Practicum Briefing for Cooperating Teachers

January 2020
AGENDA

1. Introduction
2. Lesson Observation-Feedback Cycle
3. Assessing Student Teachers
4. Final Practicums
5. Non-Final Practicums
6. Documents for CTs from Student Teachers
7. Practicum Briefing for Student Teachers
8. e-Portfolio and Prof Practice & Inquiry
9. Practicum Website
10. Practicum Office
1.1. Tenets of Practicum

**Practicum – The Spine of the Programmes**

1. Practicum as an *integrated* part of a coherent programme.
2. Practicum provides opportunities for *purposeful mentoring* from experienced teachers and university supervisors.
3. Practicum allows student teachers to develop their teacher competency through *graduated responsibilities* and *opportunities for practice*.
4. Practicum is assessed through clearly defined standards, not bounded by mere content knowledge.
5. Practicum strives to develop thinking teachers with the use of *planned and structured reflection*, and *focused professional conversations*. 
1.2. What? Why? Who?

• Practicum, or field experience, is linked to the student teachers’ courses and is critical to their growth and development as teachers.

• It provides the opportunity to make critical connections between theory and practice.

• It is possible only through the strong three-way partnerships between NIE, MOE and schools, as well as between supervisor, student and cooperating teacher.
1.3. Roles of SCM, CT and NIES

School Principal

School Coordinating Mentor (SCM)

Cooperating Teachers (CTs) and Student Teachers

NIE Supervisor (NIES)

NIE Moderator / External Examiner
1.3. Roles of SCM, CT and NIES

Types of Support

• Instructional support
  • includes assisting the novice with the knowledge, skills, and strategies necessary to be successful in the classroom and school

• Psychological support
  • to build the protégé's sense of self through confidence building, developing feelings of effectiveness, encourage positive self-esteem, enhancing self-reliance, and learning to handle stress that is a large part of transition

(Gold, 1996)
1.3. Roles of SCM, CT and NIES

Mentor Roles

• A co-enquirer who stimulates students’ reflections on their own lessons
• A model and instructor of students’ teaching
• An information source for tips and advice
• A provider of an introduction to the teaching world
• A coach or a supporter
• A challenger
• An evaluator

Zanting, Verloop & Vermunt (2001)
1.3.1. Roles of SCM

• Overall in charge of the practicum
• Main liaison person with the NIES
• Conducts briefing for induction of student teachers
• Conducts briefing for induction of CTs
• Oversees work of CTs & student teachers
• Facilitates observation of other teachers’ lessons
• Facilitates Focused Conversations
• Evaluates student teachers’ practicum performance
• Verifies and confirms with NIES the potential DISTINCTION and FAIL cases before the moderation deadline
• Provides support for STs who call in sick without MC
1.3.2. Roles of CT

- Helps student teacher settle in*
- Acquaints the student teacher with school set-up*
- Assists the student teacher in preparing for classroom teaching
- Mentors the student teacher in his/her professional development
- Observes lessons conducted by student teacher#
- Evaluates student teacher’s teaching performance
- Meets with NIES and SCM towards the end of Practicum to discuss summative grades

* Probably done by the SCM who is overall in charge of the practicum in the school. But CTs need to reinforce messages.

# Goes through the whole lesson observation-feedback cycle
1.3.3. Roles of NIES

• Official representative of NIE
• Conducts pre- and post-practicum conferences
• Gives feedback to student teacher on portfolio presentation during pre-practicum conference
• Oversees work of student teacher
• Takes care of all the student teachers in schools under his/her charge
• Conducts lesson observations (for relevant practicum)
• Liaises with school via SCM (and CTs if necessary)
• Moderates student teachers’ performance across schools under his/her charge
• Provides a NIE moderator for ALL potential DISTINCTION and FAIL cases
• Informs student teacher of moderation for potential DISTINCTION / FAIL
• Collaborates and decides with school on final grade to be awarded to student teacher
• Listens to student teacher’s final portfolio presentation and helps him/her consolidate learning during post-practicum conference
• For Professional Practice and Inquiry (PPI), assesses the student teacher’s ability to reflect and inquire into his/her practice through his/her sharing during pre-practicum conference and Focused Conversations
• Prepares student teacher’s PPI assessment report
2. Lesson Observation-Feedback Cycle
2. Lesson Observation-Feedback Cycle

