KinderWorld Teaching Model
The Software for Success

A Culturally Appropriate and Evidence-Based Pedagogy

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Since 1986

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Western Education
Global Citizens

KinderWorld International Group (KIG)

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KinderWorld International Group
About KinderWorld

KinderWorld, with its roots in 1986 in Singapore, offers through-train education programmes from Preschool to High School and University Foundation. With 15 campuses in 8 cities, KinderWorld is the largest owner-operator of foreign-invested international schools in Vietnam.

Laos

Myanmar

Cambodia

Thailand

Sirasartsuksa (Amata) School

Malaysia

Vietnam

UniWorld International School

KinderWorld International Kindergarten

Singapore International School

Singapore

Singapore Vietnam International School

Australia

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SINGAPORE INTERNATIONAL SCHOOL @ CIPUTRA, HANOI, VIETNAM

SINGAPORE INTERNATIONAL SCHOOL @ GAMUDA GARDENS, HANOI, VIETNAM

SINGAPORE INTERNATIONAL SCHOOL @ VAN PHUC, HANOI, VIETNAM

SINGAPORE INTERNATIONAL SCHOOL @ DANANG, VIETNAM

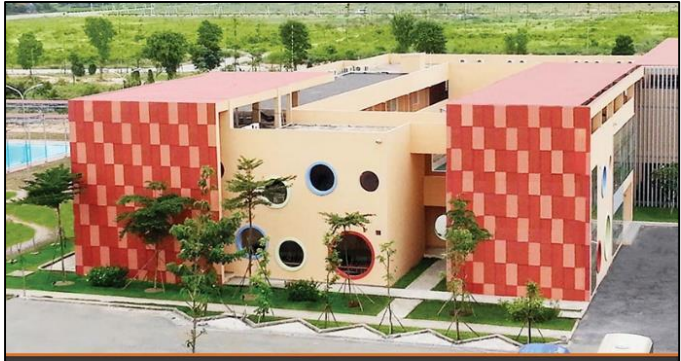SINGAPORE VIETNAM INTERNATIONAL SCHOOL @ NHA TRANG, VIETNAM

SINGAPORE INTERNATIONAL SCHOOL @ HALONG, QUANG NINH, VIETNAM

SINGAPORE INTERNATIONAL SCHOOL @ VUNG TAU, VIETNAM

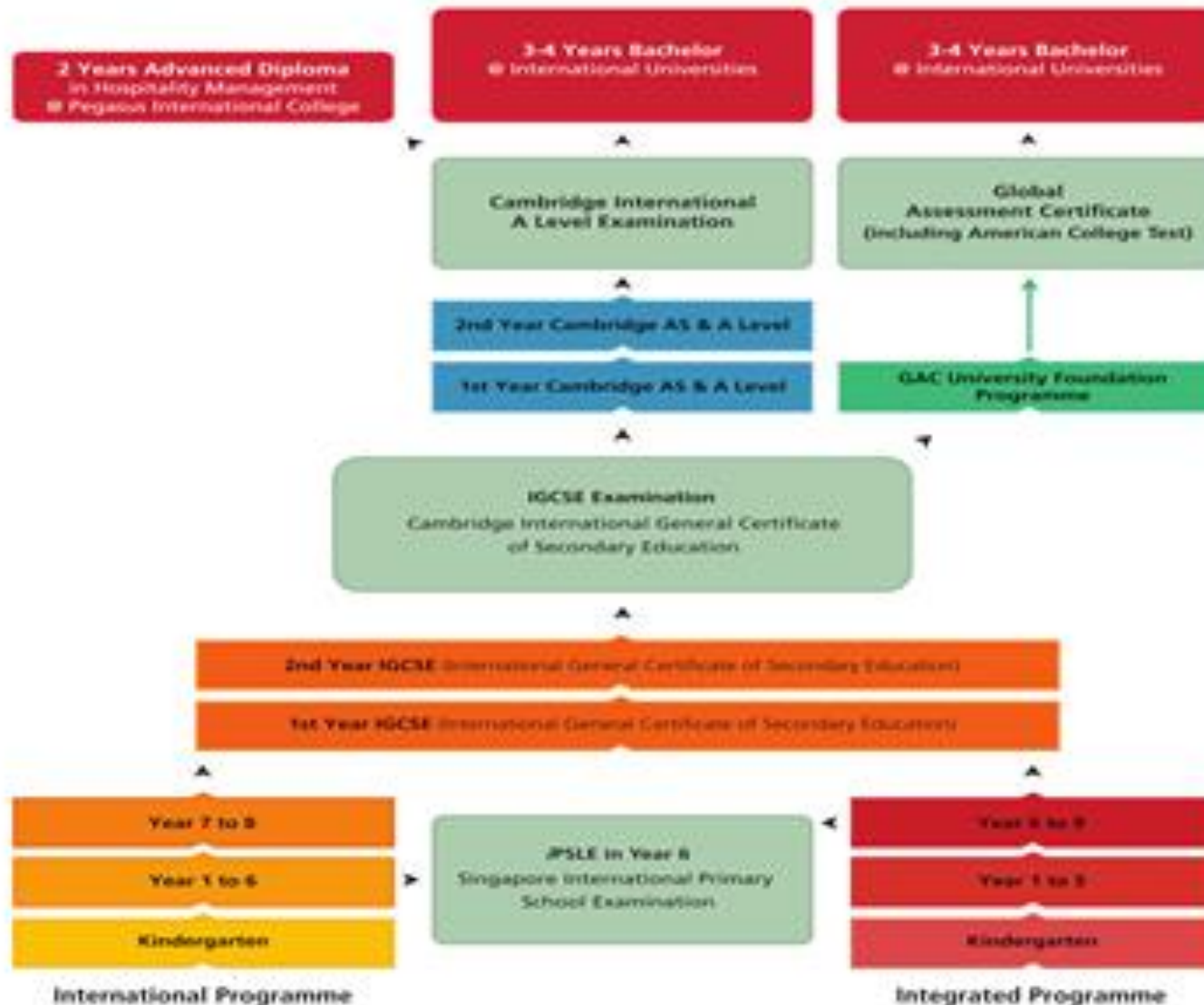SINGAPORE INTERNATIONAL SCHOOL @ SAIGON SOUTH, HCMC, VIETNAM

SINGAPORE INTERNATIONAL SCHOOL @ BINH DUONG NEW CITY, VIETNAM

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KINDERWORLD INTERNATIONAL GROUP OF SCHOOL
STUDY PATHWAY TO UNIVERSITY

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INTERNATIONAL UNIVERSITIES AND COLLEGES

2 Years Advanced Diploma in Hospitality Management @ Pegasus International College

3-4 Years Bachelor @ International Universities

3-4 Years Bachelor @ International Universities

Cambridge International A Level Examination

Global Assessment Certificate (Including American College Test)

2nd Year Cambridge AS & A Level

1st Year Cambridge AS & A Level

GAC University Foundation Programme

IGCSE Examination Cambridge International General Certificate of Secondary Education

2nd Year IGCSE (International General Certificate of Secondary Education)

1st Year IGCSE (International General Certificate of Secondary Education)

Year 7 to 8

Year 1 to 6

Kindergarten

iPSLE in Year 6 Singapore International Primary School Examination

Year 6 to 9

Year 1 to 5

Kindergarten

International Programme

