



Ramakrishna Mission

Sarada Kindergarten

www.sarada.edu.sg

SPARK CERTIFICATION (2011)

&

***RECERTIFICATIONS
(2014 & 2017)***

Initial Certification (2011)

Prior to 2011 - ALL were kept in the know about QRS – SPARK. Slowly systems and processes were being put in place.



Consultative style of management led Staff to decide that Sarada's application in the 1st Window – no pressure from management.



We succeeded and when we received the report – we collectively interpreted it with the SPARK criteria.

(learning: Our understanding was very shallow)



- 1) Collectively we interpreted the SPARK criteria.
- 2) Slight modifications of structure.
- 3) Reorganizing our K2 classes.

Using 2011 SPARK Assessment Report

We collectively analyzed all the criteria that were assessed and reflected on why we were not scored as high as we thought we were.



Goals of the targeted areas of development was agreed upon. Then we **prioritized** and **shared** the work load.



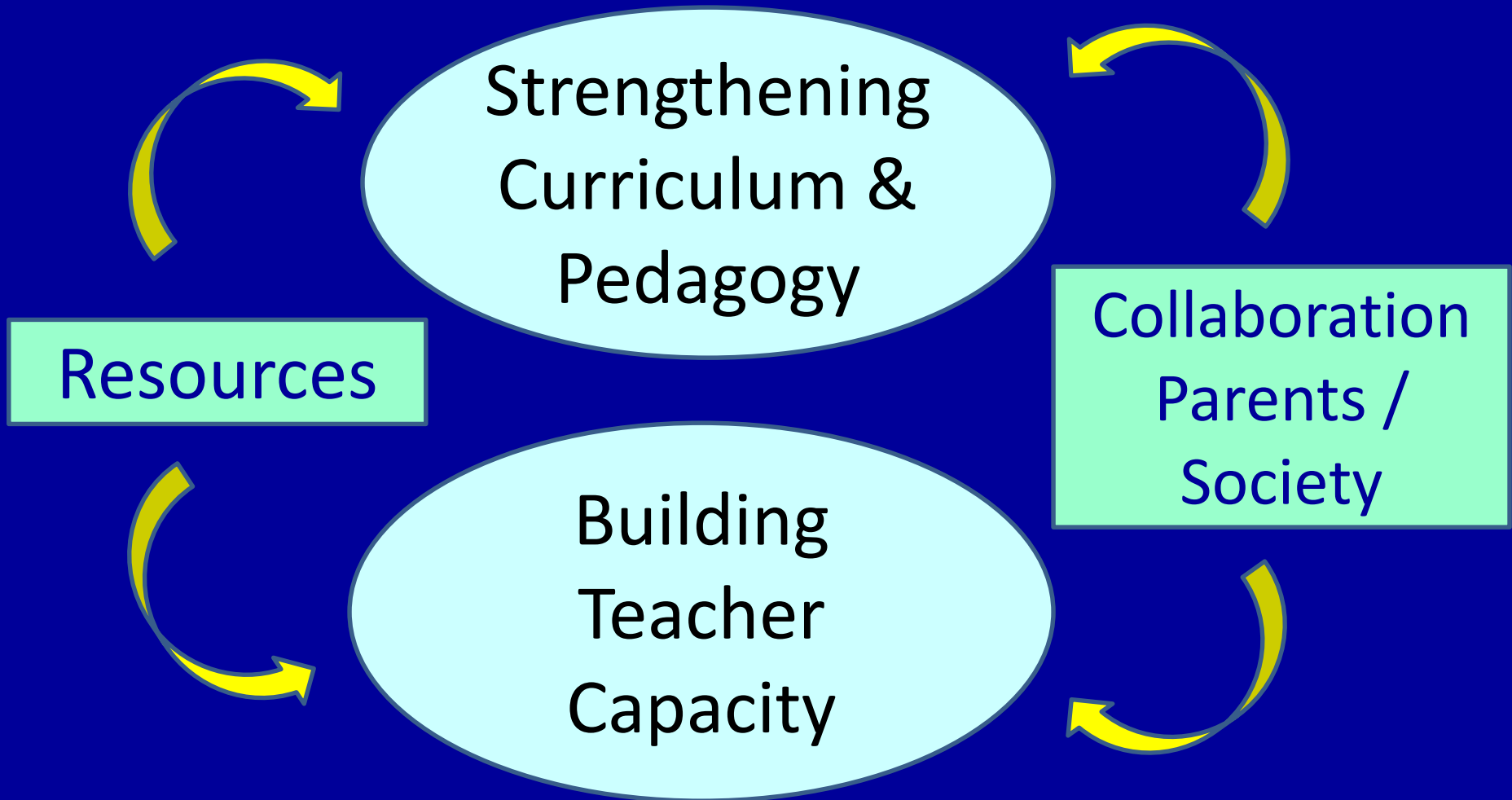
We passed with **COMMENDATION** in 2014. It was a morale booster for the team.