The process comprises a 3-stage cycle:

1. Pre-Observation Conference
2. Lesson Observation
   - Using the APT form
3. Feedback Conference
2. Lesson Observation-Feedback Cycle

1) Pre-Observation Conference
   • Check to see that the lesson plan (not more than 5 pages)
     i. Has definite, meaningful goals/objectives,
     ii. Is relevant to the topic/subject,
     iii. Is appropriate for the class/level,
     iv. Is workable in terms of methods/time given.
   • Suggest modifications, only if it is really necessary*
   • To submit revised lesson plan (if necessary) one day before observation??
   • Agree on points of focus for the observation
   • Decide the time for the Feedback Conference (SAME day)

2) Lesson Observation -- Using the APT form
2. Lesson Observation-Feedback Cycle

3) Feedback Conference

- Hold the conference asap after the lesson observation
  - Oral feedback preferably within the same day
  - Written feedback within a week (original copy of the APT for CT/NIES, and a photocopy for the student teacher’s Practicum File): should be similar to oral feedback
- What to remember during feedback conferencing:
  i. Examine those aspects of teaching that was jointly agreed upon as the observational focus during the pre-observation conference
  ii. May need to use counselling skills/mentoring language
  iii. May take the lead in analysis and interpretation, and may also play the more direct role of instructor, providing specific suggestions. Encourage student teacher to see both his/her strengths and weaknesses
  iv. Could use the Reflective Practice Framework
3. Assessing Student Teachers

- APT Form
- Grading Guidelines for Assessors
3.1. APT Form

Part A: Teaching Processes
• 1. Lesson preparation
• 2. Lesson enactment
• 3. Assessment & feedback
• 4. Positive classroom culture

Part B: Professional Attributes & Attitudes
• Learner-centred Values
• Teacher Identity
• Service to School
3.1. APT Form

Professional Attributes & Attitudes//NIE’s 3 sets of values

<table>
<thead>
<tr>
<th>PART B: PROFESSIONAL ATTRIBUTES AND ATTITUDES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNER-CENTRED VALUES</td>
</tr>
<tr>
<td>• Shows care and concern for pupils</td>
</tr>
<tr>
<td>• Encourages pupils’ interest in the subject</td>
</tr>
<tr>
<td>• Has high expectations of pupils</td>
</tr>
<tr>
<td>• Respects diversity of pupils’ backgrounds</td>
</tr>
</tbody>
</table>
### 3.1. APT Form

Professional Attributes & Attitudes // NIE’s 3 sets of values

<table>
<thead>
<tr>
<th>PART B: PROFESSIONAL ATTRIBUTES AND ATTITUDES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER IDENTITY</td>
</tr>
<tr>
<td>• Has professional integrity</td>
</tr>
<tr>
<td>• Able to adapt to different situations when necessary</td>
</tr>
<tr>
<td>• Shows perseverance</td>
</tr>
<tr>
<td>• Is receptive to feedback</td>
</tr>
<tr>
<td>• Is reflective</td>
</tr>
<tr>
<td>• Reports punctually for lessons and school events</td>
</tr>
<tr>
<td>• Completes and submits assigned tasks on time</td>
</tr>
<tr>
<td>• Marks pupils’ work promptly and accurately</td>
</tr>
<tr>
<td>• Is sensitive to socio-cultural diversity</td>
</tr>
<tr>
<td>• Projects a professional image</td>
</tr>
</tbody>
</table>
### PART B: PROFESSIONAL ATTRIBUTES AND ATTITUDES

**SERVICE to SCHOOL**

- Shows initiative
- Works well with peers and colleagues
- Supports school's events and programmes
3.2. Grading Guidelines for Assessors