Integrated Programme

Note: Entry to International Universities is subject to university admissions criteria.
Entry with advanced standing or credit transfer of between 12 months or two years, dependent on country or major.
The iPSLE, IGCSE and A/AS examination centres are only located in Hanoi, Ho Chi Minh City and Da Nang.
The Integrated Programme (Year 1 to 9) is offered through an education collaboration with SVI JSC.

The KinderWorld Teaching Model
Culturally aligned, research-based effective pedagogy

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KinderWorld Teaching Model
Research Base

- Cultural values

- Explicit instruction

- Achievement effect sizes

KinderWorld Teaching Model
Cultural differences:
Student Background

- Almost all KinderWorld students are non native English speakers from home backgrounds where English is not the mother tongue

- The majority of KinderWorld students are Vietnamese and South Korean

- Certain learning challenges arise because the language of core instruction is – English.

KinderWorld Teaching Model
Why was it adopted?

- To give teachers a **core approach** to teaching in the KinderWorld schools.

- To promote **pedagogical consistency** and **quality** across classrooms.

- To ensure teachers are aware of the socio-cultural interface between **Eastern values** and **Western education**.

- To present a pedagogical approach that takes account of **Asian learning styles** and supports **non-English speakers** in an English medium context.

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Accommodating Asian learning styles

Traditionally, Asian learning styles differ from Western styles in a few key ways:

- Asian students place greater value on the teacher as **transmitter of knowledge** and tend to be **passive** and **respectful** learners

- Asian students value **guidance to mastery** over *experimentation*.

- Repetition and memorisation are often central to achieving deep understanding and mastery of knowledge.

Reference: Helena Hing Wa Sit: Characteristics of Chinese Students' Learning Styles, Macquarie University, Sydney. DOI: 10.7763/IPEDR. 2013. V62.

Wursten, H. & Jacobs, C. (2013), The impact of culture on education: Can we introduce best practices in education across countries? The Hofstede Centre, itm international, www.itim.org

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KinderWorld Teaching Model
Cultural Context

Group 1: Singapore, Hong Kong, China, South Korea, Malaysia, Indonesia and Vietnam
Collectivism, Power distance (high), Masculinity, Uncertainty avoidance (low to moderate), Long-term view

