

# First Flight

What are learning dispositions? Why is it important to nurture them in young children? How can learning dispositions be nurtured? In this issue, we share the answers to these questions and more! Find out how MOE Kindergarten nurtures children's learning dispositions through its curriculum and pick up some tips on what you can do to nurture them in your child.

Warm wishes,  
The MOE Kindergarten Team

## ALL ABOUT LEARNING DISPOSITIONS

Learning dispositions are positive behaviours and attitudes that help lay a strong foundation for children to become lifelong learners who find joy in learning. As children pick up knowledge and skills, it is equally important to explicitly and consistently nurture learning dispositions in them. MOE's Nurturing Early Learners (NEL) Framework uses the acronym "PRAISE" to summarise six essential learning dispositions. Find out more below!



### PERSEVERANCE

Children with perseverance are not easily discouraged. With continual effort, they can gain knowledge, improve their skills, and progress in their learning.

### REFLECTIVENESS

Children who reflect on their learning experiences are better able to apply their new knowledge and understanding to different situations.

### APPRECIATION

Appreciating different opinions and valuing the contribution of others help children work as a team and learn from all.

### INVENTIVENESS

Inventive children look at problems and solutions differently. They consider alternative points of view and approach challenges in creative ways.

### SENSE OF WONDER AND CURIOSITY

It is important to nurture and sustain children's natural curiosity. Children with a sense of wonder and curiosity are eager and excited to explore and learn.

### ENGAGEMENT

Being engaged motivates children to be responsible for their own learning and do their best.



## LEARNING AT MOE KINDERGARTEN

Apart from developing children's knowledge and skills, MOE Kindergarten's holistic curriculum and programme provides numerous opportunities for learning dispositions to be nurtured. Read on to find out how learning dispositions, such as a sense of wonder and curiosity, perseverance, reflectiveness and inventiveness, are nurtured through meaningfully-designed learning experiences.

### Weather

A Weeks of Wonder (WoW) Project by MOE Kindergarten @ Springdale

WoW projects provide a natural platform for children to nurture their curiosity and inquisitiveness. At MOE Kindergarten @ Springdale, the children's curiosity about the weather was piqued when the class discussed flash floods in Singapore. They asked many questions, such as "How does the wind become so strong, it becomes a tornado?" and "How does the rain get heavier?"

While learning more about different weather conditions through books, the children were intrigued by the various weather instruments depicted and wondered how they worked. They used paper cups to create their own anemometer and explored the wind conditions at different parts of Springdale Primary School, recording their findings and discovering its windiest location. They were amazed to discover how something as invisible as the wind could cause their anemometer to spin!



"The wind is stronger in the garden, making the anemometer spin!"

Watching videos on how tornados are formed and having a discussion with their teacher on what they saw in the videos got the children both fascinated and in awe. They then formed small groups to create "mini tornados" from recycled bottles. To find out how the debris would move within a tornado, the children added sequins and pebbles into their self-created tornados. They loved watching their spinning tornados and sharing their observations with their friends.



The children enjoyed watching their tornados spin along with the "debris" in them, and experimented ways to make their tornados spin faster.

Through this WoW project, the children not only developed a greater sense of wonder and curiosity for the world around them, it also engaged them and kindled their enthusiasm for learning.

### Gadget Whizzes

Learning Centre Time at MOE Kindergarten @ Riverside

The Learning Centre time at MOE Kindergarten @ Riverside provides opportunities for children to be reflective and inventive as they explore and discover with their friends. When learning about the topic "My Neighbourhood", household electronic items caught the attention of the children at MOE Kindergarten @ Riverside.

To satisfy the children's curiosity, the teachers collected old gadgets for the children to tinker with. The children had meaningful interactions with their friends and teachers as they talked about their discovery of how things work. The open-ended resources and rich learning environment further encouraged the children to engage in self-directed learning as they tinkered, created and problem-solved.

With what they discovered during tinkering, the children decided to create their own electronic gadgets. Some of their creations included...