Grading for Teaching Processes 1 - 4

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet</td>
<td>Emerging</td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>Unable to apply most of the relevant competencies of the process</td>
<td>Applies some of the relevant competencies of the process</td>
<td>Applies most of the relevant competencies of the process quite effectively</td>
<td>Applies most of the relevant competencies of the process effectively</td>
<td>Applies all the relevant competencies of the process confidently and skilfully</td>
<td></td>
</tr>
</tbody>
</table>

Pass
Credit
Distinction
3.2. Grading Guidelines for Assessors

Grading for Professional *Attributes* & *Attitudes*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Fails to behave in a professional manner despite reminders</td>
</tr>
<tr>
<td>Acceptable</td>
<td>Exhibits professional qualities in <em>some relevant situations</em></td>
</tr>
<tr>
<td>Good</td>
<td>Exhibits professional qualities in <em>most relevant situations</em></td>
</tr>
<tr>
<td>Excellent</td>
<td>Exhibits professional qualities in <em>an exemplary and consistent manner</em></td>
</tr>
</tbody>
</table>
### 3.2. Grading Guidelines for Assessors

<table>
<thead>
<tr>
<th>Grade descriptor in final Teaching Practice Summative Report (Part I)</th>
<th>Suggested overall grade (Distinction, Credit, Pass, Fail)</th>
</tr>
</thead>
</table>
| Rated mostly “Excellent” and some “Proficient” for the processes in Part A, and no lower than “Good” for the attributes/attitudes in Part B. | **DISTINCTION**  
Will have to be moderated. |
| Rated mostly “Proficient” and a mix of “Excellent” and/or “Satisfactory” for the processes in Part A and no lower than “Good” for the attributes/attitudes in Part B. | **CREDIT** |
| Rated minimally “Satisfactory” for all the processes in Part A, and no lower than “Acceptable” for attributes/attitudes in Part B. | **PASS** |
| Rated a “Not yet/Emerging” competence for any of the processes in Part A, or “Unacceptable” for the attributes/attitudes in Part B. | **FAIL**  
Will have to be moderated. |
4. Final Practicums
   - mainly Terms 1 & 2

BA/BSc (Ed) Programmes – TP2
Diploma Programmes – TP2
Diploma (1-Year) Programmes – TP
PGDE (Pri, Sec and JC) – TP
## 4. Final Practicums

<table>
<thead>
<tr>
<th>Type</th>
<th>Programme</th>
<th>No. of hours per week (no. of periods)</th>
<th>CT Lesson Observation</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP</td>
<td>Pri</td>
<td>9-10 (18-20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP</td>
<td>Sec</td>
<td>9-10 (14-16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP</td>
<td>JC</td>
<td>6-7.5 (8-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP</td>
<td>Pri – 1CS</td>
<td>7.5-8.5 (15-17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP</td>
<td>Art/Music PE (Pri)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP2</td>
<td>PE (Sec)</td>
<td>7.5-8.5 (12-14)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP</td>
<td>Dip Ed (1-Yr)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP2</td>
<td>Dip Ed (Yr 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP</td>
<td>BA/BSc(Ed)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- NIES – 2 school visits and 2 lesson observations for all TP/TP2
- * Must be moderated
- # Student teachers will go through Focused Conversations & PPI assessment
4. Final Practicums (PGDE JC)

• Details
  -- a total of **6-7.5 hours** (≈8-10 periods, based on 45 minutes per period) per week
  • a maximum of **2 lecture periods** (Each lecture period is equivalent to 2 tutorial periods)
  • observation of **1 Project Work (PW) lesson per week**
  • lesson observation *(week 2)*
  • independent teaching (with reflection)(weeks 2 – 10)
  • opportunities to participate in collaborative, multi-disciplinary work (example: GP, KI, or other enrichment activities)
4. Final Practicums (PGDE JC)

• Details (cont’d)
  – a maximum of 2 CTs, of which one is the main CT
  – 4 formative assessments by CT(s)
    ➢ If a student teacher is allocated lecture periods, 1 of the 4 formative assessments can be allocated to lecture but the other 3 should be for tutorials.
    ➢ The APT form will be used for both lectures and tutorials. Depending on the nature of the lesson, section(s) of the APT form can be left blank if the process(es) cannot be assessed during the lesson.
  – 2 formative assessments by NIES
  – 3 Focused Conversations
4. Final Practicums
[PGDE Sec + PE(Sec) + Dip Art/Mu/HE (1-Year) + Dip Ed Sec (Year 2)]