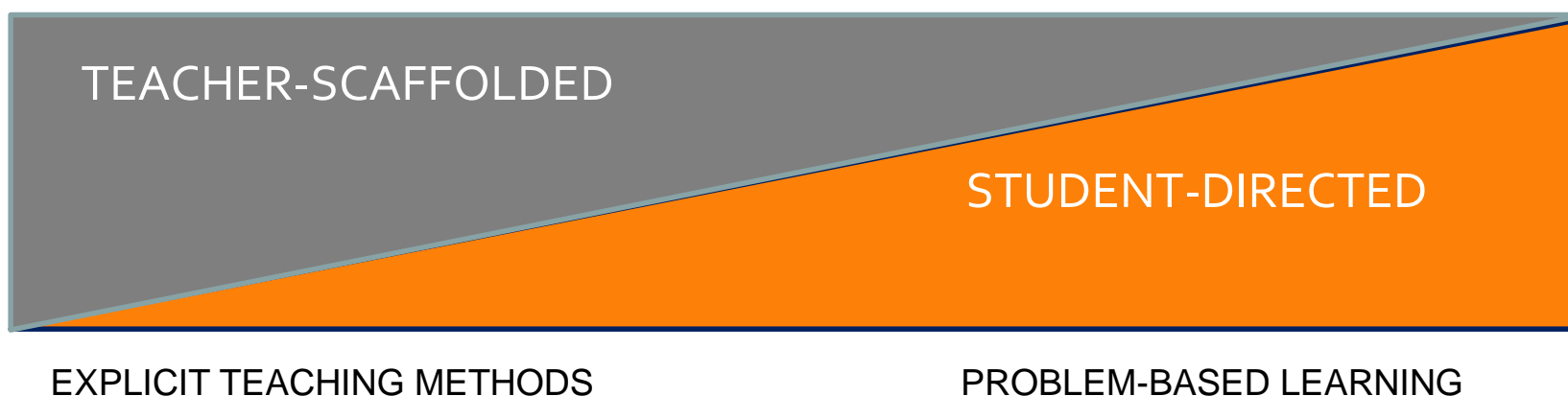| |
|---|
| Teacher-centered with much respect given to hierarchy position and status |
| Students expect teacher to outline paths of learning, lessons could be detail in content and coverage |
| Students expected to respect teachers, harmony in class with minimal questions asked by students |
| Relationship is important and often extends beyond classroom |
| Communication is implicit and indirect |
| Structural learning situation preferred, examination predominately used |
| Perseverance is rated as a virtue |
| Success based largely on academic performance, brings pride oneself and family |
| Students select subjects based on career goals and aspiration |

Adapted from Wursten and Jacobs (2013)

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KinderWorld Teaching Model
Preparing KW students to be successful globally

The KinderWorld Teaching Model (KTM) has been developed to integrate with an **examination-based, textbook supported** study pathway.

The KTM is designed to help KW students **move from dependent learners to independent learners over time**, with teachers **valuing traditional Eastern learning styles** and **facilitating Western learning approaches as and when appropriate**.

TEACHER-SCAFFOLDED

STUDENT-DIRECTED

EXPLICIT TEACHING METHODS   PROBLEM-BASED LEARNING

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KinderWorld Teaching Model
## Culturally aligned and research-based

The core of the KTM is

explicit teaching to build mastery

of knowledge and skills

before extending students with

inquiry-based/problem-based

learning approaches that

build higher order thinking.

Effect Size

Effect size is a simple measure for quantifying the difference between two groups or the same group over time, on a common **scale**. ...

Effect size enables us to measure both the improvement (gain) in learner **achievement** for a group of learners AND the variation of **student** performances expressed on a standardised **scale**
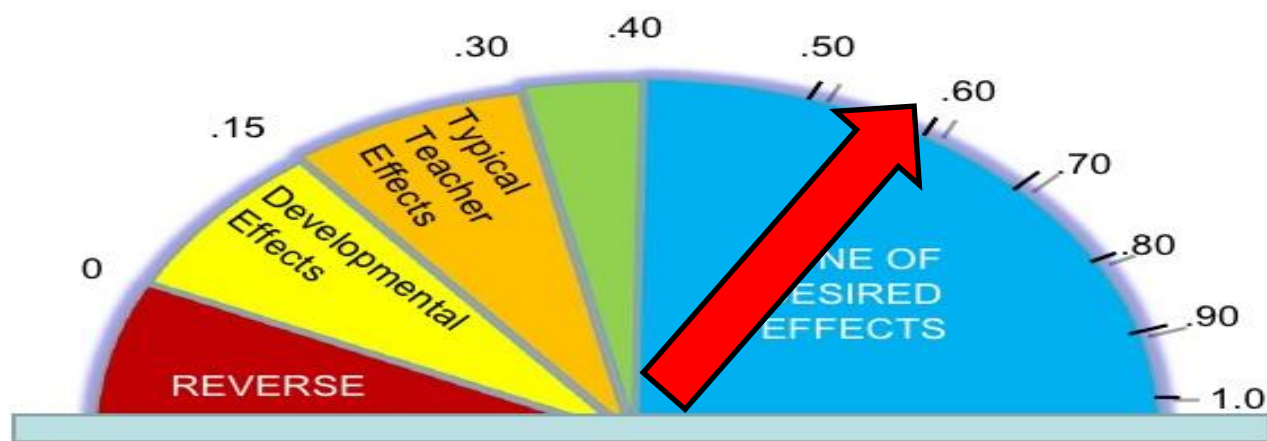
KinderWorld Teaching Model

