

2024 TLW Proposal Submission Infosheet

Thank you for your interest in contributing to the learning of the fraternity! Your contribution will foster a stronger teacher-led culture of professional collaboration and excellence. This information sheet serves to support you in your application for a TLW.

Segments (Hyperlink to respective segments):

1. [Detailed structure and recommended flow of TLWs](#)
2. [Detailed timeline for application](#)
3. [Preparatory worksheet for application](#)
4. [Link to submit 2024 TLW Proposals](#)

1. Detailed structure and recommended flow of TLWs



[OVC TLW] Online via videoconferencing TLW

Timing	Activity	Duration
2.00 p.m. – 2.30 p.m.	Set up and troubleshoot VC session	30 min
2.30 p.m. – 2.40 p.m.	Participants join VC session	10 min
2.40 p.m. – 3.30 p.m.	Workshop (Part 1)	50 min
3.30 p.m. – 3.40 p.m.	Break	10 min
3.40 p.m. – 4.45 p.m.	Workshop (Part 2)	65 min
4.45 p.m. – 5.00 p.m.	Participants' Reflection & Evaluation	15 min
5.00 p.m. – 5.30 p.m.	Post-workshop Discussion for Teacher Facilitators	30 min

[F2F TLW] Face-to-Face TLW

Timing	Activity	Duration
2.00 p.m. – 2.30 p.m.	Set up at physical venue	30 min
2.30 p.m. – 2.45 p.m.	Participants Registration & Tea	15 min
2.45 p.m. – 3.50 p.m.	Workshop (Part 1)	65 min
3.50 p.m. – 4.00 p.m.	Break	10 min
4.00 p.m. – 4.45 p.m.	Workshop (Part 2)	45 min
4.45 p.m. – 5.00 p.m.	Participants' Reflection and Evaluation	15 min
5.00 p.m. – 5.30 p.m.	Post-workshop Discussion for Teacher Facilitators	30 min

[e-TLW] e-learning TLW (on OPAL2.0)

Component	Contents
Pre/Post-Reading/Resources	<ul style="list-style-type: none"> • Theoretical readings • Lesson resources
Video or Speaker segment	<ul style="list-style-type: none"> • Introduction • Demonstration • Sharing • Conclusion
Interactive text segment	<ul style="list-style-type: none"> • Reading • Flowchart • Assessment • Summary
Consolidation of learning	<ul style="list-style-type: none"> • Reflection • Feedback and evaluation

2. Detailed timeline for application

Date	Activity	Description
8 May 2023(Mon)	Call for Proposals	This information sheet should be followed closely to guide you in your application.
17 Aug 2023 (Fri)	*FINAL* Deadline for application submission	The Google Form for application will be deactivated and submitted proposals would be evaluated.
Mid Nov 2023	Announcement of successful and unsuccessful applications	<p>Successful applications should improve on their facilitation plan and materials based on input from the evaluators for their TLWs in 2024. Facilitators would also work to fulfil the administrative instructions from the AST TLW team.</p> <p>Unsuccessful applications should work on the feedback from the evaluators for future applications to conduct TLWs.</p>
Mid Feb to Mid Sep 2024	Conduct of TLWs for successful applications	<p>Master Teachers (MTTs) or AST Officers will be appointed as a Professional Development (PD) Friend to facilitators.</p> <p>A PD Friend will</p> <ul style="list-style-type: none"> enhance facilitators' knowledge on curating PD for teachers through sharing on the Knowles' Adult Learning Principles and Design Principles for Effective PD, grow facilitators' professional competencies and confidence in conducting workshops, and facilitate the process for facilitators to think deeper about their facilitation processes and impact on the participants.

3. Preparatory worksheet for application

Applications to conduct Teacher-led Workshops would be accepted through the Google Form link (<https://go.gov.sg/2024tlw-application>). Please ensure that you have the following documents on hand to upload through the Google Form to complete the application:

- Completed 2024 TLW Facilitation Plan Template (in **.doc** or **.docx** format only)
- Existing presentation slides used for previous sharing (in **.PDF** format only).