• Details
  • a total of 9-10 hours (≈14-16 periods) per week
  • lesson observation (week 1)
  • independent teaching (with reflection) (weeks 2 – 10)
  • 6 formative assessments by CT(s)
  • 2 formative assessments by NIES
  – 3 Focused Conversations
4. Final Practicums

[PGDE Pri + PE(Pri) + Dip CL (1-Year) + Dip Ed Pri (Yr 2)]

- Details
  - PGDE Pri + PE(Pri) + Dip CL (1-Yr) + Dip Ed (Yr 2) : **9-10 hours** (≈18-20 periods) per week
  - PGDE Pri – 1 CS Art/Music: **7.5-8.5 hours** (≈15-17 periods) per week
  - Lesson observation (week 1)
  - Independent teaching (with reflection) (weeks 2 – 10)
  - **6 formative assessments** by CT(s)
  - **2 formative assessments** by NIES
  - **3 Focused Conversations**
4. Final Practicums

MODE OF ASSESSMENT

Cooperating Teachers:

• Formative assessments via lesson observations and points reflected in APT forms (refer to guidelines for details)
• Summative APT report by Main CT
4. Final Practicums

THE SUMMATIVE REPORT (PART I)

Main CT’s summative APT report:

- Review all the information collected over the 10 weeks
- Discuss the student teacher’s progress with the SCM (and NIES if necessary)
- Discuss with the student teacher before writing the report
- Consider the student teacher’s general progress from the initial stages to this final stage and make notes on developments
- Look ahead and consider the student teacher’s potential for future development

Ensure formative and summative grades align
4. Final Practicums

MODE OF ASSESSMENT

School Coordinating Mentor and Principal:
- Summative assessment, highlighting professional attitude and conduct, in consultation with CTs

NIE Supervisor:
- 2 Formative assessments via lesson observations and points reflected in APT forms
- Summative assessment based on APT reports and input from school personnel (CTs, P/VP, SCM)
4. Final Practicums

MODE OF ASSESSMENT

Overall grade for final practicums:

DISTINCTION / CREDIT / PASS / FAIL

• Both school and NIES must come to a consensus during the final assessment meeting chaired by the Principal – can agree to disagree.

• Moderation is compulsory for DISTINCTION and FAIL cases: Decided collaboratively by school and NIES by deadline set by Practicum Office, NIE – check exact date from TP schedule.

• Moderation deadline MUST be adhered to. ALL FAIL cases must repeat practicum before they are allowed to graduate.
4. Final Practicums

THE SUMMATIVE REPORT

• Part I (peach) : Main CT’s summative APT report
• Part II (peach) : SCM’s and Principal’s comments
• Part III (lilac) : NIES’ summative report (includes endorsement of final grade agreed upon with Principal and SCM)

Note:
• Final grade entered in Parts II & III must be the same.
4. Final Practicums

• Do NOT submit the APT forms used for individual lesson observations, unless requested by Practicum Office (*no amendments to APT forms*).

• Submit the **Summative Reports (peach)** after CTs, SCM and Principal have discussed and completed them in consultation with the NIES, to the *NIES at the Final Assessment Meeting*, or to Practicum Office (pract@nie.edu.sg) by the DEADLINE.
5. Non-Final Practicums
   -- Term 3:
   
   BA/BSc (Ed) Programmes – SE, TA, TP1
   Diploma Programmes – TP1
   PGDE (PE) – TP1

   -- Term 2:
   PGDE (16-mth) -- TA
## 5. Non-Final Practicums
### School Experience and Teaching Assistantship

