

Supporting Partner:



Submission Form of 2014 SEAMEO-Japan ESD Award Theme: Fostering Global Citizenship for Sustainable Future

The last day for submission of entries: 15 September 2014

- To participate in the 2014 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Fostering Global Citizenship for Sustainable Future" by using this Submission Form.
- The **digital format of this Submission Form** can be downloaded from the SEAMEO website: www.seameo.org or requested by sending an email to: seameojapan.award@seameo.org.
- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 13-15 of this document.
- Schools must ensure that the SEAMEO Secretariat receives their entries by **Monday 15 September 2014**.
- More information, please contact the SEAMEO Secretariat, Bangkok (telephone number: +662 391 0144, fax number: +662 381 2587 and email address: seameojapan.award@seameo.org)

PART I: Details of Your School

1. Name of your school: Fairfield Methodist School (Primary)
2. Full address: 100 Dover Road
3. Postcode: Singapore 139648
4. Country: Singapore
5. School's telephone number (country code+city code+telephone number): 65-67788431
6. School's fax number (country code+city code+fax number): 65-67762948
7. School's email Address: fmsp@moe.edu.sg
8. Name of the Head Master/ Principal/ School Director: Mrs Chaillan Mui Tuan
9. Name of Teacher Coordinator: Mrs Lim Wei Wei
10. Email address of the Coordinator: chua_wei_wei@moe.edu.sg
11. School website (if available): <http://fmsp.moe.edu.sg>
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): Primary 1 - 6

13. Number of teachers in your school: 120
14. Number of teachers participated in this programme: 10
15. Number of students in your school: 1600

PART II: Information about the School's Programme

The information of part II from no.1 to 13 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

Radio Capsules for Primary 4

2. Summary of the programme (a half to one page A4)

The Radio Capsules is a programme that the Primary 4 students undertake as part of their 6-year oracy programme in Fairfield.

Through Radio Capsules, students craft their own script from research and interviews conducted, make comparisons with that of the Singapore and present it as an information and entertainment radio snippet. They also have a chance to speak to a native citizen of a particular country, gather information that is not widely available from the internet and other readings and in the process, learn more about this particular country too. One of the significant outcomes was that students had meaningfully internalized the presence of these countries. Though we celebrate International Friendship Day and have introduced countries from the ASEAN community to them, the learning and understanding of a member country through the programme provides a deeper insight for the students.

By introducing students to members from ASEAN, we hope to bring up a greater awareness of the cultures, lives and presence of our neighbours. As these are only Primary 4 students, their lives mostly revolve around their families and school. When they have to study and discover more about ASEAN, they learn to appreciate what these countries have and what they possess in Singapore as well. We also hope that these students learn about respect, empathy and gratitude through this programme.

At the end of this programme, students will enjoy the productions of their friends from a different class. The diversity of their output is celebrated when another class will vote for the best Radio. They will also hear about the different topics on a country.

The teachers and the school have found this to be a meaningful programme as it not only educates students about member countries of ASEAN, engages them in their learning, it also has brought colour and diversity through the visit of these teachers.

3. Background information or reasons why the school created this programme

The programme was created to engage our learners in their development of language fluency when the school first drew up its own 6-year oracy programme. The school had built a media centre for video and radio production. The media centre had a Radio studio in it. Hence, the programme was a step-up before students become a Radio Deejays for the school.

The Primary 4 Radio Capsules had undergone a few refinements since its inception. When it was first started, students were given a list of topics (on daily life) that they could work on for their podcasts. Then, when the school started its Stellar Programme, which is a nationwide English curriculum, the department decided to make it a Radio Theatre as pupils were doing Reader's Theatre in Primary 3.

In 2013, there was feedback from Primary 5 teachers that they hope that there would be some form of bridging in the oracy programme at Primary 4 to Primary 5 such that Debates would not seem like foreign and daunting task to the students. As the stories for Radio Theatre is fictional, the department

suggested to change the topics for the Radio Capsules to something non-fiction.

It was also a timely feedback as there was a teacher who had just rejoined the school after her stint at another organization. Using her network and understanding of both institutions, she linked up both institutions who were happy to collaborate. It was a win-win partnership as students had a chance to interact with teachers from other countries and these teachers got to visit a Singapore school and observe a lesson in progress.

4. Objectives/goals of the programme

The programme aims to:

1. provide students with an opportunity to interact with a native citizen from ASEAN
(There is little opportunity for students to visit other ASEAN countries due to their age. Even if they do visit, only a small number of students would be provided that opportunity. Therefore, the school has leveraged on a wonderful opportunity to invite teachers from the region to interact and share with our students)
2. build up research skills through internet research and conducting interviews
(As the students work on the project, they will need to look up more information about the country, find out what is different and similar to Singapore. They will need to access a few sites and evaluate the authenticity of the data. Learning how to craft interview questions is also a pre-research skill. Applying the questions and learning how to listen and ask follow up questions are research skills that they will be able to use for a lifetime.)
3. develop confident and articulate speakers
(In groups of fives and sixes, they have to speak to a complete stranger from another country. This requires confidence and courage and is good exposure for our students. They also need to speak well so that they could be heard and understood. The opportunity provided was an authentic learning experience where students and self-regulate their communicative skills and it was non-threatening as they had the support of their classmates.)