As the Google Form would take about 15 minutes to complete, you may wish to make use of this preparatory worksheet (which serves to simulate the Google Form) to prepare the required details to complete the application. You may refer to the Annexes at the end of this document to help you in your submission.

Questions	Remarks
Eligibility Criteria to Conduct Proposed TLW	
Have you obtained your Principal's approval to conduct a Teacher-led Workshop in 2024? <input type="checkbox"/> Yes <input type="checkbox"/> No	Please note that the application would not be accepted if approval has not been obtained.
Which platform(s) was the proposed TLW previously shared at? <input type="checkbox"/> School (e.g., Staff Learning Day, Staff Meeting etc.) <input type="checkbox"/> Cluster (e.g., Cluster Subject Sharing, Zonal Meeting etc.) <input type="checkbox"/> Conferences (e.g., Teachers' Conference/Excel Fest, Overseas Conferences etc.)	Please check all that apply for your proposed TLW. <i>Please note that proposed TLWs should have been <u>minimally shared at school-based or cluster-based platforms</u>.</i>
Particulars of Main Facilitator (MF)	
Salutation of MF <input type="checkbox"/> Mr <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/> Mrs <input type="checkbox"/> Mdm <input type="checkbox"/> Dr	
Full name of MF (as in NRIC/OPAL2.0)	Please ensure that the name appears as in MOE records.
Official Email of MF (CES Outlook Email)	Please ensure that this email address is monitored regularly.
Mobile Number of MF	
School of MF	

Details of Proposed TLW	
Title of TLW	
Objectives for Proposed TLW Please begin with <i>"At the end of this TLW, (Level and Subject) teachers would be able to:"</i>	There should be at least two objectives for your proposed TLW. Maximum 100 words.
Synopsis for Proposed TLW	Maximum 100 words.
Main Subject/Focus Area for Proposed TLW (select one) <ul style="list-style-type: none"> • Art • Biology • Character and Citizenship Education (CCE) • Computing & Computer Applications • Chemistry • Chinese Language • Design and Technology • Economics • Educational Support • English Language • English Literature • General Paper • Geography • High Ability Learners • History • Malay Language • Mathematics • Music • Nutrition and Food Science • Physics • Physical Education (PE) • Principles of Accounts⁴ • Professional/Staff Development⁴ • Science (Primary/Lower Secondary)⁴ • Social Studies • Special Educational Needs (SEN) • Tamil Language 	Your proposed TLW would be evaluated based on the selected main subject/ focus area, based on the content of your proposed TLW.

Additional Focus Area for Proposed TLW (if applicable) <ul style="list-style-type: none"> • Applied Learning Programme (ALP) • Assessment Literacy • E-Pedagogy/EdTech • Learning for Life Programme (LLP) • Singapore Teaching Practice • STEM Education • Sustainability • 21st Century Competencies (21st CC) 	Optional. You may select more than one additional area if applicable.
Level for Proposed TLW <div> Primary Secondary Junior College/ Centralised Institution </div>	
Additional Levels applicable <div> Primary Secondary Junior College/ Centralised Institution </div>	Optional
If your proposed TLW is applicable for an additional level, please share with us the reasons.	This question is optional if no additional levels were chosen.
Detailed Theoretical Underpinnings and Pedagogical Approaches/Strategies/Skills	Maximum 300 words.
Evidence of Student Learning Please provide examples of how this pedagogy/assessment/strategy has worked in your classroom.	Maximum 200 words.
READ@Academy Library E-list Resource Please provide a list of topic(s) and/or keywords related to your proposed TLW.	AST would provide an e-list of READ@Academy Library resource should your proposed TLW be accepted. Please separate the terms with a semi-colon (;).
Submission of Facilitation Plan for Proposed TLW	Please complete the 2024 Facilitation Plan Template and ensure that this file is submitted in the format of a .docx or .doc file as evaluators will use this document during their evaluation.
Submission of Slide Deck Used Previously for Sharing	Please submit a .PDF version of your existing slides.