<table>
<thead>
<tr>
<th>Programme</th>
<th>Type / Duration</th>
<th>Grading</th>
<th>No. of hours per week (≈ No. of periods)</th>
<th>Observe CTs &amp; Other Teachers</th>
<th>Assisted Teaching</th>
<th>CT Lesson Observations</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BSc(Ed) Year 1</td>
<td>SE  2 weeks</td>
<td>Satisfactory / Unsatisfactory</td>
<td>Pri: 10-12 hrs (≈20-24)</td>
<td>2 weeks (1 week Pri, 1 week Sec)</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>BA/BSc(Ed) Year 2</td>
<td>TA  5 weeks</td>
<td>Pass / Fail</td>
<td>Sec/IP: 10-12 hrs (≈16-20)</td>
<td>2 weeks &amp; throughout + Weekly Reflections</td>
<td>#3 weeks</td>
<td>NIL</td>
<td>2 school visits</td>
</tr>
<tr>
<td>PGDE (16-mth)</td>
<td>TA  4 weeks</td>
<td>Pass/Fail</td>
<td>Pri: 8-9 hrs (≈16-18)</td>
<td>2 weeks &amp; throughout + Weekly Reflections</td>
<td>#2 weeks</td>
<td>NIL</td>
<td>2 school visits</td>
</tr>
</tbody>
</table>

# Assisted Teaching: Degree Year 2 & PGDE student teachers doing TA have to do assisted teaching (1 class for CS1) during Weeks 3-5/3-4.

: They are not meant to be assessed. They are ONLY assisting their CTs.
5. Non-Final Practicums

ASSESSMENT FOR BA/BSc SE
• SE Tasks
• SE Summative Report
  – Satisfactory/Unsatisfactory

ASSESSMENT FOR BA/BSc/PGDE TA
• TA tasks on a weekly basis
• CT to converse with student teacher weekly
  • NIES to receive the weekly reflections and provide feedback
• Checklist
  • CT to use the checklist to ascertain if the student teacher has successfully reflected on the different teaching competencies
• TA Summative Report
  • Pass / Fail
5. Non-Final Practicums
Teaching Practice 1 (5 weeks)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Grading</th>
<th>No. of hours per week (≈ No. of periods)</th>
<th>Observe CTs &amp; Other Teachers</th>
<th>Guided Teaching</th>
<th>CT Lesson Observations</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BSc(Ed) Year 3</td>
<td>Pass / Fail*</td>
<td>Pri: 10-12 hrs (≈20-24)</td>
<td>2 weeks &amp; throughout + Weeks 1 &amp; 2 Reflections</td>
<td>3 weeks</td>
<td>2</td>
<td>2 school visits + 1 observation</td>
</tr>
<tr>
<td>Dip Ed Year 1</td>
<td></td>
<td>Sec/IP: 10-12 hrs (≈16-20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dip PE Year 1</td>
<td></td>
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<td></td>
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<tr>
<td>PGDE(PE) Year 1</td>
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</tr>
</tbody>
</table>

* Must be moderated

Guided teaching can take form of a progression of practice – from teaching of lesson segments, to co- or paired-teaching with the CT, and finally to monitored independent teaching of complete lessons. The progression of guided teaching can vary among student teachers depending on the individual's level of progress.
5. Non-Final Practicums
Teaching Practice 1 (5 weeks)

ASSESSMENT FOR TP1

• Reflection Journal# (Weeks 1 & 2)
  • NIES will receive journals at the end of each week and provide comments and guidance

• APT form – formative

• TP Summative Reports
  • Pass / Fail (* needs to be moderated)
  • Gather and review all information over the 5 weeks
  • Make a final decision

# Reflection tasks for PGDE PE different from BA/BSc(Ed) & Dip Ed
6. Documents for CTs from Student Teachers

1) Letter to Cooperating Teacher stating
   • NIE’s THANKS
   • dates of practicum period and no. of weeks
   • no. of formal classroom observations
   • NIE Supervisor’s name and contact info.
   • attached with the following documents ...

