



*At Gardens by the Bay (Singapore)*

These past 8 months in Singapore have been a whirlwind – courses, research, conferences, and now Covid-19. But in true NZ fashion, I'm staying positive and carrying on as best I can with my work.

I am nearing the end of my first year having almost completed my coursework with very pleasing results having receiving A-grades for my courses so far. By attending classes with other Singaporean teachers, it has been extremely enlightening to learn about the Singaporean education system and the innovative practices that have been developed and implemented here that I believe teachers and students in New Zealand would greatly benefit from. Pictured below is Professor Berinderjeet Kaur, the only Professor in Mathematics Education in Singapore, speaking about how the future of mathematics lies in teaching students how to be creators.

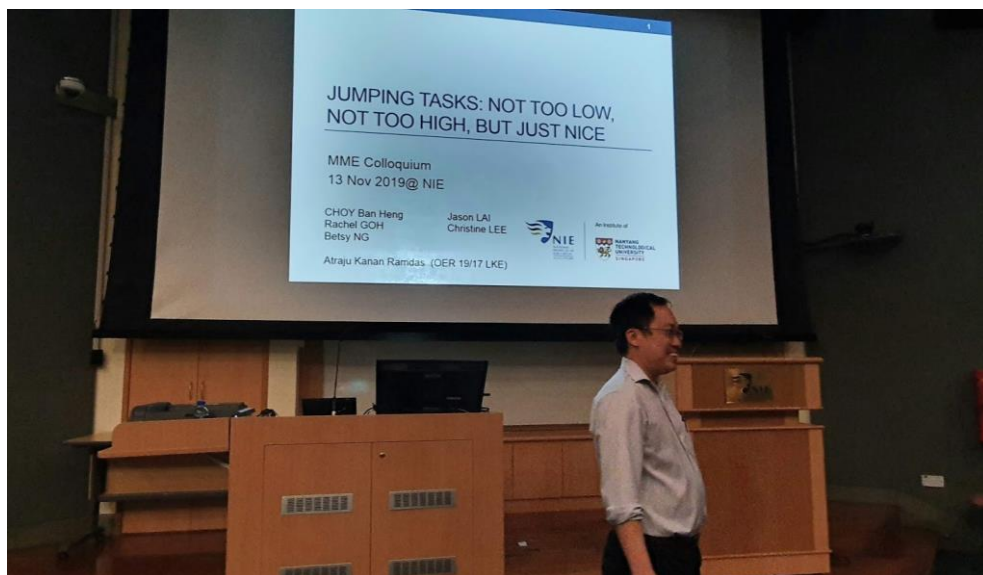


*Attending a public lecture by Professor Berinderjeet Kaur at the National Library of Singapore*

In November, I had the opportunity to present at the Mathematics and Mathematics Education (MME) Colloquium at the National Institute of Education (NIE) about research that was conducted in NZ about designing Maori- and Pasifika-inspired mathematics problems with students in South Auckland. The audience was very intrigued about handing power over to the students to design problems for their peers.



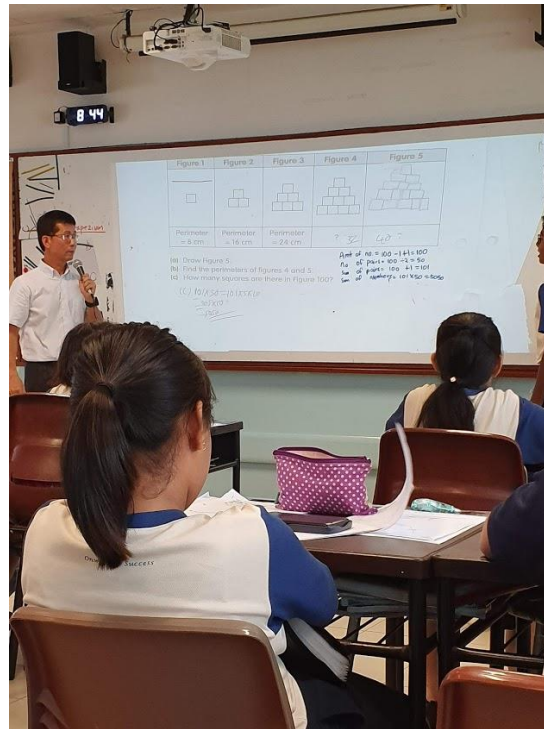
*Speaking at the Mathematics and Mathematics Education Colloquium at the National Institute of Education (Singapore)*



*Attending a talk by my supervisor, Dr Choy, at the MME Colloquium about designing tasks to extend students' learning*

I have submitted two research papers about my most recent research to two international conferences in July to present, one has been accepted and the other is currently under review. However, due to the Covid-19 situation these have been postponed until July 2021 which I plan to attend and present.

My research has grown from understanding how teachers teach to understanding how teachers plan mathematics lessons. I have had the opportunity to visit primary and secondary schools in Singapore and observed that a common practice was for teachers to design worksheets for their students.



*Observing a Year 5 mathematics lesson in Singapore in which students were asked to find a rule for a pattern having not yet studied algebra and formulas previously*

Not only are these worksheets used for practicing questions at the end of a lesson but more importantly they are used by teachers in class more than the prescribed textbooks. I was intrigued by this practice because the curriculum, textbooks, and school syllabus are extremely aligned – so why should teachers feel the need to design worksheets? How do they design them? And once they're design, how do they implement them? Observing teachers in Singapore has highlighted that a critical aspect of teaching is learning and knowing how to design and craft tools for the classroom. This practice of designing is what I plan to investigate over the next 3 years in Singapore.

By June 2020, I will have completed four out of the five compulsory mathematics education courses and I am on track to complete my doctoral confirmation by the end of the year. Then, I will begin applying for ethics and data collection in schools in Singapore.

I'm extremely grateful for the support that GWNZ has given me and am truly humbled to represent GWNZ in Singapore. I look forward to sending more updates about my time here in Singapore.

Ngā mihi nui,

*Sze Looi Chin*