INFLUENCES ON ACHIEVEMENT

Visible Learning Laboratories
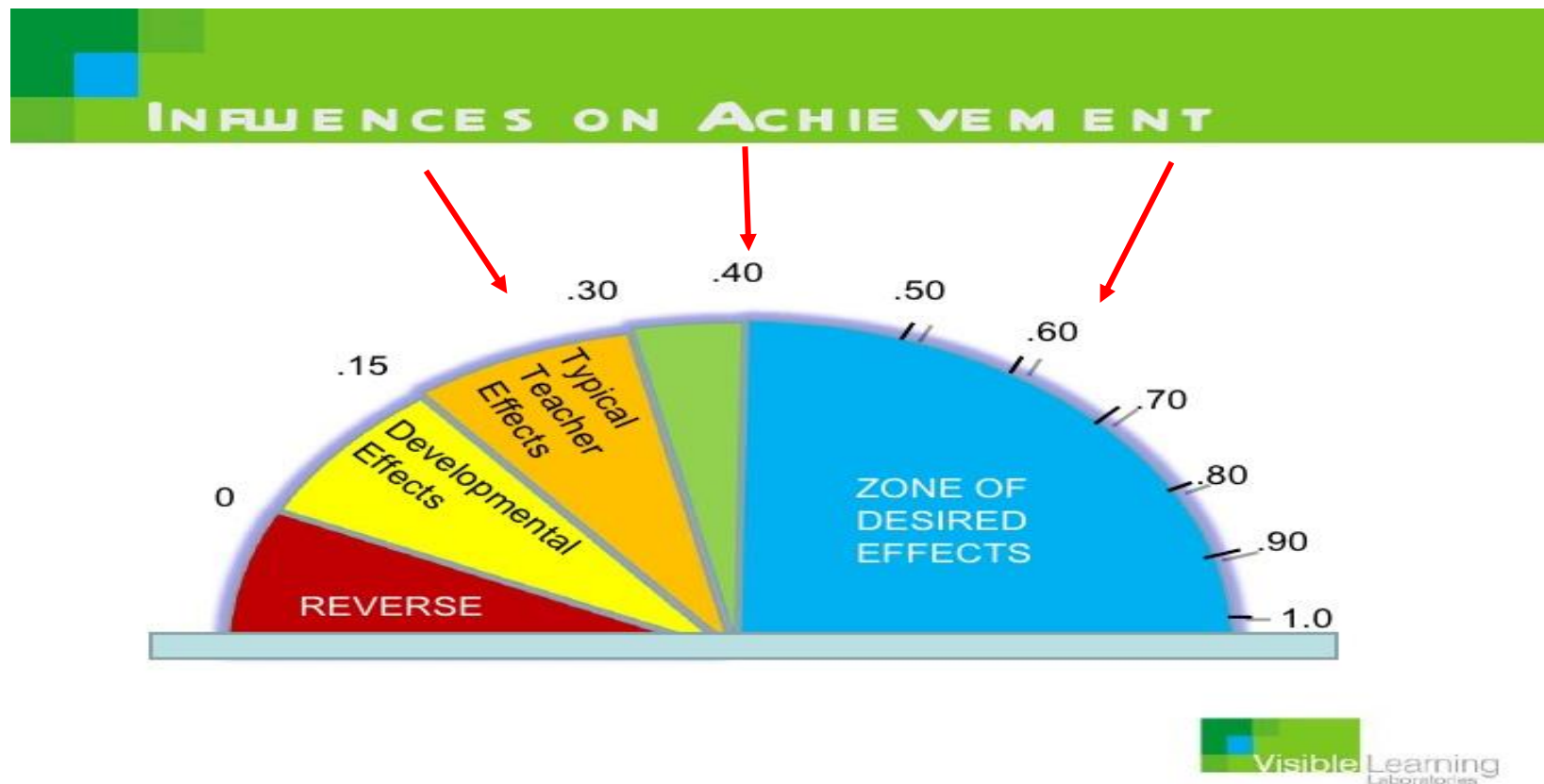
Hattie states that an effect size of **0.2 may be judged to have a small effect**, **0.4 a medium effect** and **0.6 a large effect on outcomes**.
He defines 0.4 to be the hinge point, an **effect size** at which an initiative **can** be said to be **having** a 'greater than average influence' on achievement..
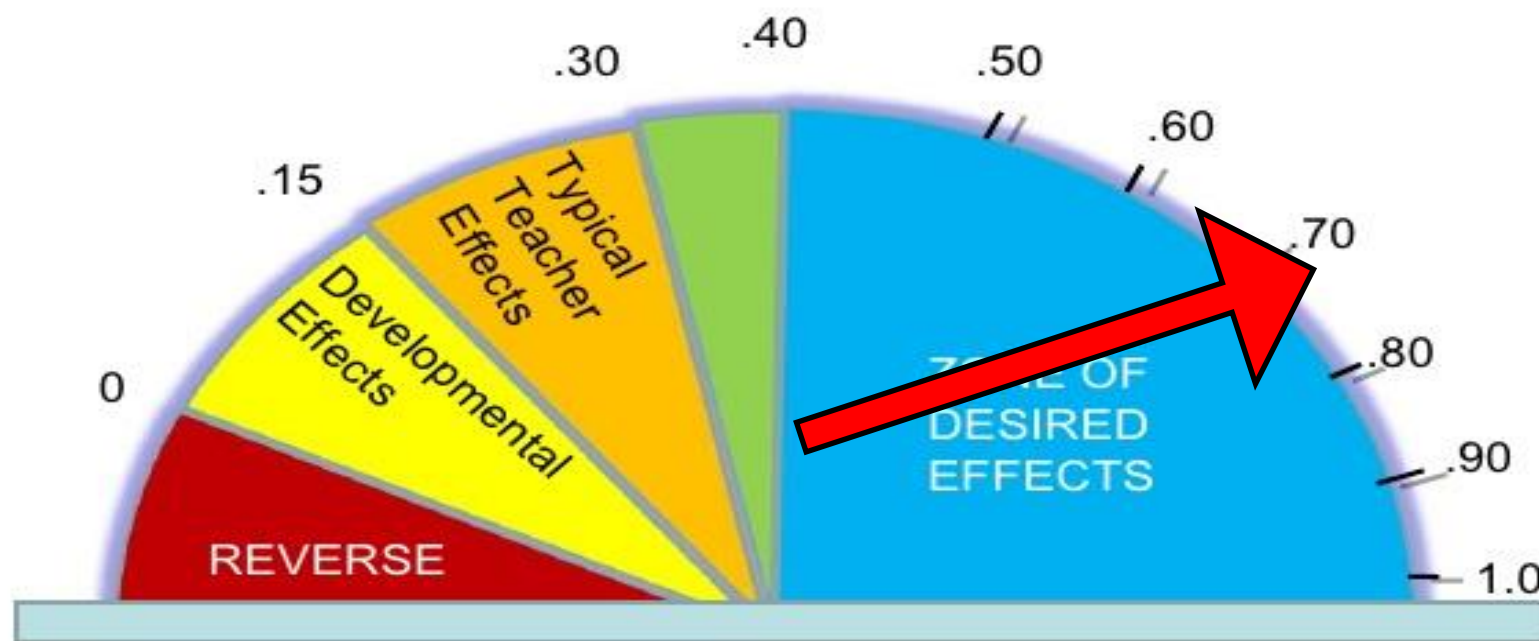
KinderWorld Teaching Model