Report was more explicit and we better understood what needed to be done.



Regular review of our goals and identifying where additional help was required kept the team focused.

After 2011 SPARK certification, our focus





**Strengthening Curriculum
& Pedagogy**

Child Focused Approach

Teacher directed lessons (integrated)



Teacher facilitated lessons

Teaching of specific skills and knowledge

- Phonics & Reading
- Numeracy Concepts
- Music & Movement
- Motor Development
- Discovering the world

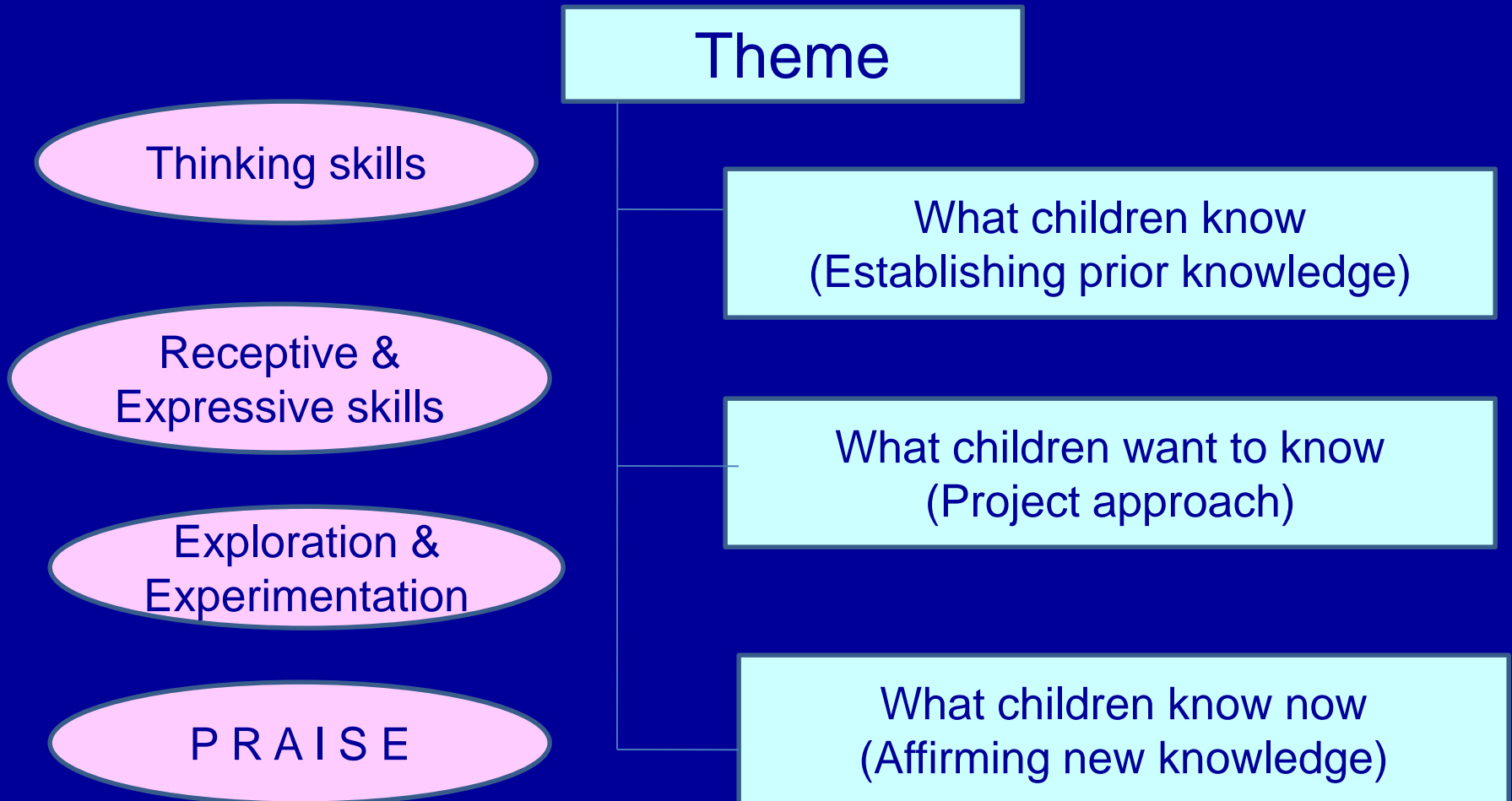


Facilitating & Extending children's learning

- Learning Centre – differentiated materials.
 - Webbing**
- Purposeful play
 - Socio-dramatic play
 - Games

Webbing

(Thematic + Project Approach)





Building
Teacher Capacity

Building Teachers' Capacity

Practice (*Participative leadership*)

- Guidance - through *conversations*, informal observations, lesson demonstrations.
- Reflections – Individual + Team (FGDs)
- Lesson Observations – Average 2 formal observations a year.

Building Teachers' Capacity

- Training

In-house (team building + specific direction) + external training + individual preferences – co-sharing of cost.

- 3 teachers on MOE Teaching Award (Degree)
- 1 teacher on MOE Teaching Award (Master)

+ 3 teachers on Leadership course.

- Peer Sharing – sharing + extending new knowledge/skills to practice

Using 2014 SPARK Assessment Report

We collectively analyzed all the criterion that were assessed and reflected on why we were not scored as high as we thought we were. Pleasantly surprised that we scored well in some areas.



Again a **goal** of the targeted areas of development was formed. Then we **prioritized** the work and distributed among the teachers and staff.



Working towards the
2017 Certification



Regular review of our targets and identifying where additional help was required kept the team focused.

Analysis after 2014 SPARK Commendation

SPARK REPORT - RECERTIFICATION - 25TH March 2014

1	Leadership	Strengths	Code	Areas for Improvement