5. Core competencies of students (e.g. knowledge and understanding, cognitive skills, non-cognitive skills and behavioural capacities) that the school aims for within the programme.

Through this programme, students will:

1. Learn the different types of questions
(Students learn about closed-ended and open-ended questions)
2. Draw up a list of questions for interviews
(Students craft interview questions using 5W1H and listing down questions that they wanted to find out about on their chosen topic)
3. Pronounce and Enunciate their words clearly
(Students learn about end consonant sounds and “ed” sounds)
4. Show empathy for diverse cultures
(Students learn to appreciate how our neighbours are different and how we are also similar. They also learn to appreciate the strengths of our neighbours)
5. Work in groups
(Students collaborate in groups to craft their scripts)
6. Produce a radio script
(Students use all the information that they have gathered to write a story or facts to share with their friends)

6. Period of the time when the programme was or has been implemented

1 July 2014 – 4 Sep 2014

7. Activities (Actions and strategies of implementation)

1. Discussion with all Primary 4 English teachers on the feasibility of plan.
(Project i/c mooted the idea of inviting teachers from ASEAN into the school and the topics that students could work on. Teachers were receptive to the idea and Project i/c started work on collaboration)
2. Seeking support from partner organization
3. Drafting lesson plans and activities
(Teachers decide areas of focus that would help students to craft their scripts and read them out audibly. Project i/c crafted the lessons and sought feedback from the team.)
4. Planning visitation of teachers and conduct of interviews
(Project i/c arrange schedule of visitation and schedule of interview sessions)
5. Conduct of lessons, refinement of lessons
6. Briefing of school to ASEAN teachers
(A briefing was conducted for the ASEAN teachers on what to expect when they visit the school and what the school and students will be like so that they would be prepared)
7. Briefing Primary 4 English teachers on structure of visit and interviews
8. Working on scripting by Primary 4 students
9. Rehearsing for recording
10. Recording of Radio Capsules
(Students record their scripts at the Black Box which was set up in 2008. Equipment included microphones and recording equipment)
11. Playback for students' enjoyment
12. Selection of best class capsule

8. Teaching and learning methodologies that the school applies for promoting the core competencies as identified in number 5

1. Crafting Interview Questions

Crafting interview questions is one of the research skills all Primary 4 pupils had to be trained. They were taught using a variety of methodologies including direct teaching, role-plays and games.

2. Pronunciation

A booklet was compiled that focuses on end consonants and intonation. Students practice 'd', 't', voiced 'ed' and unvoiced 'ed' sounds. Students also had a tongue twister competition which helps them to articulate clearly and in unison.

3. Collaboration and Creative Writing

Students appreciate the different cultures in their writing as they highlight what was unusual or different in the country. They also make comparisons of their findings with that of Singapore's. Students wrote their scripts using 'part-whole' approach. Each member in the group writes a part of the script and then check it together to ensure that the parts are still seamless in flow of ideas.

The students appreciate the effort that each individual makes in producing a whole product. As they listen and enjoy their Radio Capsules, they learn that they can achieve much through team

work.

4. Research and Use of ICT

Use of ICT was also prevalent in the research and writing stages. Students use iPad to conduct their research and ensure accuracy in their writing. They also use iPads to do an initial recording prior to studio recording. This will cut down reading hesitations and allow them to check for their own expressiveness.

5. Thinking Skills

Through research, students had to comprehend and synthesize the information they read with what they would like to find out from the teachers. After interview, students had to decide the critical pieces of information to be included into their script. Students had to compare and contrast between Singapore and the country they were writing about and make conclusions on their learning. The entire production engages them in critical thinking.

9. Partnership, community participation and international connection (Details of partners, their roles and activities that they have involved)

SEAMEO RELC was invited to work with the school as they provide scholarships to teachers from ASEAN. The school wanted to provide our students with an opportunity to meet citizens from the ASEAN community and leveraging on the study stint of these teachers, it was a timely partnership.

By opening our school to the visitation of these teachers, our students are able to have a focused interaction with the teachers and find out more about the culture and lives of the people in the ASEAN community.

For the teachers, they would have gained insight into the classes of Singapore as well as interact with our students.

For this project, ASEAN teachers were briefed about the school, educational system in Singapore and the activities planned for them prior their visit.

On the day of visit, they observed two classes of Primary 3 and a class of Primary 1. Then, they were divided up into their countries so that groups of 5 to 7 students can ask them about their countries, culture and lives.