2) Suggested guidelines for schools (a copy also sent to P) stating
   • Time-table arrangements
   • No. of teaching periods per week

... PTO
6. Documents for CTs from Student Teachers

2) Suggested guidelines for schools stating (cont’d)

• Teaching subjects
  ✓ Pri: GEN 2 subjects; Sec: 1 - 2 subjects; JC: 1 subject
  ✓ student teachers must teach all subjects trained in - refer to computer printout and suggested guidelines (note: PE student teachers)

• Class levels/types(streams)
  ✓ A mix of upper and lower levels
  ✓ No more than 2 levels per CS
  ✓ Pri: preferably NOT P1 and the very weak classes
  ✓ Sec: preferably Sec 1-3, and NOT the most difficult classes in the streams

• School session (school to decide, where applicable)

... PTO
6. Documents for CTs from Student Teachers

2) Suggested guidelines for schools stating (cont’d)

- Arrangements for opportunities to observe CT(s) and other experienced teachers during Week 1 and at other times during practicum
- Student teachers may be asked to help relieve classes **NOT more than 2 periods per day**, when staff is on medical leave.
- **CCA responsibilities – ONLY to observe** (no need to be throughout TP)
6. Documents for CTs from Student Teachers

3) Roles and responsibilities
   – Cooperating Teacher (CT)
   – School Coordinating Mentor (SCM)
   – Student Teacher
   – NIE Supervisor (NIES)

4) Where applicable:
   – Checklist of Teaching Competencies
   – Assessment of Performance in Teaching (APT) form

5) CV and Subject List for School Principal
7. Practicum Briefing for Student Teachers

1) Professional conduct
   • be a member of staff of the school
   • write lesson plans for ALL lessons taught [detailed lesson plans only for observations?]
   • work closely with CTs
   • submit lesson plans to CTs in advance

2) Absenteeism
   • original MCs for NIE, photocopy for school. Personal letters are not accepted
   • AWOL cases: SCM to email notification form to NIE asap for warning letter to be sent out

3) Dress code

4) Submission of CV and Subject List to Principal
8. e-Portfolio, and Professional Practice and Inquiry (PPI)

• Student teachers keep e-Portfolios to document their learning in NIE and school

• Formalised pre- and post-practicum conferences with NIES (half an hour per student for each conference)

• Inquiry tasks – to be assessed by NIES
9. Practicum Website

http://www.nie.edu.sg/teacher-education/practicum

Content:
• PPT slides for induction of CTs
• Practicum Handbook
• Fillable APT/Practicum forms (e.g. FCs, Summative reports, Checklists, etc.
• Other Practicum-related documents for schools, NIE Supervisors (NIES) and student teachers
## 10. Practicum Office

**Location:** NIE2-03-112G  
**Telephone Number:** 6790 3308 / 6790 3311

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Alexius Chia</td>
<td>Associate Dean, Practicum &amp; Partnership</td>
</tr>
<tr>
<td>Dr Chua Bee Leng</td>
<td>Associate Dean, Professional Practice</td>
</tr>
<tr>
<td>Dr Lim Seok Lai</td>
<td>Assistant Dean, Practicum</td>
</tr>
<tr>
<td>Dr Stefanie Chye</td>
<td>Assistant Dean, Teacher Leadership &amp; Professional Inquiry</td>
</tr>
<tr>
<td>Mr Sunny Sitoe</td>
<td>Assistant Director, International &amp; School Partnerships</td>
</tr>
<tr>
<td>Ms Therese Joo</td>
<td>Manager, Practicum</td>
</tr>
<tr>
<td>Mr Chris Chua</td>
<td>Manager, Professional Practice &amp; Inquiry</td>
</tr>
<tr>
<td>Ms Michelle Lim</td>
<td>Senior Executive, International &amp; School Partnerships</td>
</tr>
<tr>
<td>Ms Janice Yeo</td>
<td>Senior Executive Officer, Practicum</td>
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<td>Ms Tracy Choy</td>
<td>Executive Officer, Practicum</td>
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<td>Ms Berlinda Khu</td>
<td>Educational Technologist, Professional Practice &amp; Inquiry</td>
</tr>
<tr>
<td>Mdm Zainah Bte Ismail</td>
<td>Operations Assistant</td>
</tr>
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</table>
for your partnership!!