Proposed Mode of TLW	
Proposed Mode of TLW [OVC TLW] Online via videoconferencing [F2F TLW] Face-to-face (Skills-based or Location-based only) [e-TLW] Asynchronous e-learning package mounted on OPAL2.0	Please note that [OVC TLW] remains as the preferred mode of TLW in 2024. If you would like to propose a [F2F TLW] or [e-TLW] , please ensure that the reason(s) are shared in the facilitation plan to assist in the evaluation of the proposed TLW.
Face-to-Face (F2F) TLW	
Please provide your reasons for proposing F2F TLW.	
Proposed Location for F2F TLW <ul style="list-style-type: none"> • AST Training Room (with Internet access) • AST IT Room with up to 20 Laptops (Recommended for TLWs who requires specialised software) • Facilitator(s) School 	Please select a choice of location for F2F TLW. Please note that AST IT Room should only be chosen if specialised software installation is required.
For F2F TLWs to be conducted in Facilitator's School	
Please provide the reason(s) for proposing to conduct F2F TLW in facilitator's school.	
Please indicate the full address and venue within the school.	Facilitators should ensure that they are able to use the venue for the proposed dates. Please indicate full venue within the school Example: XYZ Secondary School XX ABC Street X Singapore 123456 BLK A, Level 2, ABC Room.
For F2F TLWs to be conducted in AST IT Room	
Please specify the software required for pre-installation on the laptops.	
Proposed Dates for OVC/F2F TLW	
Please select one preferred date for each term for the AST TLW team to consider in scheduling your OVC/F2F TLW.	
(For [OVC TLW] and [F2F TLW] only)	
Preferred Date in Term 1 27 Feb (Tue) 29 Feb (Thu) 1 Mar (Fri) 5 Mar (Tue) 7 Mar (Thu)	

<p>Preferred Date in Term 2</p> <table> <tr><td>19 Mar (Tue)</td><td>23 Apr (Tue)</td></tr> <tr><td>21 Mar (Thu)</td><td>25 Apr (Thu)</td></tr> <tr><td>22 Mar (Fri)</td><td>26 Apr (Fri)</td></tr> <tr><td>26 Mar (Tue)</td><td>30 Apr (Tue)</td></tr> <tr><td>28 Mar (Thu)</td><td>2 May (Thu)</td></tr> <tr><td>2 Apr (Tue)</td><td>3 May (Fri)</td></tr> <tr><td>4 Apr (Thu)</td><td>7 May (Tue)</td></tr> <tr><td>5 Apr (Fri)</td><td>9 May (Thu)</td></tr> <tr><td>11 Apr (Thu)</td><td>10 May (Fri)</td></tr> <tr><td>12 Apr (Fri)</td><td>14 May (Tue)</td></tr> <tr><td>16 Apr (Tue)</td><td>16 May (Thu)</td></tr> <tr><td>18 Apr (Thu)</td><td>17 May (Fri)</td></tr> <tr><td>19 Apr (Fri)</td><td>21 May (Tue)</td></tr> </table>	19 Mar (Tue)	23 Apr (Tue)	21 Mar (Thu)	25 Apr (Thu)	22 Mar (Fri)	26 Apr (Fri)	26 Mar (Tue)	30 Apr (Tue)	28 Mar (Thu)	2 May (Thu)	2 Apr (Tue)	3 May (Fri)	4 Apr (Thu)	7 May (Tue)	5 Apr (Fri)	9 May (Thu)	11 Apr (Thu)	10 May (Fri)	12 Apr (Fri)	14 May (Tue)	16 Apr (Tue)	16 May (Thu)	18 Apr (Thu)	17 May (Fri)	19 Apr (Fri)	21 May (Tue)							
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<p>Preferred Date in Term 4</p> <p>10 Sep (Tue) 12 Sep (Thu) 13 Sep (Fri)</p>																																	