Our classes were scheduled to meet the teachers at twenty minute intervals. Each group had twenty minutes to find out all the information they wanted. Pupils were told not to ask for information that they could easily look it up on the internet.

10. Monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

The level had weekly English meetings and the teacher's progress and class progress was discussed at each meeting. Lesson clarifications and refinements were made along the way.

More scaffolding in writing the script was provided when students were found to have some difficulty in writing their own scripts.

Suggestions to help students prior recording was also made at these meetings. Hence, iPads were used by the students prior recording for clearer articulation and better fluency.

Summary of results:

1. All groups involved in the programme produced a Radio Capsule.
2. Each class has at least one Radio Capsule of the following countries:
 - a. Indonesia
 - b. Lao PDR
 - c. Malaysia
 - d. Myanmar
 - e. Thailand
 - f. Vietnam
3. Every child in the level had some reading parts and had been assessed on their oracy skills.
4. Students found the programme enriching and enjoyable. They were proud of their work.

11. Resources used for programme implementation

1. School's media centre for recording
2. Customised lesson plans for teachers
3. Customised powerpoint presentation for student's viewing
4. Internet podcast
5. Previous radio capsules produced by the school

12. Benefits/Impacts/ positive outcomes of the programme to students, school and community

1. **Holistic Development**

Fairfield uses a variety of tools in assessing its students. Unlike traditional pen and paper assessment, the programme allows for a more holistic development of our students. Primarily, it assesses pupil's level of confidence in public speaking, teamwork and creativity.

2. **Creative Writing**

This programme has also allowed pupils to explore and engage in creative writing. The pieces generated are very much their own work as they decide the topics and area of focus. As the script is written by them and the subject is of interest to the students, there is a strong voice in their writing. There is also a variety of writing and presentation styles in both their scripts and writing.

3. **Participation in Language Arts**

The programme has also exposed pupils to language arts. They could see how English is used to create products for the enjoyment of others. Most pupils understand the importance of speaking clearly and expressively for broadcast.

4. **Appreciating Cultural Diversity**

The programme has generated a greater awareness of the Singapore's neighboring countries among the students through their research and interviews. As they make comparisons in their studies, they are able to appreciate the differences between Singapore and their neighboring countries. As the teachers visited Fairfield in their colourful traditional costumes, students from other levels were also exposed to the cultural festivity represented by the teachers.

5. **Engaged Learning**

Lessons planned were engaging as it uses a variety of methodologies to bring concepts across. Students could use knowledge learnt in the pronunciation booklet. Students were very excited to meet the teachers from the different countries.

13. Plan for sustainability and plan for the future

Plan for sustainability:

This programme is one of the school's key English programme. Hence, further refinements would be made to ensure its relevance and that it continues to engage students while providing them with a platform to find out more about our neighbours. The programme will be sustained in the following ways:

1. Continued partnership with RELC
Leveraging on the presence of scholars when they are in Singapore for their courses, the school will continue to invite them for an interaction session with our pupils.
2. Improved lesson plans
Teachers were less intimidated to conduct the lessons as there were lesson plans and worksheets made available for their use. The English Department would continue this practice and enhance the lessons based on teachers' feedback for the next year.

Plan for the future:

1. Wider audience for the podcasts
The English Department will make readily available its podcasts for broadcast during International Friendship Day to the whole school so that there is a wider audience. Also, plans are in place to have the best 3 pieces uploaded on the school's website for the listening pleasure of our parents and stakeholders.
2. Integrating ICT
Students will have a greater ownership in their production when they are able to create the podcast entirely from scratch. The school has the software and the resources to make it happen. Scheduling of the lessons will be done and plans will be made to allow students the flexibility of recording themselves and adding in their sound effects for greater listening pleasure.

14. List of attachments such as a copy of the school operational plan, learning/ teaching materials, samples of student worksheet, manual, etc. If the attached materials are in the local language, please provide a brief description in English language.

- Attachment 1) Lessons Plans 1,2,3
- Attachment 2) Visit Programme and Schedule of ASEAN teachers
- Attachment 3) Completed best recordings of each class
- Attachment 4)
- Attachment 5)
- Attachment 6)

15. Photos related to the activity/programme (Maximum of 6 photos with captions in English)

Photo1



Visiting teachers observing a recess break in Fairfield and posing some questions to the English HOD, Mrs Cecilia Lee.

Photo 2



A teacher observing a Primary class in session.

Photo 3



A teacher from Lao PDR at an interview session with one group of students.

Photo 4



A teacher from Myanmar answering questions posed by the students.

Photo 5



Students coming prepared with their list of questions for the teachers from Malaysia

Photo 6



The school's Student Ambassadors bringing the teachers from Myanmar on a trail around the school and explaining some of the school's programmes as well.