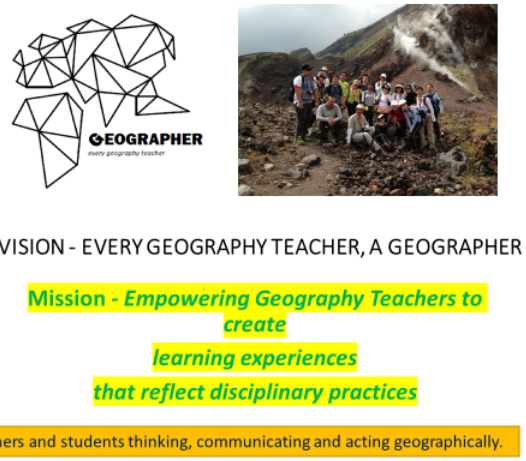
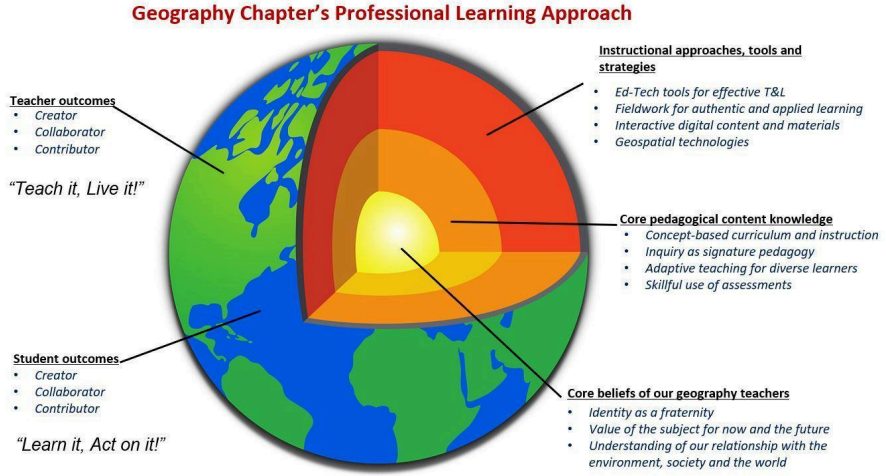
2026 Geography Chapter Professional Learning Opportunities, Academy of Singapore Teachers





The Geography Chapter's vision 'Every Geography Teacher, a Geographer' is an aspirational anchor to motivate us to think like a geographer in disciplinary understanding and practice. Our mission is to empower geography teachers to create learning experiences that reflect disciplinary practices.

In line with the focus on nurturing future-ready learners and our syllabuses focus on sustainable development, we have revised our professional learning approach to promote pedagogies which inspire students' agency to work towards a sustainable future. All our workshops, events and networked learning communities (NLCs) will be guided by this approach.

- The internal structure of the earth emphasizes the inter-relatedness of our beliefs, pedagogical knowledge, instructional approaches to the students' and teachers' outcomes. This image also reminds us of one Earth and the need to think and act sustainably, we only have this planet to depend on – our future is dependent on its survival.
- Just as in the internal structure of the earth, the inner and outer core of the Earth power the tectonics outcomes we see on the surface of the earth. The Geography Chapter also believes that core beliefs and pedagogical content knowledge (PCK) of our teachers are critical to the quality outcomes we hope to see in our teachers and our students.Concept-based teaching, inquiry, adaptive teaching and skilful use of assessment remain timeless pedagogical approaches that are core to our pedagogical practice.

- The third layer, the mantle, transmits the heat from the core to the surface via convective currents that are the drivers of plate movements. In the same vein, various instructional approaches, tools and strategies are important pathways that operationalise our core beliefs and PCK, transforming our curriculum into valuable learning experiences that our students learn within and outside the classroom. These are pedagogies that may emerge over time to deepen our inquiry lessons.
- The crust is where life is found, on land and in the sea, the most visible part of our Earth. This is the outcome of our education system. From the geography chapter's perspectives, student and teacher outcomes will remain the same. As teachers, our mission is to create deep learning experiences for students, inspiring in them a love for learning and nature, forging collaboration with one other within the fraternity as we contribute to the learning of others even as we grow ourselves. As with our vision of the Geography Chapter, every Geography Teacher and a Geographer, the tagline "Live It, Teach It!" captures our mission and vision aptly. This will then inspire students to "Learn it, Act on it!".