Explicit teaching = 0.59 effect size

KinderWorld Teaching Model

INFLUENCES ON ACHIEVEMENT

Explicit Instruction followed by problem-based learning

Explicit teaching + inquiry based/problem based = 0.78 effect size

KinderWorld Teaching Model
Gradual release of learning responsibility

The KinderWorld Teaching Model (KTM) has been adapted from the *Gradual Release of Responsibility Model* [1] (GRRM) to help students move from dependent learners to independent learners.

The GRRM is a successful approach for moving classroom instruction from teacher-centred, whole-group delivery (teacher as transmitter of knowledge only), to student-centred collaboration, and independent practice (mastery).

Aligned to this is a shift in pedagogy from explicit teaching to an enquiry-based/problem-based pedagogy.

1. Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development. Materials from Frey & Fisher are at http://www.fisherandfrey.com/

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Gradual release of learning responsibility can be implemented in

- a single period/lesson,

- over the course of a unit of work AND

- over a student's progression from kindergarten high school

as a means of deliberately scaffolding instruction and moving students from dependent to independent learners.

KinderWorld Teaching Model
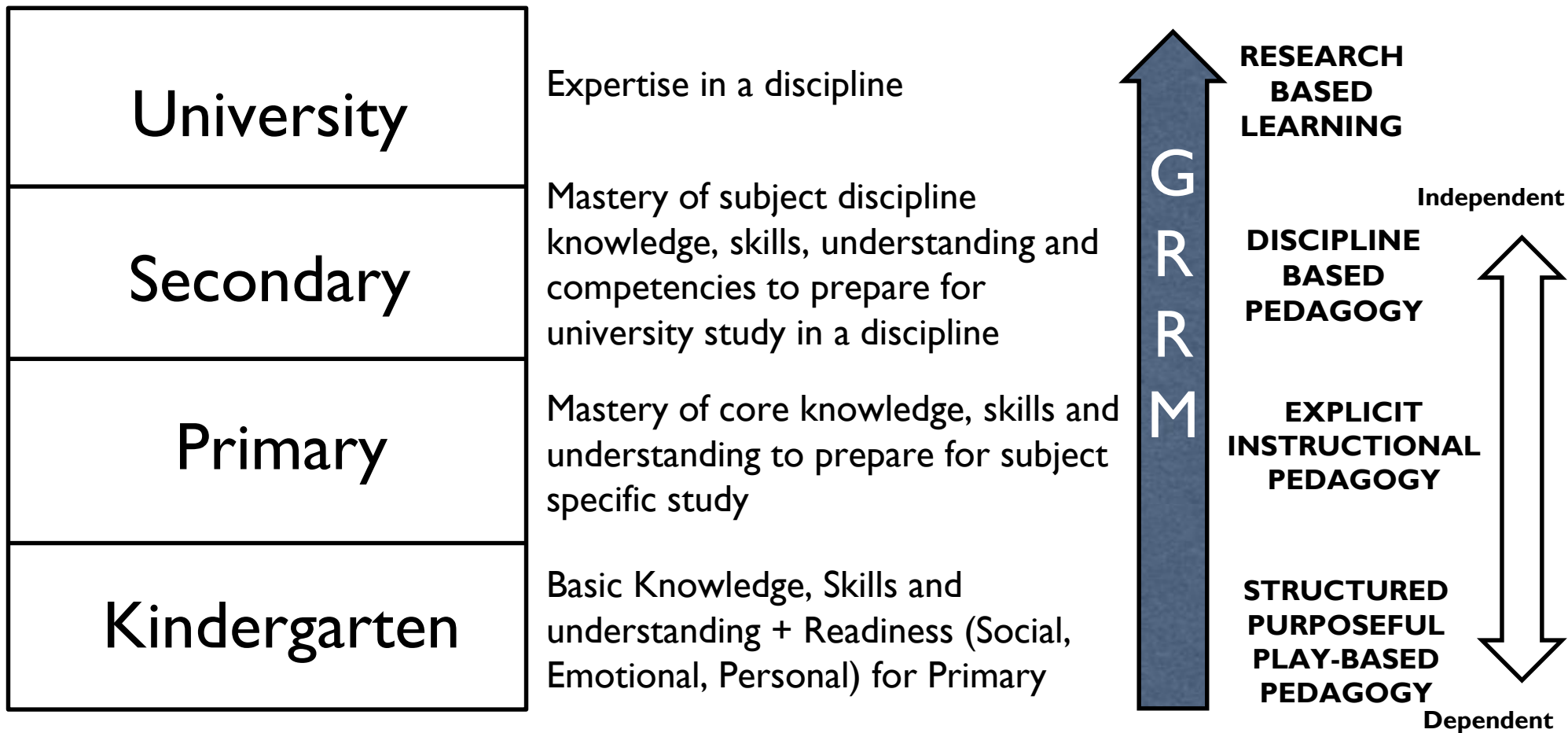## Gradual Release of Learning Responsibility

