



**MEDIA RELEASE**

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### **9 TEACHERS AWARDED THE INSPIRING TEACHER OF ENGLISH AWARD 2012**

1. Nine English teachers from Primary and Secondary schools were awarded the Inspiring Teacher of English Award this year. The winners received a trophy, certificate and cash award from the Guest-of-Honour, Mr Lawrence Wong, Senior Minister of State, Ministry of Education and Ministry of Information, Communications and the Arts at the award ceremony today. A complete list of winners can be found in the Annexes.
2. The Inspiring Teacher of English Award, now in its fifth year, is jointly presented by the Speak Good English Movement and The Straits Times, and supported by the Ministry of Education. The Award honours exceptional teachers of English Language, English Literature and General Paper.
3. Since the Award started in 2008, a total of 37 teachers from the Primary, Secondary and Junior College levels have been recognised for their passion in making English interesting and their unique ability to kindle in each student a love for the language.
4. Recognising the important role teachers play as role models, Mr Goh Eck Kheng, Chairman of the Speak Good English Movement, said, "Teachers should set the tone of spoken English in school by using Standard English when they speak with colleagues – and not just students – even in informal situations."
5. This year, 63 teachers were nominated by their students, parents, or their peers, and endorsed by their principals. All nominated teachers will receive certificates of commendation.
6. On the awardees, Senior Minister of State Lawrence Wong said, "No matter how creative or engaging the teaching approach used, teaching must be founded upon one fundamental quality: teachers who care for every child under their charge. Each of the award winners possesses this quality. Each is a caring teacher who uses creative teaching methods to engage students in their

learning. Each, in their own way, has put the needs of their students at the centre of their approach to teaching, and channelled students' learning of language and literacy development into meaningful and absorbing activities."

7. "I work in a classroom of learners and one of the learners is me." With this belief, Ms **Rosvinder Kaur** is motivated to step into the classroom at Eunost Primary School every day. Rosvinder comes from a family of teachers and has been nursing her teaching aspirations since she was seven years old. Besides advocating the use of ICT to engage her IT-savvy pupils, Rosvinder also encourages peer assessment in class. She finds that pupils tend to be more motivated to try harder when assessed by their peers. In addition to promoting healthy competition, she also notes that peer assessment has made her pupils more confident and willing to take charge in setting learning goals. More importantly, they become more conscious of possible or potential grammar mistakes.

8. Mr **Jared Quek** is a strong believer in cultivating reason and clarity of thought in his students at Fuhua Secondary School. He applies educational philosophy to his teaching of English and is influenced by educational philosophers such as Dewey and Plato. A former teacher at Hwa Chong Institution, Jared is also a proponent of extensive reading as the vital first step to improving one's English language skills. He implemented "Walk-the-Talk", a weekly oral training session which seamlessly combines moral reasoning and exposes students to a fictional text, a non-fiction text and a video. "Walk-the-Talk" helps students acquire general knowledge, critical thinking and oral skills through discussion of the readings and videos.

9. In Ms **Fong Wee Miang's** class at St. Hilda's Primary School, you will not hear her screaming at the pupils to keep quiet. She has created a set of effective hand signals which she uses to signal to them that they should speak louder, clearer or improve their rhythm. When she says "Focus Pocus", the entire class replies in unison, "Everyone Focus". Wee Miang teaches the class a new greeting every week, to get them to learn language in a real context. Having been a teacher for the past twenty years, she still looks forward to the forty sets of eyes lighting up with enthusiasm every time she conducts her lessons.

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### **About the Inspiring Teacher of English Award**

The Inspiring Teacher of English Award acknowledges teachers who have been instrumental in igniting a love for the English language and are effective in helping their students speak and write better. These teachers are passionate about making English interesting and relevant to their students, and are innovative in engaging their students to help them learn English better. The Award salutes these teachers for their continual learning and constant efforts to upgrade themselves to benefit their students and schools. For more information, please visit [www.goodenglish.org.sg](http://www.goodenglish.org.sg).

**WINNERS OF THE INSPIRING TEACHER OF ENGLISH AWARD 2012**

<b>PRIMARY</b>	
<b>NAME</b>	<b>SCHOOL</b>
Rosvinder Kaur	Eunos Primary School
Jacqueline Yeo	Nanyang Primary School
Fong Wee Miang	St. Hilda's Primary School
Charissa Chan	St. Margaret's Primary School
Ignatia Wong	Yu Neng Primary School
<b>SECONDARY</b>	
<b>NAME</b>	<b>SCHOOL</b>
Jared Quek	Fuhua Secondary School
Chia Hui Ping	Nanyang Girls' High School
Muhammad Ahmad	Tanjong Katong Girls' School
Solastri Suyot	Tanglin Secondary School

**WINNERS OF THE INSPIRING TEACHER OF ENGLISH AWARD 2012****PRIMARY SCHOOL****1. Ms Rosvinder Kaur (Eunos Primary School)**

“I work with a classroom of learners. One of the learners is me.” – this is the guiding belief and philosophy that Rosvinder abides by as a teacher. Constantly learning, she studies the curriculum and uses her knowledge gained through years of experience to build upon teaching strategies that will best meet the needs of her primary school students. Realising that her pupils are IT-savvy, she widely utilises ICT as a valuable tool that engages and promotes learning among pupils. For example, to develop her pupils’ oracy skills, she uses *Screenr*, an online software which allows pupils to record and learn from the mistakes they make in their oral discussions. This has helped encourage even the shy pupils to open up and record their own readings.