Professional Learning Events (Register through email invitation)

S/N	Target Group	Title	Description/Course Outline	Date	No. of hrs	Type/Venue	Time	Facilitator
1	Core Team Representatives only	Core Team 1	The Core Team meets to envision, design and review learning direction and programme for the Geography Chapter.	12 Feb 2026 (Thu)	3	F2F TR5, Blk B Level 2	1430-1730	Michele Tang
2	Pre-U Teachers	GeoConnections: Connecting Geography Educators for Growth **[New]**	GeoConnections is a platform for A-Level Geography educators to meet each semester, share teaching practices, discuss assessment strategies, and address challenges in the field. With a focus on integrating educational technology, the platform supports teachers in enhancing their lessons and preparing students for a future-ready world.	Session 1: 27 Jan 2026 (Tue) Session 2: 2 Jul 2026 (Tue)	3 3	F2F TR21, Blk C Level 3 F2F TR21, Blk C Level 3	1430-1730	Melanie Lum

S/N	Target Group	Title	Description/Course Outline	Date	No. of hrs	Type/Venue	Time	Facilitator
3	All	Walk-with-Experts @Pulau Ubin	This is a fieldtrip with a field expert to a selected field site in Singapore to deepen Geography teachers' subject content knowledge and pedagogical content knowledge. It will provide teachers with insights on designing student-centred field learning.	Term 2, TBC	5	F2F	0800-1300	Melanie Lum
4	LTs only	LT Conversations NLC Session #1	A conversation platform to support LTs in their growth and development.	23 Jan (Fri)	3	F2F A1-3 (ASTeria)	1400-1630	Michele Tang
5	STs & LTs, interested teachers	STLT Professional Learning Session 1	This is part 1 of our annual engagement with STs and LTs. Our focus in 2025 will be on how to harness AI tools in SLS tools to design effective lessons and facilitate the assessment of students' learning during lessons..	Term 2 ~~17 April (Fri)~~ 15 May (Fri)	3	F2F GeoLab, Blk A evel 2	1430-1730	Melanie Lum
6	STs & LTs, interested teachers	STLT Professional Learning Session 2	This is part 2 of our annual engagement with STs and LTs. It will be a platform for STs and LTs to share their experience in using AI to design learning and aid in formative assessment.	25 Sep (Fri)	3	F2F Learning Lab, Blk A Level 2	1430-1730	Melanie Lum
7	Core Team Reps and LTs	Core Team 2	Meeting to plan for GeoConnect.	Term 4 16 Oct (Fri)	3	F2F TR5, Blk B Level 2	1430-1730	Michele Tang

OPAL 2.0 MTT-led Workshops

(Register in OPAL2.0. Search for the course by typing in inverted commas before and after the course code, e.g., "GEO-000029" or click on the course titles below.)

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
Content and Pedagogy (Secondary level)								
1	All	Helping Students Unlock Difficult Concepts in the Tectonics Cluster	***NEW!*** GEO-000163	This workshop addresses challenges secondary geography teachers face when teaching complex tectonics concepts. Through scaffolding strategies, participants will learn how to break down abstract geological processes into smaller bite-sized learning for their students. Teachers will explore pedagogical techniques that help students visualise and understand Earth's internal processes. Particular emphasis is placed on identifying and addressing common student misconceptions about crustal movements and plate interactions. Participants will develop a structured teaching sequence that builds student understanding supported by formative assessment strategies. Sign up before 26 Feb 2026.	Session 1: 27 Feb 2026 (Fri) F2F, Training Room 25, Blk C Level 4 Session 2: 12 Mar 26 (Thu) F2F, Training Room 10, Blk B Level 2 Session 3: 13 Mar (Fri) to 8 Apr (Wed) Asynchronous Session 4: 9 Apr 26 (Thu) F2F, Training Room 10, Blk B Level 2	12	Blended Learning	Yuen Kah Mun co-faci(s) Alvin Tan, Emmeline Teng (CTSS)

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
2	All	Making Climate Science Accessible for Students	GEO-000155	This course is designed for secondary school geography teachers seeking effective strategies to teach weather and climate concepts. Participants will analyse why certain atmospheric concepts are difficult for students to understand. They will learn how to scaffold learning of climate science using core atmospheric concepts, and explore strategies and resources that help to make learning of climate science accessible and engaging for students. Participants will collaboratively redesign the teaching of the climate cluster using big ideas. Sign up before 26 Mar 2026.	Session 1 (f2f): 9 April 2026 (Thu), Training Room 9, Blk B Level 2 Session 2 (f2f): 24 April 2026 (Fri) Training Room 7, Blk B Level 2 Session 3 (asynchronous): 25 Apr-21 May 2025 Session 4 (f2f): 22 May 2025 (Fri) Science Centre	3 3 3 3	Blended Learning	Melanie Lum

