

Beginning Teachers' Orientation Programme

TEACHERS' ROLE IN CCE (I): EXPLORING FACILITATION STRATEGIES FOR AN ENGAGING CCE EXPERIENCE



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Core Question

How can I be an *effective facilitator* of CCE so as to develop students into citizens of character?



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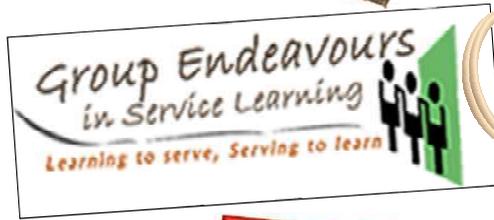
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Let's Reflect



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**Teaching of
Civics &
Moral
Education**



Practicum



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**EVERY TEACHER
A CCE
TEACHER**

Core Skills

- Moral Reasoning
- Perspective Taking
- Reflection
- Responsible Decision-Making

Use the questions below to clarify your child's values, sensitise him/her to the needs of others and influence him/her to do the right thing.

Clarify

Describe the Situation

What happened?

Who was involved?

Why did you do it?

How did you feel about it?

Sensitise

Impact on Others

Have you considered the feelings of others?

Have you considered the consequences and outcomes of your actions on others?

Influence

Do the Right Thing

What is the right thing to do? Why?

Do your actions reflect good character? Why?



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What's The Point?
(WTP), pp.3 to 8

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CCE Guiding Principles of Teaching & Learning

- Every Teacher a CCE Teacher
- Values are both caught and taught
- Engaging students through varied modes of delivery
- Families as key partners

Identity

Relationships

Choices



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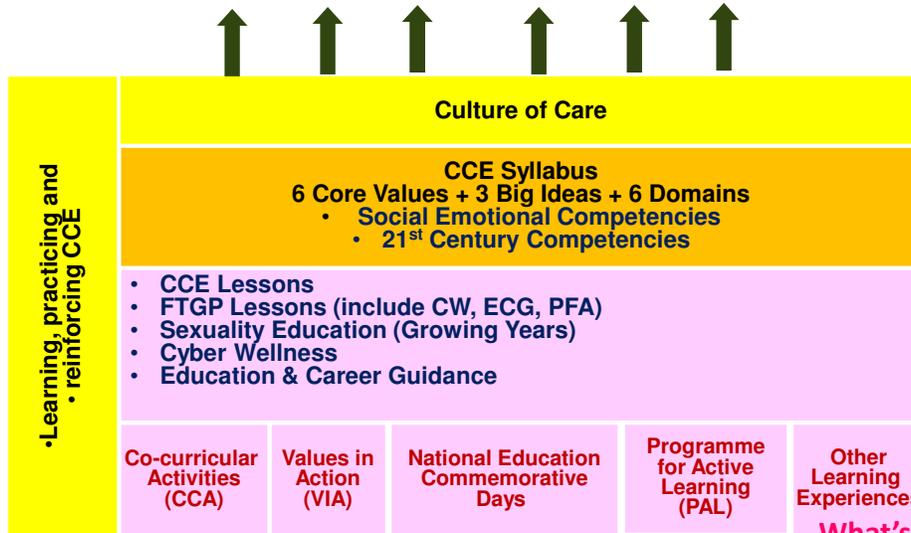
What's The Point?
(WTP), pp.3 to 8

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• Overview: Primary CCE

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21st Century Student Outcomes



What's The Point?
(WTP), pp.3 to 8



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Core Question

How can I be an *effective facilitator* of CCE so as to develop students into citizens of character?

Why Facilitation?



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What students have to say...

*"We get a chance to say our views and actually speak out what we think we grasp from the different stories and different things people share, **not always spoon-fed**, the teacher doesn't always tell us what the values are." (P6, NTIL)*

*"I feel tired because the teacher **just stand there and talk** about the same thing, again and again...cannot talk, have to listen to the teacher, the topic or something and I feel quite boring, **sitting there doing nothing**." (NA, S1)*

*"...when she (teacher) was talking, I was **inspired**, then I was thinking ... that you should also sacrifice like her to **be a better person**." (P6, TL)*