The sound becomes louder when it travels from the smaller to the larger end of the bottle!

The Special Telephone



The Washing Machine

We can put this pipe in so that after washing, the water can come out and we can use it to water the plants.

Through the activity, the children were empowered to problem-solve and take ownership of their own learning. They had to work together, focus on their task and learn through the process of trial and error to improve their creations. The simple activity not only nurtured children's inventiveness, it also provided opportunities for children to persevere and complete building their electronic gadgets.



The Vacuum Cleaner

## SNAPSHOTS

Take a peek at how some learning activities at three MOE Kindergartens provided opportunities for children to develop reflectiveness, be engaged in learning and to appreciate the people around them!



### MOE Kindergarten @ Dazhong

Pairs of children at MOE Kindergarten @ Dazhong explored the different kinds of cutlery used in daily life. While one child experimented with using various types of cutlery to pick up food items such as vegetables and noodles, the other observed and drew the cutlery that was being used. By taking turns to be the experimenter and observer, the children developed patience and persevered in their tasks. They also developed collaborative skills as they reflected and shared their experiences and observations with their friends.

### MOE Kindergarten @ Punggol Green

Children from MOE Kindergarten @ Punggol Green created a tactile walking path and experienced how it felt while walking on it blindfolded. The experience helped them to reflect on the challenges faced by the visually impaired. The children also created a 3D MRT station model that had handicap-friendly features to better meet the needs of the blind.



### MOE Kindergarten @ Yishun

MOE Kindergarten @ Yishun children paired up to complete an artwork. They learnt how to work together to complete the task, despite having different ideas about what to draw. At the end of the activity, children reflected on what they did and shared about what they appreciated about their friend's ideas for the artwork and how their friends had helped them complete the activity.

## THE FACES OF MOE KINDERGARTEN

Ms Jesslyn Wong, Centre Head of MOE Kindergarten @ Punggol Cove, shares about how children's learning dispositions are nurtured at MOE Kindergarten.

First and foremost, teachers establish a common language and clear understanding of what each learning disposition looks, sounds and feels like in the context of children's lives. We create a classroom culture that deliberately encourages children to display the learning dispositions across contexts. For example, daily routines and outdoor time provide rich opportunities for learning dispositions to be reinforced. Our teachers encourage the children to cheer their friends on to persevere through challenging tasks, such as successfully catching a ball, and celebrate the success or efforts of their friends. When learning dispositions are displayed by the children, teachers acknowledge them, giving praise for "PRAISE".

The learning environment is carefully designed and leveraged to nurture learning dispositions. Children's works are displayed in the classroom to promote reflection on what they have learnt and appreciation for their friends' ideas. Teachers carefully adjust their tone and choice of words in their interactions with the children to nurture learning dispositions. They consider the perspectives of the children and ensure a safe and inviting environment for them to ask questions and voice their opinion.

To promote continuity in the nurturing of learning dispositions from school to home, we conduct LIFE@MK (Leading and Inspiring Families of Early Learners @ MOE Kindergarten) sessions for parents to increase their awareness and understanding of the learning dispositions and pick up some good practices that they can adopt at home. Family-based activities provide the opportunity for parents to interact with their child and reinforce positive attitudes and habits for learning.



Ms Jesslyn Wong  
Centre Head  
MOE Kindergarten @ Punggol Cove





## Congratulations to Ms Panmeline Wong, Centre Head of MOE Kindergarten @ Punggol View, for winning the 2018 Early Childhood Development Agency (ECDA) Outstanding Early Childhood Leader Award!







The award recognises her excellence in organisational, curriculum and collaborative leadership and commitment to delivering high quality early childhood care and education to young children and their families.

Scan the QR code or visit [bit.ly/ECDA Awards2018](http://bit.ly/ECDA Awards2018) to find out more about her positive impact on the children, families and teachers of MOE Kindergarten @ Punggol View.



## SUPPORTING YOUR CHILD

Learning dispositions need to be strengthened and sustained purposefully so that they can become second nature to children. They need to be used frequently across contexts, and be appreciated by the adults and friends whom children interact with. Try out the following tips to nurture your child's learning dispositions at home!