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
3	All	From Coverage to Connection: Reimagining Tourism for deep learning through Concept-based Inquiry	***NEW!*** GEO-000164	This workshop aims to build the capacity of Geography teachers to become confident curriculum-makers by integrating concept-based instruction, assessment literacy, and digital literacy. Rather than feeling overwhelmed by the breadth of content to be taught, teachers will learn how to make sense of the curriculum through a concept-based inquiry approach. They will explore how to design compelling overarching questions and engaging guiding questions that scaffold student thinking and promote inductive learning. This approach helps students uncover transferable big ideas within and across topics. By developing a well-thought-out curriculum, teachers will feel empowered to be more creative and intentional in designing meaningful learning experiences. The result is a classroom that fosters deeper understanding, curiosity, and purposeful engagement. Participants will: - Learn how to make sense of the curriculum through a concept-based inquiry approach - Explore how to design compelling overarching questions and engaging guiding questions that scaffold student thinking and promote inductive learning	Term 2 Session 1: Asynchronous online 15 Apr (Wed) - 21 Apr (Tue) Session 2: Synchronous F2F 22 Apr (Wed) TR25 Blk C Level 4 Session 3: Asynchronous 23 Apr - 6 May (Wed) Session 4: Synchronous F2F 8 May (Fri) TR25 Blk C Level 4	12	Blended Learning	Michele Tang Co-facilitators: Boon Teck, Serene Howe, Edward Nathan

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
				- Be intentional in designing meaningful learning experiences - Harness the affordances of SLS AIEd features for engagement and AfL Sign up before **3 April 2026**.				
4	All	Designing Geography Lessons that Stick -Making Every Minute Matter	***NEW!*** GEO-000166	How can we design each Geography lesson to maximise student engagement and long-term understanding—especially in a limited timeframe? Geography teachers often face the challenge of engaging diverse learners within the constraints of a single period. This workshop explores practical strategies to optimise lesson time without compromising depth or student connection. Grounded in brain-based learning and sound pedagogical principles, the workshop offers teachers actionable tools to improve student attention, participation, and retention. Participants will deepen their understanding of how students learn, discover ways to design lessons that stick, and build a repertoire of strategies that make every minute in class count. Participants will: -Make sense of how the brain learns best and use these insights to boost students' focus, motivation, and long-term understanding in	Session 1: Synchronous F2F 1 Jul 2026 (Wed) Training Room 26, Blk C Level 4 Session 2: Synchronous online 16 July (Thu) Session 3: Asynchronous 17 July - 28 Jul (Mon) Session 4: Synchronous F2F 29 July (Wed) Training Room 26, Blk C Level 4	12	Blended Learning	Michele Tang

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
				Geography lessons. - Design lessons that count - balancing content coverage with meaningful inquiry, discussion, and hands-on learning. - Use quick, powerful strategies to keep students engaged and thinking deeply. - Reflect and refine their current lesson designs to make every minute purposeful, impactful, and connected to how students truly learn Geography. Sign up before **26 June 2026**.				
Differentiated Instruction (Please note the levels of practice in SFEd and apply accordingly)								

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
5	Sec/JC Accomplished	Deepening Practices for Differentiated Instruction (Geography)	GEO-000061	This workshop is designed for Geography teachers who are familiar with DI and wish to deepen their practice of DI. We shift our focus to the principles of flexibility and responding to students' learning that will engage and motivate them. It will equip participants with skills to adapt and integrate a wide range of instructional strategies and all the same, build a community of self-directed learners in the geography classroom. Sign up before **4 Feb 2026**.	Session 1 (synchronous online): 11 Feb 2026 (Wed) Session 2 (asynchronous): 12 Feb (Fri) – 4 Mar 2026 (Wed) Session 3 (f2f): 4 Mar 26 (Wed), Training Room 26, Blk C Level 4 Session 4 (asynchronous): 6 Mar (Fri) - 7 Apr 2026 (Wed) Session 5 (F2F): 8 Apr 2026 (Wed), TR25 Blk C Level 4	12	Blended Learning	Yuen Kah Mun