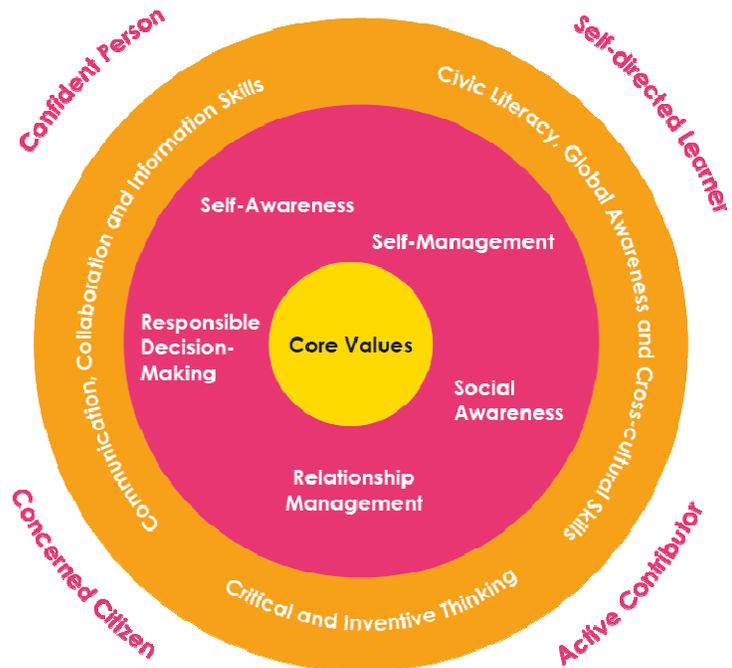
*"...no one will like respond with the answers and then CCE lessons become like **a waiting game between the teacher and us** ... we wouldn't respond and the teacher will just wait there and watch us and then after the teacher will **scold us for not responding**." (Exp, S2)*



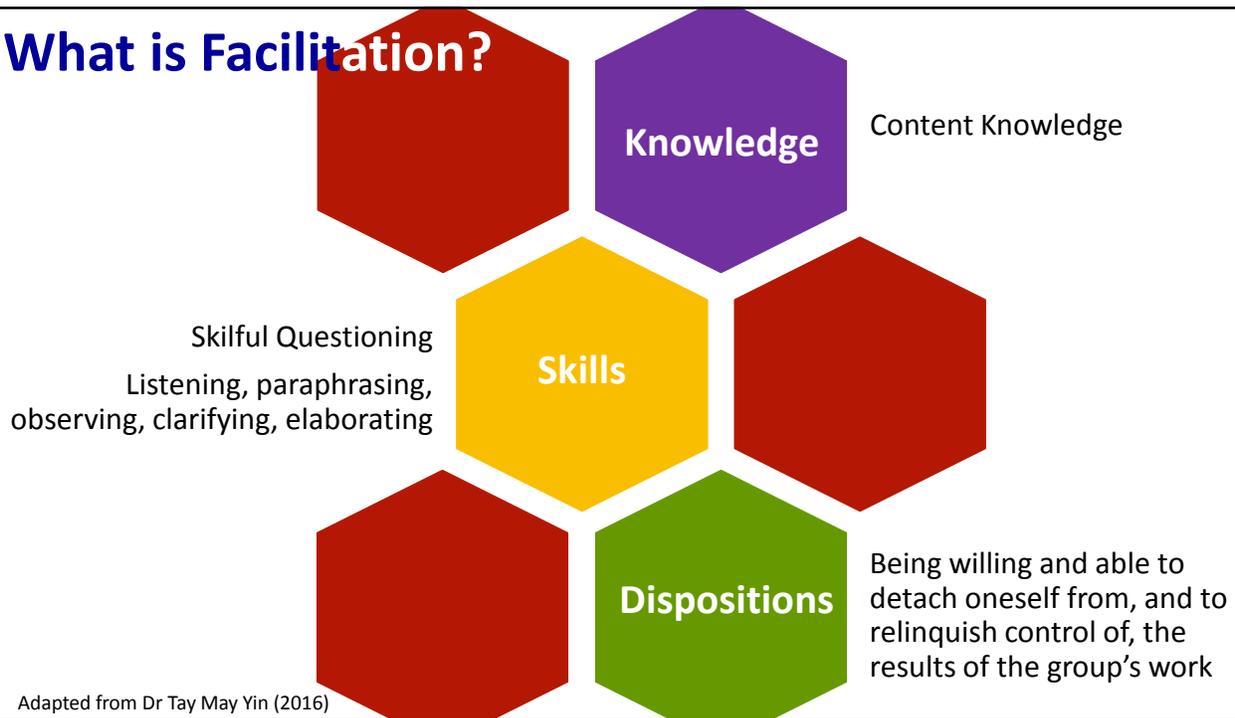
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Beyond what our students want, what is it that they need for their (our) future?



