutions to whatever new problems they may face.”
Thinking Schools, Learning Nation (1997)
Transforming Singapore Education
Key Levers

• Role of HQ and schools: Top-down support for grounds-up initiative

• School Autonomy vs School Accountability
  Balance: Centralisation vs Decentralisation

• Quality Teachers: The X Factor
  Recruitment, Retention & Development

• A Thinking Curriculum – what, how and how much
Transforming Organisational Culture

- MOE HQ and Schools as Learning Organisations
- Relationship between Schools and MOE HQ
School Autonomy vs School Accountability

• Principal as CEO; selection, development and deployment of principals

• School Cluster System – role of Superintendent, cluster funds, staff development and deployment within cluster

• School Excellence Model - Replacement of School Inspection System with Self-Evaluation System
Quality Teachers: The X-Factor Transforming the Teaching Service

• Attract and Retain Talent - Quantity and Quality
  - Competitive salaries, Career Tracks and Ladders

• Professional Growth and Development
  - Continuous, 100 hours of Learning every year
  - Teacher Ownership and Leadership (Learning Communities, Teacher Academies)

• Ethos and Professional Pride
  - Symbols and Rituals (Compass, Pledge, Code of Practice)
A Thinking Curriculum

What to teach?
• Strong academic foundation; Depth of subject vs inter-disciplinary approach; project work;
• Values, soft skills (through CCA, CIP)

How to teach?
• ICT in classroom ; subject-based teacher training

How much to teach?
• Systematic reduction of content

Supporting Learning
• PRIME – physical infrastructure
Journey of Transforming Schools
Purpose, Process, Provisions

Policies alone not sufficient for success. Implementation of policies equally important.

• Clear purpose and direction (Annual Workplan Seminars), alignment (HQ, schools, NIE)
• Culture-building – empowering relationships (HQ and schools; within HQ; within schools, with parents)
• Communications – constant, widespread (meetings at different levels, school visits) cluster system
• Capacity and capability of system – holistic, multi-faceted, quantity and quality; professional and administrative
End of Part 1
COVID-19

MOE’s Response to Safeguard Our Schools
MOE’s Response to Covid-19

Key Principles

1. Ensure utmost safety of students and educators

2. Adopt timely, evidence-based approach according to evolving developments

3. Be mindful of wider impact of school measures on society, especially families
Precautionary Measures in Schools

January 2020

• Advisory for students and staff to practise good personal hygiene
• Daily temperature taking
• Travel declaration
• Leave of Absence (LOA) for students and staff returning from Mainland China
Temperature Taking
Hand-Washing Routine
February 2020

Additional Measures to minimise big group activities:

• Suspended large group activities eg assemblies, camps
• Staggered recess times
• Co-curricular Activities and after-school programmes may continue, in smaller groups
• Suspended all external school activities and inter-school activities
Mid-March 2020
Singapore schools reopened after the one-week March school holidays

- LOA issued to all students and staff who have returned from overseas travel
- Fixed exam-style seating for primary 3 students and above, and fixed group cluster seating for primary 1 and 2 and MOE kindergarten students
- Wipe-down routine in classrooms
- Assigned seating and wipe-down routine in canteens
- Assigned play areas for students to play in reduced group sizes
- Primary school students staying in the same household as a person who has returned to Singapore from overseas placed on 14 days LOA
- Staggered dismissal times to reduce congestion of students
- Suspension of all Co-Curricular Activities and inter-school activities
Safe Distancing
Assigned Classroom Seating
Safe Distancing
Assigned Seating in Canteen
“Bye Bye Virus” Lesson Package
Super Heroes

- Wipe Up Wilson
- Virus Screener Varun
- Mask Up Mai Mai
- Super Soaper Safiy
- Hands Down Hand
- Hands Off Your Face So Germs Have No Place!
- Together We Keep Singapore Strong

The Soaper 5
April 2020

• From 8 April, all schools shifted to full Home-Based Learning until 4 May 2020, in alignment with the national Circuit Breaker measures to further enhance safe distancing.

• All school-based Mid-Year examinations cancelled.
Home-Based Learning
Parental Guidance for Young Children
Home-Based Learning
Online Physical Education Lesson
Home-Based Learning
Teacher Improvisation
Together We will Overcome!