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STUDENT-DIRECTED
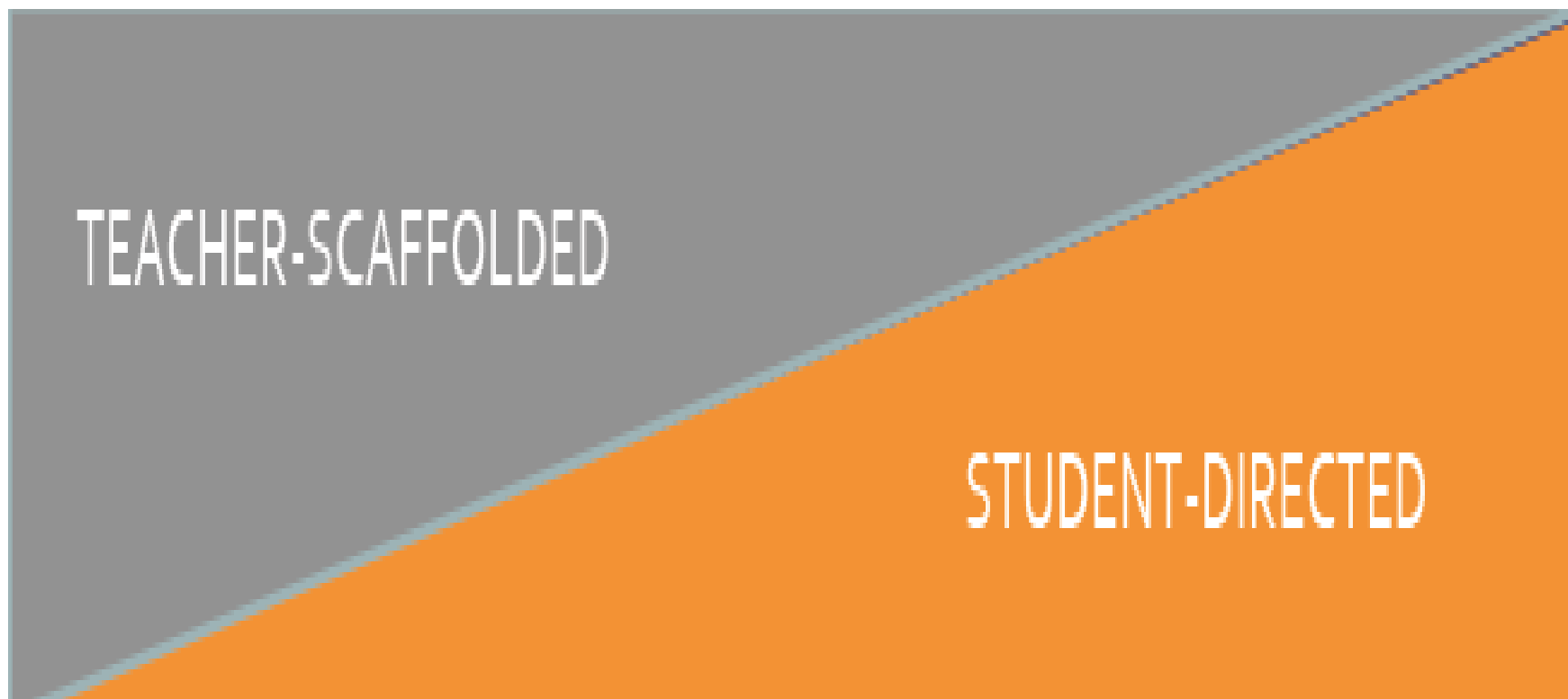
EXPLICIT TEACHING

INDEPENDENT PRACTICE

KinderWorld Teaching Model
Alignment of Pedagogy, School Sector and Learning Responsibility

University	Expertise in a discipline	**RESEARCH BASED LEARNING**
Secondary	Mastery of subject discipline knowledge, skills, understanding and competencies to prepare for university study in a discipline	**DISCIPLINE BASED PEDAGOGY**
Primary	Mastery of core knowledge, skills and understanding to prepare for subject specific study	**EXPLICIT INSTRUCTIONAL PEDAGOGY**
Kindergarten	Basic Knowledge, Skills and understanding + Readiness (Social, Emotional, Personal) for Primary	**STRUCTURED PURPOSEFUL PLAY-BASED PEDAGOGY**