1.1	Strategic Leadership	The Principal engaged teachers in understanding the Centre's vision, mission and core values which focused on the holistic development of children, and teachers were able to explain them.	A4 + B4 + C2	
1.2	Curriculum Leadership	The Principal ensured a centre-wide approach in providing an integrated and holistic curriculum that created opportunities for children's active learning.	A6	
		The Principal conducted classroom observations with written feedback on teachers' teaching strategies with follow up actions.	B4	To further raise the quality of teaching and learning in the Centre, the Principal could consider using documentation of classroom observations to develop and improve the teaching capabilities of teachers.
		She also nurtured a culture of professional learning and collaboration among teachers. She introduced learn reflections in addition to the Centre's on-going practice of individual reflections and weekly peer sharing.	C6	
2	Planning and Administration			
2.1	Strategic Planning	Teachers were involved in the Centre's annual self-appraisal and action planning. They were also involved in the regular review of short term goals twice a year at staff meetings.	A4+B4 +C4	
2.2	Programme Structure and Implementation	The Centre had a curriculum plan for the whole year which was progressive from Nursery 2 to Kindergarten 12. There was provision in the programme for child-initiated ideas and activities to develop active learners. The Centre introduced the use of webbing to allow children to take ownership of their learning. The Centre's programme included differentiated activities that catered to children with different learning abilities and styles.	A4 + B6 + C4	The Centre could actively seek and consider input from parents for the planning of its programme. Moving from A4 to A6
3	Staff Management			

Towards 2017

Certification

(Higher levels of competencies)

Strategies

- BUY – IN and common purpose (Continuous communication with Teachers)
- Reviewing our structures & process to bring it one level above the current status.
- Transparent and Consultative style of Management.