Particulars of Co-Facilitators 1 (CF1)	
Salutation of CF1 <div> Mr Miss Ms Mrs Mdm Dr </div>	
Full name of CF1 (as in NRIC/OPAL2.0)	Please ensure that the name appears as in MOE records.
Official Email of CF1 (CES Outlook Email)	Please ensure that this email address is monitored regularly.
Mobile Number of CF1	
School of CF1	
Particulars of Co-Facilitators 2 (CF2)	
Salutation of CF2 <div> Mr Miss Ms Mrs Mdm Dr </div>	
Full name of CF2 (as in NRIC/OPAL2.0)	Please ensure that the name appears as in MOE records.
Official Email of CF2 (CES Outlook Email)	Please ensure that this email address is monitored regularly.
Mobile Number of CF2	
School of CF2	

4. Link to submit 2024 TLW Proposals

Please fill in the Google Form using the link <https://go.gov.sg/2024tlw-application>.

Annex A: Resources for Facilitators

What is a Synopsis?

The synopsis of your proposed TLW should provide a concise summary of your pedagogy/approach to encourage teachers to sign up and attend your TLW. The synopsis will be put up in OPAL2.0 for publicity purposes.

The synopsis should be in continuous writing, and should contain the following:

- Statement of the purpose/objectives of the workshop (reason/aim)
- Succinct description of the study or practice providing context/background, methods/approach, summary of results (analysis and challenges/limitations)
- Clear description of the deliverables for the participants (e.g., resources etc.)

The synopsis should be no more than 100 words. Please refer to the samples for an example of effective synopses.

Guidelines for Writing an Effective Synopsis

Applications should follow these guidelines for consistency.

- Appealing: Why should participants register for your workshop?
- Concise: No excess words or unnecessary information
- Clear and coherent: Readable, well-organised and not too jargon-laden
- Coherent: Flows smoothly between the parts
- Use active (rather than passive) voice wherever possible.
e.g., “The approach tested” rather than “It was tested in this approach”
- Use third-person perspective (i.e., refrain from using “I”, “we”, “my”, “our”).
- Use grammatical sentences:
 - Use present tense to describe an initiative currently in use.
 - Use past tense when referring to a practice in the past.
 - Use future tense when referring to what the presentation will be like.
- Use British spelling. For example, use “programme” in place of “program”.
- Numerals must be in words for numbers less than ten, and also at the start of a sentence.
- All the first letters of the title must be in upper case. Use colons rather than dashes.
- Use “students” rather than “pupils”.
- Use words in full. For example, use “secondary three”, rather than “sec 3”.
- When reference is made to published studies, state the year of the study in brackets.
- Do not use “etc”.
- Use superscript ‘st’, e.g., as in “21st century”.
- Subjects should be spelt in small caps unless when referring to languages, are proper nouns, or are in titles.
- Use single quotation marks, and not double, unless quoting speech or source text.



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Sample A: Synopsis and Application Form