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
6	Sec/JC Proficient	Designing Learning Experiences for Differentiated Instruction in Geography	GEO-000029	This blended learning course is suitable for Geography teachers interested in designing flexible topic / unit plans that support differentiated learning experiences in the classroom. This course focuses on thoughtful planning using big ideas and concepts to help teachers develop flexible lessons that will cater to diverse learners' needs. Face-to-face sessions offer a platform for collaborative learning where participants review and reflect on ways to enhance learning outcomes of their students. Sign up before **24 Jun 2026**.	Session 1 (synchronous online): 8 Jul 2026 (Wed) Session 2 (asynchronous): 9 Jul (Thu)-22 Jul (Wed) Session 3 (F2F): 22 Jul 2026 (Wed), Training Room 25, Blk C Level 4 Session 4 (asynchronous): 24 Jul (Fri)-19 Aug 2026 (Wed) Session 5 (F2F): 20 Aug 2026 (Thu) TR25 Blk C Level 4	12	Blended Learning	Yuen Kah Mun

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
7	Sec/JC Leading	Leading in Concept-based Inquiry and Differentiated Instruction (Geography)	GEO-000156	This workshop is for participants who are ready to guide and influence fellow teachers in designing and enacting tech-enabled inquiry-based lessons framed by big ideas which use the Differentiated Instruction (DI) approach. They will be applying adult learning principles and acquiring mentoring skills in leading and guiding others. It is recommended that participants have basic understanding in crafting inquiry questions from big ideas and have attended the Geography Chapter's differentiated instruction workshops. Sign up before **23 Jul 2026**.	Term 3 and 4 Session 1 (Asynchronous): 6 Aug (Thu)- 12 Aug (Wed) Session 2 (F2F): 13 Aug (Thu), TR25 Blk C Level 4 Session 3 (Asynchronous): 14 Aug (Fri)- 17 Sep (Thu) Session 4 (F2f): 17 Sep 2026 (Thu), Training Room 25, Blk C Level 4	11	Blended Learning	Yuen Kah Mun Melanie Lum

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
Inquiry-based Learning (Please note the levels of practice in SFEd and apply accordingly)								
8	Sec/JC Proficient	Designing Deep Learning Experiences Using Big Ideas and Inquiry (Geography)	GEO-000057	This blended learning course focuses on how to craft good inquiry questions at both the unit and lesson level to drive geographical inquiry. Some teaching strategies will be shared to deepen students' learning. If used effectively, such lessons can develop and deepen students' conceptual understanding. It comprises an asynchronous learning session, two face-to-face sessions. As part of the course, participants are given the opportunity to plan and enact a lesson using the tools taught during the course. The final face-to-face session is an opportunity to share reflections and to learn from the experiences of other teachers who have tried out the inquiry approach. The course will facilitate discussions on issues related to using the inquiry-based learning approach to teach concepts. Sign up by **28 Jan 2026**.	Session 1 (asynchronous): 11 Feb (Wed)-18 Feb (Wed) Session 2 (synchronous F2F): 19 Feb (Thu), Training Room 20, Blk C Level 3 Session 3 (asynchronous): 24 Feb (Mon) to 25 Mar (Wed) Session 4 (synchronous/online): 25 Mar (Wed)	12	Blended Learning	Melanie Lum
9	Sec/JC Accomplished	Deepening Practices in Inquiry-based Learning (Geography)	GEO-000047	Participants in this session will deepen the practice of inquiry-based learning in the geography classroom by examining how they could teach though big ideas in more engaging ways and scaffold students' understanding of challenging concepts and skills. They will also learn to use different instructional strategies to cater to the needs of diverse learners. Participants are to design and/or enact an IBL	Session 1 (asynchronous): 6 Jul (Mon) - 13 Jul (Mon) Session 2 (F2F): 14 Jul (Tue) Training Room 5, Blk B Level 2	12	Blended Learning	Melanie Lum