**2. Ms Jacqueline Yeo (Nanyang Primary School)**

Jacqueline believes in delivering lessons that are meaningful and fun for her students. She uses humour and wordplay in her lessons to add interest and reads entertaining stories, which she has written, to her classes. She also firmly believes that pupils need to have a strong foundation in grammar, built through systematic and explicit instruction. For many of her pupils, writing is one of the most challenging skills to master. Thus, she actively helps her pupils to develop their writing skills by providing good examples and a clear and practical guide to writing well-structured, entertaining stories.

**3. Ms Fong Wee Miang (St. Hilda’s Primary School)**

Wee Miang’s objective in teaching English is to lay a good foundation for her pupils to be able to read, write and speak the language effectively for a lifetime. One of the methods she uses to achieve her objective is a set of hand signals which she developed and uses with her class. These signals alert the presenter if he or she needs to speak with more clarity or improve his or her rhythm. This way, the presenter is able to improve with minimal disruption from the class. Wee Miang also worked closely with her colleagues to conceptualise a Writing Framework that helps teachers to teach students how to write well and provide pupils with the scaffolding necessary to do so.

#### **4. Ms Charissa Chan (St. Margaret's Primary School)**

Charissa Chan believes that fun and games are key to unlocking children's enthusiasm for learning – when they are engaged, they learn more effectively. To develop a school of confident learners with a love for the English language, Charissa, together with a colleague, pioneered the Primary 4 literature programme in 2010. Besides developing an awareness and appreciation for the creative use of language, Charissa uses literature to teach comprehension skills and simple literary concepts. The lesson incorporates listening, speaking, reading and writing and engages all the five senses. The literature programmes has proven to be a success as many have expressed their desire to see it being implemented at the Primary 5 level as well.

#### **5. Ms Ignatia Wong (Yu Neng Primary School)**

Ignatia Wong enjoys integrating music into her English lessons as she realises that young learners respond especially well to music and movement. Putting this approach to good use, Ignatia adapts familiar tunes to reinforce the alphabet, telling the time, the use of questions words and grammar. This enhances learning and helps her pupils to easily remember and recall what she has taught. To help weaker pupils, she provides structured scaffolding to cater to the different ability groups in her class. This includes breaking down a writing exercise into smaller parts and getting the class to piece the story together. This exercise also allows pupils to work in groups and boosts their confidence in writing.

**WINNERS OF THE INSPIRING TEACHER OF ENGLISH AWARD 2012 –  
SECONDARY SCHOOL**

**1. Mr Jared Quek (Fuhua Secondary School)**

One of the main beliefs that shape Jared's teaching is that language teaching is enhanced if it is integrated with the teaching of thinking skills and moral reasoning. For example, Jared tasks his class to craft and critique cause-effect chains of action when creating a story so that they can discover their own logical flaws in terms of story progression, a skill that his students can also apply to other subjects. Another example would be Jared's "Walk-the-Talk" programme that requires students to tackle a fictional text, a non-fiction text and a video to develop their critical thinking skills and help them acquire greater general knowledge, oracy skills and improved comprehension skills.

**2. Ms Chia Hui Ping (Nanyang Girls' High School)**

Hui Ping's approach to teaching is simple: love what you are learning, learn along with your students. The ability to think and write well, analyse and express an idea lucidly and rigorously is a gift, and she has taken steps in her career to help students realise that. This has led Hui Ping to pilot, plan and write the school's Philosophy curriculum. Philosophy has benefited her students in developing logical thinking habits which have greatly contributed to their skills in oral presentation, exposition writing and tackling Stimulus Response Question tasks. Hui Ping also incorporates ICT tools, audio visual aids, kinaesthetic and oral activities in her lessons to cater to the needs of all kinds of learners in her classroom.

**3. Mr Muhammad Ahmad (Tanjong Katong Girls' School)**

Ahmad enjoys using references from media and pop culture to enliven his class of teenagers. In a lesson teaching the usage of similes and metaphors, he created videos, including his own original video mash ups, of examples in music and film to allow his students to learn in a context familiar to them. Ahmad also designed the "Graphic Novel Project" as a platform to encourage higher order thinking, teach visual literacy as well as elements of drama such as tableaux. An active user of ICT where appropriate, his students used Google Docs while working on the Project, allowing them to engage in real time collaborative work.

#### **4. Ms Solastri Suyot (Tanglin Secondary School)**

Solastri Suyot strives to provide a rich language learning experience to all her students. She is always mindful that she is there with her students to construct knowledge and meaning about themselves and the world through the English language. Some of the many English activities she has conducted for her class include a Spelling Bee, poetry recitation and Reader's Theatre. The Reader's Theatre took students through the entire process of writing and performing an original story – students researched on the theme, plotted story maps, took meeting minutes and finally the winning group presented their story to the entire school during morning assembly. Students were engaged throughout the whole process and many became excited and enthusiastic about reading as a result.