To nurture the learning disposition of...	What you can do with your child at home			
 <p><b>P</b>erseverance</p>	<p>When your child is stuck in the middle of a task, instead of providing immediate help, support your child by encouraging him or her to wonder, "I am stuck because...?" and believe "I can do it if I try again." This helps your child to continue working on a task towards completion by identifying issues and thinking of creative solutions to overcome them.</p>			
 <p><b>R</b>eflectiveness</p>	<p>After a game or a task, encourage your child to think back, learn from the experience and do better in future by asking him or her these questions:</p> <table border="0"> <tr> <td> <p><b>Think back:</b></p> <ul style="list-style-type: none"> <li>• "What happened?"</li> <li>• "What was the first thing you did?"</li> <li>• "Why did you do that?"</li> <li>• "What did you do next?"</li> </ul> </td> <td> <p><b>Learn from it:</b></p> <ul style="list-style-type: none"> <li>• "Was it easy or difficult to...? Why?"</li> <li>• "Which part did you like? Why?"</li> <li>• "Which part was hard for you? Why?"</li> </ul> </td> <td> <p><b>Do it better:</b></p> <ul style="list-style-type: none"> <li>• "Will you....again? Why?"</li> <li>• "What would you do differently? Why?"</li> <li>• "What would you do if this happens again?"</li> </ul> </td> </tr> </table>	<p><b>Think back:</b></p> <ul style="list-style-type: none"> <li>• "What happened?"</li> <li>• "What was the first thing you did?"</li> <li>• "Why did you do that?"</li> <li>• "What did you do next?"</li> </ul>	<p><b>Learn from it:</b></p> <ul style="list-style-type: none"> <li>• "Was it easy or difficult to...? Why?"</li> <li>• "Which part did you like? Why?"</li> <li>• "Which part was hard for you? Why?"</li> </ul>	<p><b>Do it better:</b></p> <ul style="list-style-type: none"> <li>• "Will you....again? Why?"</li> <li>• "What would you do differently? Why?"</li> <li>• "What would you do if this happens again?"</li> </ul>
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 <p><b>A</b>ppreciation</p>	<p>Provide opportunities for your child to share his or her ideas with family members, relatives and friends. This helps him or her recognise that others may have different and unique opinions, and therefore learn and understand issues from multiple perspectives. For example, during a family trip to the National Gallery Singapore, encourage your child to share about his or her favourite artwork, and ask other family members for their views too.</p>			
 <p><b>I</b>nnovtiveness</p>	<p>While working on a task or playing, encourage your child to imagine ways that he or she can do it better or play in a different way. For example, if your child is making a transportation vehicle using recycled materials, ask him or her what recycled objects could be used to make the wheels, or how the vehicle can be made to serve other functions.</p>			
 <p><b>S</b>ense of Wonder and Curiosity</p>	<p>Stimulate your child's curiosity and set the stage for inquiry by asking him or her this series of questions when the opportunity arises, such as during a trip to the wet market or simply looking at the scenery while travelling on the public bus:</p> <ul style="list-style-type: none"> <li>• "What do you see?"</li> <li>• "What do you think about that?"</li> <li>• "Have you ever wondered why...?"</li> </ul>			
 <p><b>E</b>ngagement</p>	<p>Engagement, as a learning disposition, will naturally be nurtured as your child becomes more involved in his or her learning. When you consistently nurture the other learning dispositions, they collectively promote children's engagement and help to extend your child's thinking and participation in the activities and interactions he or she is involved in.</p>			



Do you have any comments on our newsletter or the MOE Kindergartens? Do you have a story to share or an MOE Kindergarten staff you would like to thank? Write to us at [moe\\_kn@moe.gov.sg](mailto:moe_kn@moe.gov.sg)

Visit [www.moe.gov.sg/moekindergarten](http://www.moe.gov.sg/moekindergarten) or scan the QR code to join our mailing list to receive the latest news and updates!