What is Facilitation?



Adapted from Dr Tay May Yin (2016)

What is facilitation?

Skilful Questioning is a cornerstone of facilitation. One way to hone our questioning skills is to see how we can deepen conversations to examine our thoughts and beliefs.



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re:

conversation cards



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Stand Up, Hands Up, Pair Up!



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Reflect

What did you talk about?

How did you further the conversation (or not)?

What was the last thing you talked about?



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Reflect

How did you further the conversation (or not)?

What was the last thing you talked about?

How does good facilitation look like?



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Continually having
conversations within our
community of
practitioners.

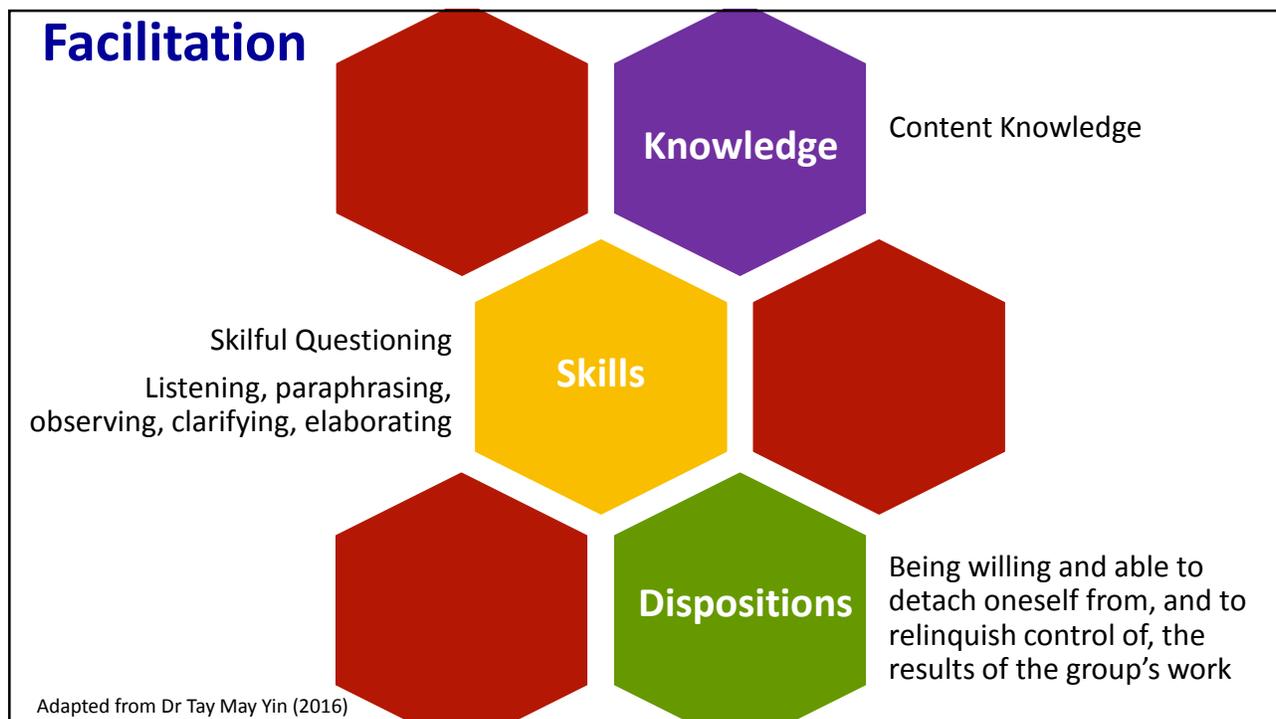
**Facilitation
in CCE**

Deepening
conversations into
meaningful dialogues
through skilful
questioning.



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Why are questions so important in facilitation?

- Questions make things happen; they drive healthy and productive group processes
- Questions are the foundation for
 - Opening a session
 - Building consensus for decision making
 - Enabling action
 - Thinking critically
 - Addressing issues
 - Closing a session

Adapted from Dr Tay May Yin (2016)



Guiding Principles of Skilful Questioning

- Create inviting questions (relevant, challenging and honest)
- Clarify assumptions
- Ask with sensitivity
- Pay attention to risk and anxiety
- Maintain a participant-observer stance
- Consider “why” carefully?