Workshop Synopsis <i>(Maximum 100 words)</i>	<p>As teachers teaching art at the primary school level, it is important to find ways to develop the curiosity and confidence of students. Using the Social Constructivist approach, lessons involving exploratory and collaborative learning were carried out. These lessons empowered students to be self-directed and confident learners and engaged them in independent and collaborative learning. Participants will take away ideas of how they could adapt these lesson resources for use in their classrooms.</p>
Workshop Objectives <i>(Maximum 100 words)</i>	<p>Please indicate at least two objectives. At the end of this workshop for <u>primary art</u> (level and subject) teachers, participants will be able to</p> <ul style="list-style-type: none"> • guide their students to explore and experiment with paper and other everyday materials to create interesting structures, and • use their art-making experiences to design and plan art lessons that engage students in exploratory and collaborative learning.
Detailed Theoretical Underpinnings and Pedagogical Approaches/ Strategies/Skills <i>(Maximum 300 words)</i>	<p>Using the Social Constructivist approach, the art teacher takes on the role of a facilitator rather than an instructor. Our lessons aim to</p> <ul style="list-style-type: none"> • engage learners through exploratory and collaborative activities, • promote curiosity and critical thinking through questions rather than instructions, • provide a safe and engaging learning environment for learners to derive personal meanings and make connections with others, and • encourage learners to be active participants in their learning process.
Evidence of Student Learning Outcome(s) <i>(Maximum 200 words)</i>	<p>The 'Paper and Structures' lessons were conducted in a primary one and two primary six classes in 2018. Students were observed to be highly engaged in the exploratory approach to experiment with ways of constructing paper structures, with evidence of rich student-student and student-teacher interaction. The variety of interesting structures constructed reflected the confidence of these learners and the success of the Social Constructivist approach in the teaching of art. A session conducted for primary school art teachers using a similar approach reaped similar benefits as those seen in the classrooms.</p>



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Sample B: Synopsis and Application Form

Workshop Synopsis (Maximum 100 words)	With the advent of full home-based learning (FHBL), literature teachers lost the space in which to hold discussions about the texts being taught and monitoring reading and understanding of the texts is a challenge. However, with meaningful design and implementation of assessment for learning (AfL) across different platforms, literature teachers can continue to hold productive conversations with students. Participants will go away with ideas about AfL, particularly in the FHBL context, and have the opportunity to explore ways in which to adapt the AfL strategies for their own virtual literature classroom.
Workshop Objectives (Maximum 100 words)	Please indicate at least two objectives. At the end of this workshop for <u>secondary literature</u> (level and subject) teachers, participants will be able to <ul style="list-style-type: none">• examine their existing AfL practices and update them for FHBL, and• collaborate with other literature teachers to develop new and creative ways to provide feedback for student learning.
Detailed Theoretical Underpinnings and Pedagogical Approaches/ Strategies/Skills (Maximum 300 words)	Assessment for Learning is an approach to teaching and learning that creates feedback for students to improve their learning outcomes. When teachers skilfully plan tasks to close the gap between their students' current situation and where they are headed, students <ul style="list-style-type: none">• become more involved in their own learning; and• gain confidence in the learning process.
Evidence of Student Learning Outcome(s) (Maximum 200 words)	The FHBL took place in 2020 between April 8 and May 4, during which literature lessons were conducted twice a week for secondary two students on <i>To Kill a Mockingbird</i> by Harper Lee. Students were observed to be highly engaged across the different tasks and assignments, with evidence of rich student-student and student-teacher interaction. The quality of these interactions implies some degree of successful self-directed learning. When the strategies were shared with the wider English and humanities departments, teachers reported similar success in their respective virtual classrooms.



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Checklist for Facilitation Plan

The checklist below serves as a guide in crafting the facilitation plan. You could check the corresponding points if the facilitation plan shows evidence for the respective descriptions.

S/N	Guiding Questions	Tick if shown <input checked="" type="checkbox"/>
1	Are the workshop objectives clearly articulated?	
2	Are the planned activities aligned with the workshop objectives?	
3	Are the planned activities sufficiently described in the facilitation plan to meet the learning needs of the target audience?	
4	Are there opportunities to activate participants' prior knowledge?	
5	Are there opportunities for participants to reflect on their learning/ teaching practice?	
6	Are there opportunities for participants to make sense, and apply and adapt the new knowledge and for their own use?	
7	Are the planned activities varied in the modes of interaction? (e.g., lecture, group work, self-assessment and reflection) Are the details clearly captured in the facilitation plan?	
8	Does the workshop provide avenues for skilful use of ICT to support the varied modes of interaction?	
9	Are the prepared resources able to support the participants' learning?	
10	Is there thought given to the optimal use of the learning space and mode? (e.g., seating arrangement for face-to-face workshop, Zoom/Google Meet functions for online session, and time spent in-seat for e-TLW)	



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