GRRM

Independent
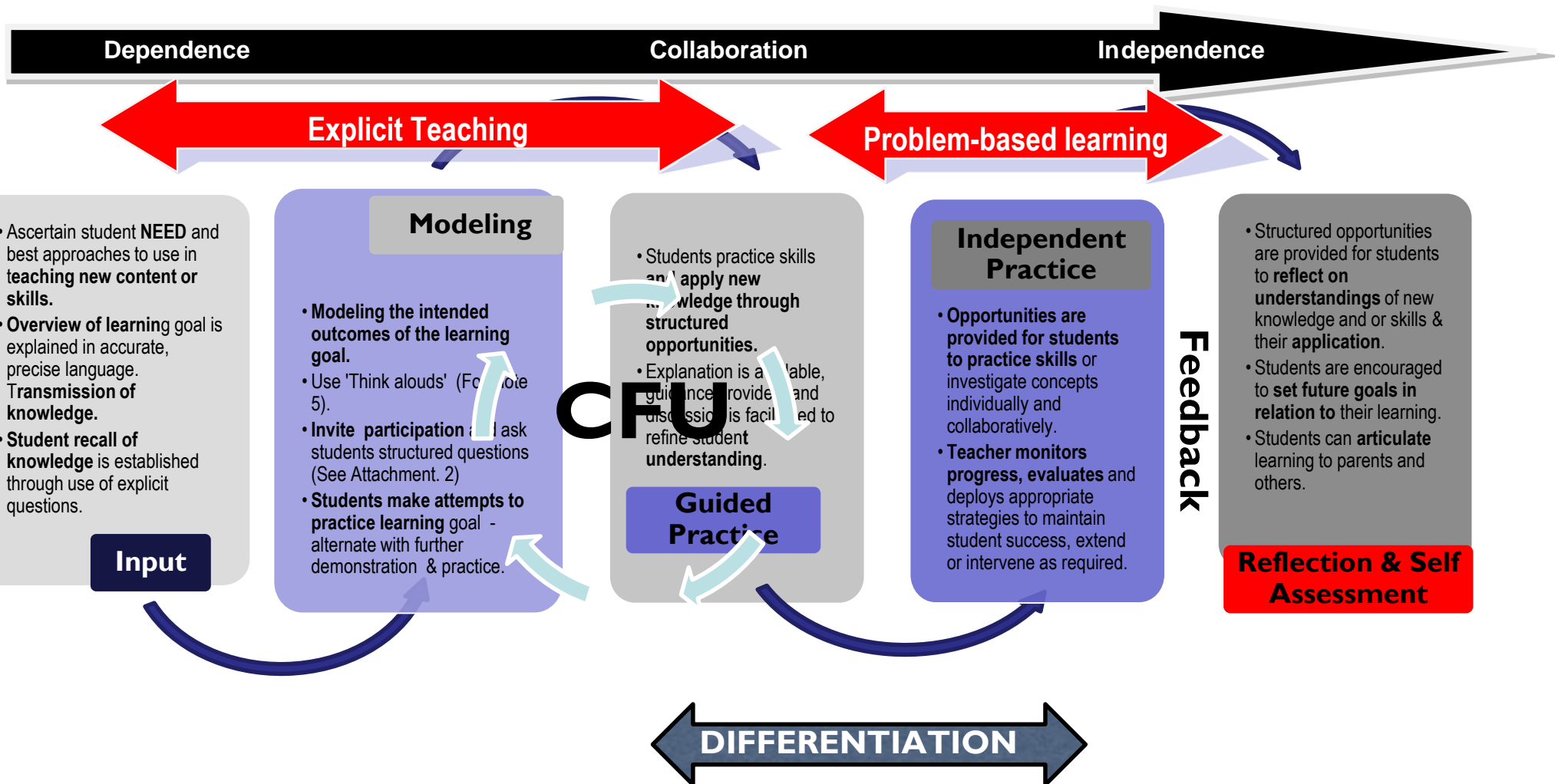
Dependent

KinderWorld Teaching Model
Phases in the model

The KinderWorld Teaching Model consists of five key phases of instruction and learning:

- Input

- Modelling

- Guided practice

- Independent practice through **project-based, problem-based or inquiry-based application of learning**

- Reflection and self-assessment

KinderWorld Teaching Model
Phases in the model

Dependence → Collaboration → Independence

Explicit Teaching | **Problem-based learning**

Input
- Ascertain student **NEED** and best approaches to use in **teaching new content or skills.**
- **Overview of learning** goal is explained in accurate, precise language. **Transmission of knowledge.**
- **Student recall of knowledge** is established through use of explicit questions.

Modeling
- **Modeling the intended outcomes of the learning goal.**
- Use 'Think alouds' (Footnote 5).
- **Invite participation** and ask students structured questions (See Attachment. 2)
- **Students make attempts to practice learning** goal - alternate with further demonstration & practice.

CFU

Guided Practice
- Students practice skills and apply new knowledge through structured opportunities.
- Explanation is available, guidance provided and discussion is facilitated to refine student understanding.

Independent Practice
- **Opportunities are provided for students to practice skills** or investigate concepts individually and collaboratively.
- **Teacher monitors progress, evaluates** and deploys appropriate strategies to maintain student success, extend or intervene as required.