Adapted from Dr Tay May Yin (2016)



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Refreshed strategies to encourage discussion and reflection

STRATEGIES

 Perspective Taking	 Responsible Decision Making	 Sensitive Issues
 Moral Reasoning	 Reflection	 New Issues



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Putting it Into Practice

1. Pair up
2. Shuffle and divide the cards amongst the pairs
3. In your pairs, familiarise yourselves with the strategies
4. Consider the new headlines from A-Ok! (Agents of Kindness) newsletter as they are shown to you and select the strategy you would use to engage your students based on the issue(s) in the articles
5. Share with the group!



Strategies Cards & Current Affairs

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STRAATEGIES

FOOD FOR THOUGHT Case Study

EATING SPACES Food FIGHT

An unsavoury incident between a patron and a cleaner erupted at a local food court. Here's a bite-sized summary.

THE PATRON

A middle-aged woman was almost done with her meal when a cleaner came to clear her plate. She told him not to clear it, but he did not seem to hear her. She got angry and started scolding the cleaner.

THE CLEANER

The 67-year-old man had a hearing disability, and thus could not hear the patron's instructions. He walked away when the angry patron scolded him, but was later summoned back by the patron's husband to continue being scolded.

THE MANAGER

He arrived to apologise and explain that the cleaner had a hearing disability. The patron continued to shout at both the manager and the cleaner, using several disrespectful phrases to insult the cleaner.

THE VIDEOGRAPHER

A young lady captured a part of the incident on video, which was then posted online. The video quickly went viral, and has since captured over 1.7 million views.

THE INTERNET

The internet reacted to the video with rage and hostility. There was widespread criticism of the angry patron. Many netizens used strong and offensive language.

Current Affairs

Litterbugs ENVIRONMENT **Case Study** FOOD FOR THOUGHT

Singapore is known around the world as a beautiful, clean and green country, but the number of littering fines issued by the National Environment Agency (NEA) every year may shock you! Is Singapore really as clean as we think?

26,000 LITTERING FINES ISSUED IN 2015

1,300 CORRECTIVE WORK ORDERS IMPOSED

32% INCREASE FROM 2014

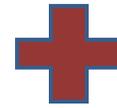
69% CAUGHT ARE SINGAPORE CITIZENS

3 MOST COMMON TYPES OF LITTER

\$300 - \$10,000 RANGE OF FINES

Littering has more impact than we think. It increases the strain on our cleaners, creates eyesores, and even encourages mosquito breeding (when the litter traps water).

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Current Affairs

Case Study **Reviving The Kampung Spirit** FOOD FOR THOUGHT

What did you do when you met your neighbour at the lift this morning? Did you look away or take out your phone? Did you smile or say "Hello" to your neighbour? When your neighbours are mere strangers to you, conflicts arise more easily, and may be harder to resolve. This results in unhappiness for all.

A housewife, **Mdm. Ng**, claimed that her neighbour, **Mdm. Xie**, often scolded her with vulgarities, resulting in frequent quarrels.

One day, **Mdm. Xie** found her shoe cabinet toppled, assumed it was **Mdm. Ng**, and retaliated by pouring bleach over the latter's potted plants.

Mdm. Ng has sought the help of the Community Mediation Centre (CMC) many times, but **Mdm. Xie** repeatedly refused to go for mediation, as she felt that she wasn't in the wrong.

Consider this: if these neighbours had been friends, these conflicts might not have happened in the first place!

42% of residents surveyed desire more neighbourliness from their neighbours.*

The Task

How can we revive the kampung spirit in our neighbourhoods? How can we encourage residents to make friends with their neighbours so as to avoid conflicts?

*Information extracted from One2One2One Index 2015 by The Singapore Friendship Movement.

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Current Affairs

Reflection

What was the *main* consideration you had in choosing the strategies you did? Why?



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As a general rule, teachers teach more
by what they are than by what they say.

~ Unknown



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Core Question

How can I be an *effective facilitator* of CCE so as to develop students into citizens of character?



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Reflection

One thing I have learnt...

One question I still have...



