

EIF Overview slide: The Education Inspection Framework (EIF) is the framework used to structure school and college inspections undertaken by OFSTED. During their visits they will analyse a providers use of curriculum within three specific categories; that is the intent, implementation and impact of that curriculum, often referred to as the 3 I's, and verify their findings using triangulation of evidence. They seek to see, hear and read something before they consider it a truth of practice.

Implementation - all learners complete a fairly uniformed, varied number of subjects in primary school before being streamed into one of three pathways in secondary - the express, normal (academic) and normal (technical). In the UK a 2020 study was conducted by the DfE to assess perceptions of technical education. Of the employers surveyed 41% reported having some understanding of our technical and vocational qualification, and of this 41%, 46% considered them [valuable](#).

In 1992 Singapore recognised the potential value of vocational and technical education in their continuing economic growth and directly addressed public perceptions. They created the Institute for Technical Education (ITE). Mission statement - 'To create opportunities for school leavers and adult learners to acquire skills, knowledge and values for employability and lifelong learning in a global economy.' A large part of this 'levelling up' of technical and vocational education was tackling societal prejudice against the sector. They launched a marketing campaign describing the provision as 'Hands on, Minds on, Hearts on', and over the next decade increased the public visibility of the T&V Education by 76% (APEC, 2010). The movement prompted a doubling of enrollment over the next 20 years. Studies have been conducted to show that annual income for ITE graduates is strong, and majority of pupils and parents now consider the sector a viable pathway to a 'prosperous future' (Stewart, 2016).

2) The EIF opens it's assessment of implementation by requiring 'teachers to present subject matter clearly'. The subject matter I'm keen to explore here in the character and citizenship content, which is embedded throughout the entire curriculum so that students can 'internalise the necessary values, attitudes and competencies' (MOE, 2020). Those necessary values involve the 6 key content areas mentioned previously, Family Education, National Education, mental health etc, A UK study flagged the benefits on pupil wellbeing of embedding a whole-school approach to promoting positive mental health, but flagged the impact on teacher wellbeing who lacked self-efficacy in accumulating what is essentially another professional specialism alongside their teaching role, [which already impact on teacher wellbeing](#) (Holt, 2019). Singapore have supported this shift in expectations of teachers by providing a CCE Toolkit to all schools, however the design and implementation of programmes to support the implementation of the CCE syllabus left to schools (Tan, Liu & Low, 2017) - Implying some level of teacher autonomy, but also accountability for developing curriculum content. Seeking evidence of these values in practice I sought out GCE past papers from 2021. I'm very aware of the convenience here of all content being taught in English - continue to benefit from Britain's colonial past. I compiled a selection of papers from across a variety of subjects, and pulled the first question of several papers. An English paper that asked students to read aloud a paragraph on Singapore's world-leading public transport system, and another asking them to persuade a peer to join their cycling club, highlighting the physical and mental benefits. A maths paper that asked students to calculate

angles on 'iconic' examples of Singaporean architecture. A written English paper that asked student to write a proposal for a community project they will lead in their local area. Clear strong links to the **National Education element of CCE**. Considered our equivalent - British Values. We've already touched on the problematic nature of the area. It's also delivered as compulsory content in tutorials, similar in fashion to CCE in previous Singaporean curriculum, though in our recent OFSTED visit inspectors were explicit in learner interviews that they wished to know how themes of British Values and Prevent were embedded throughout the learner journey.

There are further indicators of the embedding throughout not just the explicit curriculum but the hidden curriculum as well in our case study school - Pierce Academy - where student groups are named after desirable values e.g. Integrity, respect, care'

3) The morals of integrity and care segway us nicely into my third point. Where the EIF now draws upon evidence of strong pedagogical practices, our own emphasis on retrieval and formative assessment are trumped in the CCE by the number one priority of Positive Relationships, striving to create a learning environment where students feel 'accepted, safe and empowered'. Pierce Academy's code of conduct - corporal punishment still employed for infractions, and a statutory requirement for students to 'accept punishment graciously'. Studies by Hewlin (2003) discuss facades of conformity; where external behaviour adapts to external pressures, without an internal shift. Creates emotional labour and constructs precarious relationships under the cloak of false conformity. **All impacting wellbeing. Mental health stats?**

The CCE next highlights the importance of teachers' understanding of students' learning needs, prior knowledge and experience - to meet learning needs exam access arrangement can be put in place in a similar fashion to here in the UK, however qualification achieved using EAA do highlight the adaptations made, a strong example of othering children and young people with additional learning needs. Assessing prior knowledge seems to rely heavily on the primary school exam, as further assessment is not scheduled in our case study school until the end of term 1 for all year groups. Embracing learner experiences does again nod to Singapore's generally progressive attitude to cognitive justice.

Next the CCE highlights the importance of metacognition in pedagogical practices. The phrase was first coined in the 1970's by John Flavell, but has been granted a resurgence as the newest evidence-based buzzword in Western professional development since 2018, coincidentally when the CCE was being drafted. There has been some evidence to suggest that effective embedding of metacognitive development can positively impact the outcomes of low **socioeconomic status learners (EEF, 2021)**.

Lessons of 40 mins - 10/11 per day. Clear timetabled space for community projects and volunteer work. Some research has commended the use of shorter lesson times, though these seem to rely on the allowance of short cognitive breaks between blocks of learning that support the brain's default mode in consolidating learning ([Immordino-Yang et al, 2012](#)). The timetable would suggest that learners stay stationary and teachers move, as one lesson ends another seems timetables to begin, perhaps heightening