Feedback

Reflection & Self Assessment
- Structured opportunities are provided for students to **reflect on understandings** of new knowledge and or skills & their **application.**
- Students are encouraged to **set future goals in relation to** their learning.
- Students can **articulate** learning to parents and others.

DIFFERENTIATION

KinderWorld Teaching Model
Input/Introduction Phase

Plan prepare connect

- Gain students' attention

- Explain learning goal and success criteria in clear, precise language

- Review relevant previous learning

- Check prerequisite knowledge and skills

- Teach lesson vocabulary – use an instructional routine

Establish a routine to the start of your lessons so that your students know what to expect.

KinderWorld Teaching Model
Modelling Phase

I DO

- Present new content in small steps

- Model procedures

- Use 'think alouds'

- Provide examples and some non-examples

- Ask students structured questions to frequently check for understanding

- Use precise and concise language

- Don't digress

Teach the foundation knowledge, skills and understanding

KinderWorld Teaching Model
Guided Practice Phase

WE DO

- Require frequent responses to consolidate (Choral responses; Think Pair Share; Response cards)
- Ensure high rates of success
- Provide immediate corrective and instructional feedback, clues and prompts
- Have students continue practice until fluent
- Monitor student work closely – walk around, look around, talk around
- Reteach when necessary

Scaffolded practice of the foundation knowledge, skills and understanding to ensure students have 'got it'.

KinderWorld Teaching Model
Guided Practice Phase

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KinderWorld Teaching Model
Guided Practice Phase

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KinderWorld Teaching Model
Independent Practice Phase

YOU DO (together/ alone)

- Students apply learning through inquiry-based, problem-based or project-based tasks individually or in groups.

- Teacher monitors progress and evaluates (formative assessment techniques used to determine breadth and depth of understanding and provides instructional feedback)

- Teacher extends or intervenes as required – walk around, look around, talk around.

- Teacher differentiates activity and instruction where necessary.

- Update teaching notes and student records.

Problem-based application of knowledge, skills and understanding for the students who have 'got it'.

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KinderWorld Teaching Model
Reflection & Self Assessment Phase

**Reflect
Check
Articulate**

- Structured opportunities are provided for students to reflect on understandings of new knowledge and or skills & their application.

- Higher order questions are used to build on higher order thinking.

- Students can articulate their learning to teacher, students, parents and others.

- Students are encouraged to set future goals in relation to their learning.

Students **consolidate** their learning **by articulating** what it is that they now know, can do and understand.

KinderWorld Teaching Model
Explicit Teaching to PBL and Real-World Competencies

EXPLICIT TEACHING BUILDS
CORE LEARNING MASTERY
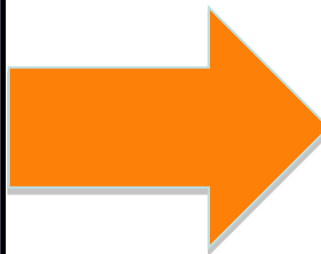
PROBLEM-BASED LEARNING BUILDS
COMPETENCIES BY SIMULATING
REAL-WORLD CHALLENGES

Competencies are measurable indicators of students' abilities to mobilize cognitive resources (apply knowledge) to solve a real-world, or simulated real-world, problem.

KinderWorld Teaching Model
Lesson Structure Overview

1. Introduction/Input (Plan, prepare, connect)
   a. Gain students' attention (taught routine)
   b. Explain learning goal and success criteria in clear, precise language
   c. Review relevant previous learning
   d. Check prerequisite knowledge and skills
   e. Teach lesson vocabulary

2. Instruction/Modelling (I do)
   a. Present new material in small steps
   b. Model procedures
   c. Use 'think alouds'
   d. Provide examples and some non-examples
   e. Use precise and concise language
   f. Don't digress

3. Guided Practice (We do)
   a. Require high frequency of responses
   b. Ensure high rates of success
   c. Provide immediate corrective and instructional feedback, clues and prompts
   d. Have students continue practice until fluent
   e. Reteach when necessary

4. Independent Practice (You do)
   a. Monitor closely – walk around, look around, talk around
   b. Have students practice until mastery
   c. Differentiate instruction and pedagogy

5. Lesson Wrap up (Review, check, articulate)
   a. Students articulate their learning and set future learning goals
   b. Teacher applies various formative assessment techniques to inform planning and future teaching

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KinderWorld Teaching Model
Teacher Modeling and Frequent Student Responses are essential

The KTM is dependent upon the teacher modelling the application of knowledge, skill or concepts, **frequent student responses** to reinforce knowledge and **asking precise questions** to **check for student understanding**.

Checking for understanding is highlighted across the KTM and is core to explicit teaching and to the *Gradual Release of Responsibility* framework – **teachers teach**, **promote active participation** by **requiring frequent student responses** and then **walk around, look around and talk around** providing **feedback** as students practice to build mastery.

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KinderWorld Teaching Model
Powerful Engagement Builds Retention of Learning

We intensify and accelerate acquisition and retention.

KinderWorld students are continually engaged in high-interest learning activities that build their capacity to take on future real-world national, regional and global challenges that they and their parents acknowledge and value.

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

William A. Ward

KinderWorld students are continually engaged in high-interest learning activities that build their capacity to take on future real-world national, regional and global challenges that they and their parents acknowledge and value.

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Thank you!

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