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Thinking Routine/Exit Slip

WTP, pp.19 and 21

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The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

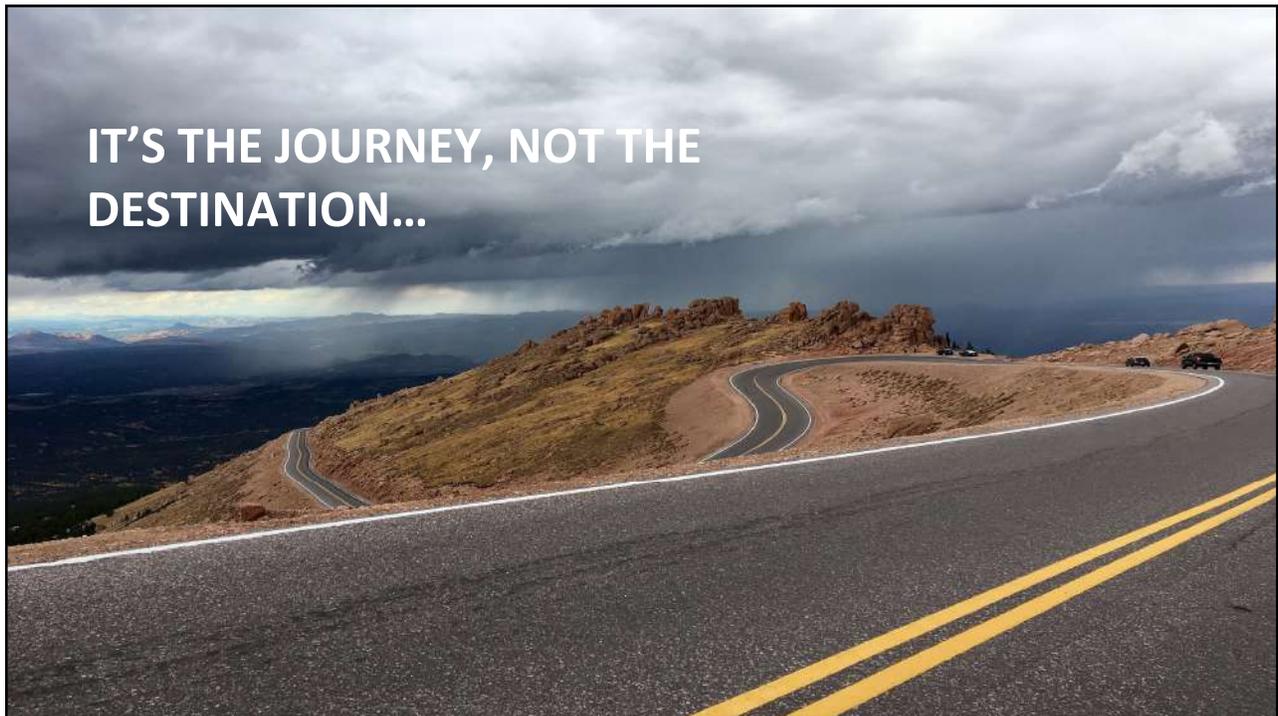
~ William A. Ward



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**IT'S THE JOURNEY, NOT THE
DESTINATION...**



Core Question

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Guiding Principles for Facilitating Multiple Perspectives

Hinman (2003):

- **Understanding:** Do not judge others, but seek to understand them
- **Tolerance:** Give others the space to hold their own points of view, even though they may be different from ours



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WTP, pp.9 to 10

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Guiding Principles for Facilitating Multiple Perspectives

Hinman (2003):

- **Fallibility:** Be prepared to learn from others, and be willing to accept that our point of view may not be the right one
- **Standing up against evil:** Speak out against offences directed at the powerless



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WTP, pp.9 to 10

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Guiding Principles for Facilitating Multiple Perspectives

Ashton & Watson (1998):

- **Critical Affirmation**
 - Active desire to understand, appreciate & 'take on board' the insights of other people
 - A greater concern for reaching towards a positive synthesis
 - Affirm the positive and be critical of the negative



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WTP, pp.9 to 10

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Guiding Principles for Facilitating Multiple Perspectives

<u>Clarify:</u>	Clarify so as to understand others; do not judge them
<u>Sensitise:</u>	Build empathy and see consequences Learn to listen to others and learn from them
<u>Influence:</u>	Actively stand up for what is right



Clarify, Sensitise, Influence

Clarify

Get the facts. Be non-judgemental.

- What happened?
- Who was involved?
- Why did you do it?
- How did you feel about it?

Sensitise

Guide students to think of others.

- Have you considered the feelings of others?
- Have you considered the consequences and outcomes of your actions on others?