Challenges

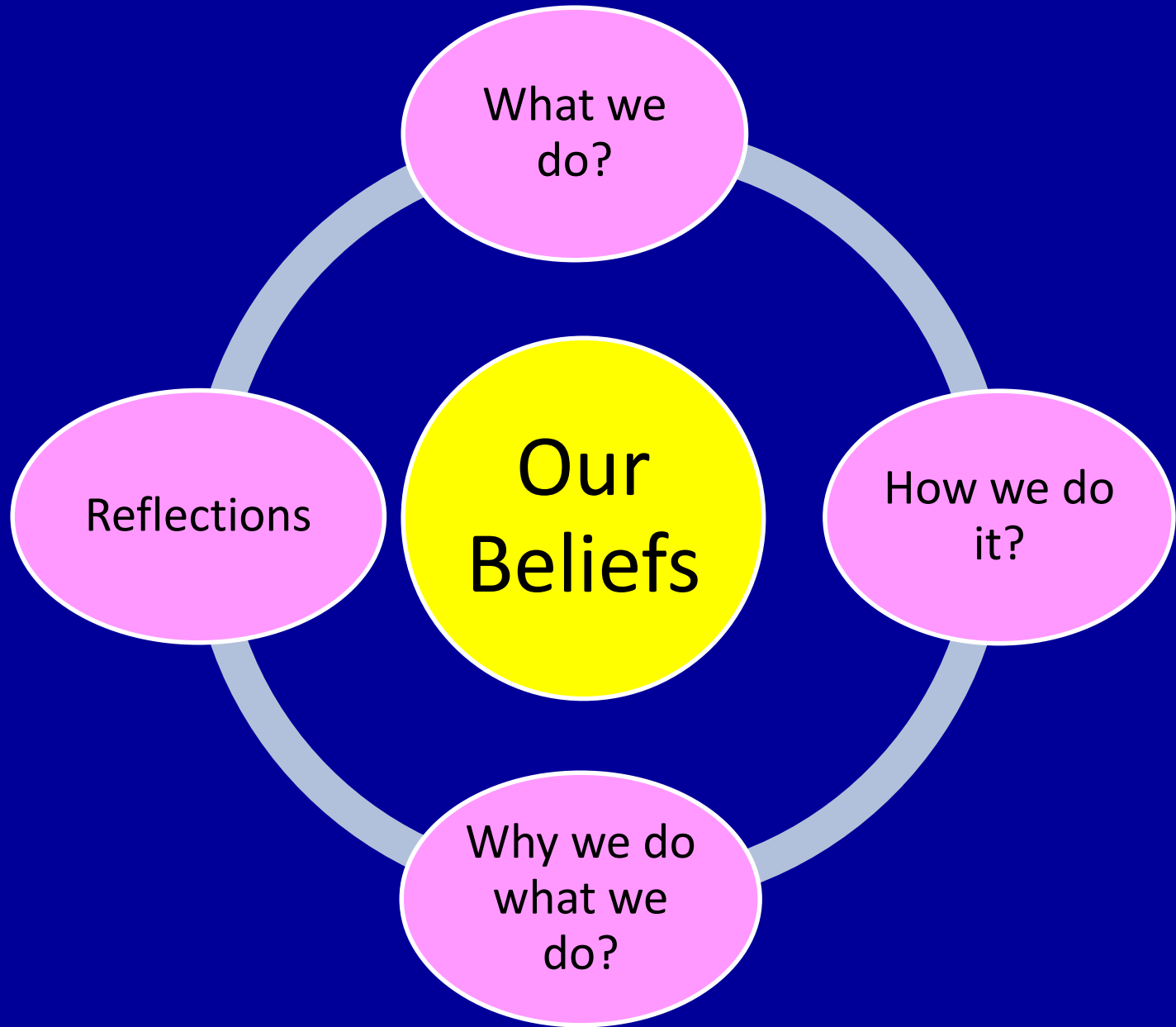
Maintaining

Building ON

**Creating other
(structures & Processes)**

Engaging ALL in SARADA

- 1) Everyone must understand:
WHY we do WHAT we do
(Our belief and purpose)
- 2) Everyone matters
(Individual & Team)



SPARK JOURNEY - Teachers' Perspective

Strategies

The Strategies Implemented by school were in consultation with teachers.

Strategies – ground up

- **Relook** - own current teaching practices
- **Discussions** - with other teachers on factors affecting teaching practices (curriculum, pedagogy, assessment...etc)
- Teachers **explore possibilities** – narrow down – implement – bite size

SPARK JOURNEY - Teachers' Perspective

Efforts

- Shift in mindset – fixed vs growth mindset
- Co-operation – to create synergy and support
- Reflections (Team & Individual) – to have better understanding of our pedagogy.
- Documentation – tool for learning & teaching.
Tracking individual and team growth

(Learning is the preoccupation in Sarada)

SPARK JOURNEY - Teachers' Perspective

Challenges

- Time Management
- Roadblocks – prioritize
- Wearing of many hats
- Building Trust in teams

Q & A

THANK YOU