

A11.011

Teacher Professional Development: Learning A New Way Of Teaching Social Behaviour And Values Education With Young Children In Singapore

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In 2013, 31 preschool teachers in three Catholic schools across Singapore embarked on a two year action research project involving the intentional teaching of social behaviour and values education with the children in their school programs. Throughout the duration of this project, staffs participated in ongoing professional development, including attachments to other schools, full day professional workshops, and reflective journaling.

Project leaders worked with school staffs, guiding and supporting them as they translated and contextualized different phases of the social teaching values education program into their communities of practice. Parents and children were consulted throughout the project with input gathered from artefacts, observations, interviews, surveys and video stories. At the commencement of the project, staffs were surveyed to ascertain their perceptions of how young children learn social behaviour. Staff and parents in one of the pilot schools were involved in focus group conversations and information gathered in these sessions was used to inform the program framework. Six months into the project, kindergarten aged children in one of the pilot schools engaged in semi structured interviews with the project leaders.

The authoritative paradigm of teaching and learning underpins the social teaching and values education program. This approach focuses on self-regulation and self-discipline, and is based on values including respect, care, harmony and resilience. Educators have an egalitarian relationship with children and work with them as they develop their knowledge, attitudes and competencies in social behaviour and values education.

The action research journey resulting in cultural change within these school communities is described at both the theoretical and practical level in this workshop. The phases and stages of action research will be discussed, as will the outcomes, challenges and next moves.

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Factors That Influence Teacher's Motivation To Foster Self-Regulation In Young Learners: Results Of A Research Study In Singapore

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Children who are self-regulated learners display active learning behaviours and personal responsibility towards achieving their goals. Despite the ongoing emphasis on teachers' professional training in early childhood programs, regarding the importance of fostering self-regulation skills in our children, it was observed that children still lacked these important skills. Hence, in order to find out the factors that influence teachers' motivation to foster self-regulation in young learners, a research team worked with teachers of two child care centres in Singapore, to help them implement some classroom management strategies that help promote self-regulation in two groups of five-year old children from the two child care centres. The research method comprised a before-and-after intervention to highlight the differences in the children's behaviour and the consequential teacher's motivation, before and after the implementation of some classroom management strategies. The results were favourable and showed