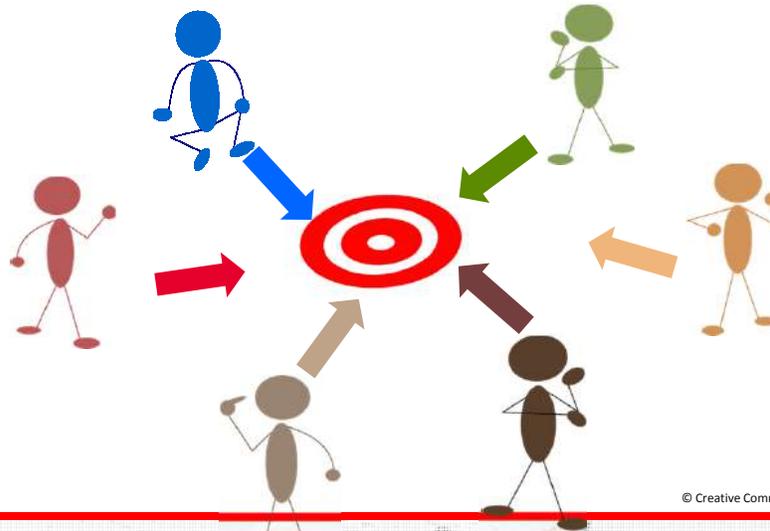
Influence

Guide students to do the right thing.

- What is the right thing to do? Why?
- Do your actions reflect good character? Why?



Exploring Multiple Perspectives



Circle of Viewpoints

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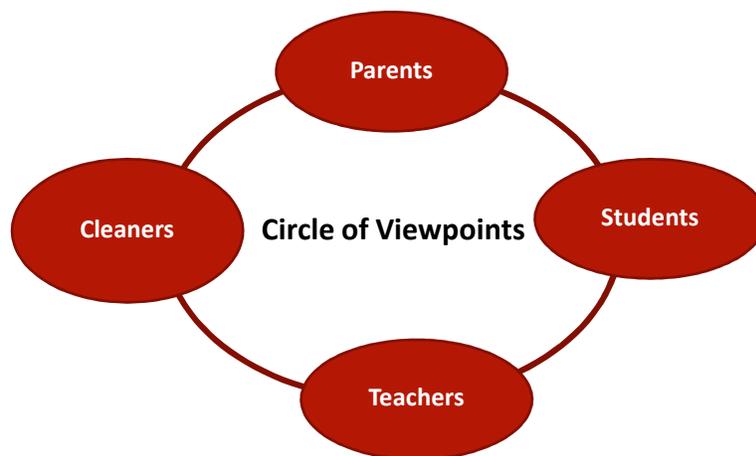
“Cleaning the classroom and surroundings every day is not students’ responsibility”



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Cleanliness



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Numbered Heads Together

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Activity Time

- Buzz time 1
- **1st round of sharing:** Share a personal story from the perspective of the role you are taking. Indicate stand and provide reasons/rationale for that stand.
- Buzz Time 2
- **2nd round of sharing:** Choose one stakeholder. Summarise their point of view and ask a probing question.
- Buzz Time 3
- **3rd round of sharing:** On what principle do you state your final stand, after considering the questions and views?



My Key Takeaways from Circle of Viewpoints

What new ideas or insights do you have about the topic?



My Key Takeaways from **Circle of Viewpoints**

- Raises awareness of:
 - the different perspectives surrounding a single topic; and
 - that people hold different views due to different circumstances and situations
 - Understand the moral reasoning
 - Make responsible decision
 - Reflection



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Core Question

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Debrief

Groups 1 – 3:

- What facilitative moves did you observe?

Groups 4 – 6:

- What other facilitative moves do you think make for effective facilitation?



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Think-Pair-Share

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Debrief

Group 1 & 4:

- What are some **strategies** I can use to discuss this issue?

Group 2 & 5:

- What are the **skills** and **dispositions** I need to effectively facilitate this issue?

Group 3 & 6:

- What are some **challenges** I am likely to face in facilitating this issue?



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Making Connections



Talk Circuit/Self-Reflection

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SMOOTH BRIDGE



Taking Stock...

ESSENTIAL TOOLS



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Strategies

- Conversation Cards
- Stand Up; Hands Up; Pair Up
- Strategies Cards
- Thinking Routine

- Exit Slip
- Circle of Viewpoint
- Numbered Heads Together
- Think-Pair-Share
- Talk Circuit
- Self-Reflection

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Have we Answered/Explored the Core Question?

How can I be an *effective facilitator* of CCE so as to develop students into citizens of character?



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Education is not the filling of a pail, but
the lighting of a fire.

~ William Butler
Yeats



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**Every Teacher a
CCE Teacher**



**Every Child a
Citizen of Character**



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