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
				lesson incorporating instructional strategies and facilitation skills learnt and share with other participants as part of the courser requirements. Sign up before **22 Jun 2026**.	Session 3 (asynchronous): 15 Jul (Wed) - 20 Aug 2025 (Thu) Session 4 (synchronous/online): 21 Aug 2025 (Fri)			
Assessment (Please note the levels of practice in SFEd and apply accordingly)								
10	Upper Secondary Accomplished	Improving students' competency and confidence in answering evaluative questions in Geography (Sec)*	AL-000284	Do your students often struggle with coming up with a personal voice for evaluative questions? How can teachers better support students to improve the quality of their thinking for such questions? The session will share good formative assessment principles, and how the adaptation on the use of John Biggs and Kevin Collis structural framework of SOLO Taxonomy to design more effective learning experiences. Coupled with effective feedback, this can help students attain a higher level of understanding, be confident in evaluating an issue or phenomenon with their personal voice, and write better essays. You will then collaboratively apply your learning in the current new syllabus. You will also be exploring the use of AI to help students improve	Term 1 Session 1 Asynchronous 29 Jan 2026 (Thu) Session 2 Synchronous F2F 13 Feb (Fri) Training Room 25, Blk C Level 4 Session 3 Asynchronous 16 Feb (Thu) - 23 Mar (Mon) 2026 Session 4 Synchronous F2F	12	Blended Learning (Online + F2F)	Michele Tang

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
				their competency in answering evaluative questions. Sign up by **23 Jan 2026**	26 Mar 2026 (Thu) Training Room 25, Blk C Level 4			
11	Sec/JC Proficient	Formative Assessment towards 21CC (Geography)	GEO-000028	Need ideas on how to design formative assessment aligned to 21CC and digital competencies? This blended learning course is focused on designing a range of purposeful ongoing formative assessment tasks for online and in-class learning to inform teachers of students' progress in relation to the learning outcomes. Participants will learn to design formative assessment tasks aligned to well-crafted learning intentions and success criteria, including 21CC and digital competencies. The final session is an opportunity for teachers to share their designs and reflections. Participants should be able to: • understand that ongoing assessment is integral to developing students' geographical thinking; • design effective and engaging formative assessment strategies and tools to support 21CC and digital competencies; and • provide feedback to deepen students' conceptual understanding.	Session 1 (asynchronous):25 Mar (Wed) - 7 Apr 2026 (Tue) Session 2 (synchronous face-to-face): 8 Apr 2026 (Wed), Training Room 25, Blk C Level 4 Session 3 (asynchronous): 9 Apr 2026 (Thu) - 5 May 2026 (Tue) Session 4 (synchronous f2f): 6 May 2026 (Wed), Training Room 26, Blk C Level 4	12	Blended Learning	Lim Puay Yin

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
				Sign up by **11 Mar 2026**.				
Others								
12	Sec/JC	Socratic Questioning to Deepen Conceptual Understanding (Geography) *	GEO-000062	Skilful questioning is a fundamental pedagogical skill for every teacher. Effective teachers can employ the principles and strategies of Socratic questioning to build a culture of collaborative inquiry to support students' understanding of concepts in Geography. The facilitator will demonstrate the use of the Socratic Method using Paul & Elder's Elements of Reasoning and Parker's Socratic Dialogue. Participants will also learn how to incorporate Socratic Questioning in SLS lessons. During the final session, there will be opportunity for participants to review, adapt and create inquiry lessons specifically incorporating the use of questions to deepen learning. By the end of the course, participants should be able to • understand the purpose for using Socratic questions to promote student learning through inquiry, • enact effective Geography lessons through Socratic questioning, and • use questions to check for understanding and provide feedback.	Session 1 (asynchronous): 19 Aug (Wed) - 25 Aug (Tue) Session 2 (F2F): 26 Aug (Wed), Training Room 25, Blk C Level 4 Session 3 (asynchronous): 27 Aug (Thu) – 22 Sept (Tue) Session 4 (synchronous/online): 23 Sept (Wed)	12	Blended Learning (Online + F2F)	Lim Puay Yin

5S/N	Target Group/ Level of Practice	Class Title *Suitable for cross-level deployed teachers*	Course Code	Description/Course Outline	Dates of Sessions	No. of hrs	Type	Facilitator by
				Sign up before **5 Aug 2026.**				
Interdisciplinary Learning								
13	Sec	Designing and facilitating purposeful interdisciplinary learning experiences in Geography and Biology (Sec) at Rifle Range Nature Park	PED-000166	The full day workshop comprises fieldwork as well as collaborative discussion among teachers to co-create interdisciplinary lesson packages for their students. It is recommended that at least one Biology/Lower Secondary Science and one Geography teacher from the same school to sign up for this course.	Term 4 17 Sep 26, CHIJ Katong Convent Full Day f2f 8am-5 pm	8	F2F	Melanie Lum