**EXPRESSION OF INTEREST (EOI)**

**Instructions**

1. This form is for reference only.
2. PI to submit EOI on ROMS by the deadline stated in the ERFP Grant Call Announcement. Late and incomplete submissions will not be accepted. PIs who do not submit an EOI will not be allowed to submit a proposal in the 33RFP.
3. To have access to ROMS, PIs are to contact their IHL Point of Contacts (POCs).
4. IHL Point of Contacts (POCs) to submit ROMS Account Creation Template to ERFPO by the deadline stated in the ERFP Grant Call Announcement. ERFPO will liaise with IHL POCs to create PI and DOR ROMS account.
5. For research grants queries, please email to ERFPO at [grants@erfp.edu.sg](mailto:grants@erfp.edu.sg)

**Application Type**

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| --- | --- |
| **Type of Institution** | PI's Institution |
| **Type of Application** | Please Select |
| **ERFP Grant Category[[1]](#endnote-2)** | Please Select |
| **Indication of Tier**  Note: The Grant Tier listed during EOI stage is for indicative purposes only. This can be changed during the grant application. | Please Select |

**Project Overview**

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| **Principal Investigator (PI)** |  |
| **Designation** |  |
| **Email Address** |  |
| **Project Title[[2]](#endnote-3) (Max 200 Characters)** |  |
| **Endorser** | Please Select |
| **Type of Learner Group[[3]](#endnote-4)** | Please Select |
| **MOE-wide Education Research Agenda (MERA) [[4]](#endnote-5)**  Note: Please select one of the seven thematic areas that the project will contribute to. | Please Select |
| **General Education Research Agenda (GERA)**  ***(to select only for projects involving Gen Ed Learner Group)* 4**  Note: Please select up to three of the seven areas | Please Select |
| **Early Childhood Research Agenda**  ***(to select only for projects involving Early Childhood Learner Group)4***  Note: Please select up to three of the six areas that the project is focusing on. | Please Select |

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| **Abstract[[5]](#endnote-6) (2500 characters):** |  |
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| |  | | --- | | **Keyword(s)[[6]](#endnote-7)** *(list no more than 5)*  Note: You can choose 3 keywords from the dropdown menus, with the 1st keyword selection mandatory. These keywords are based on the Education Resource Information Center (ERIC) thesaurus and identifiers. ERIC maintains a large-scale database which allows for indexing research across disciplines, themes and, most importantly, over time. These keywords are used by ERFPO to categorise PI’s study for ERFPO reports and to support synthesis efforts. The keywords you use for publication and dissemination of your work (e.g. journal articles, book chapters, conference presentations) may be different.  Choose the first 3 keywords from the dropdown menu. You can also write in 2 keywords of your own choice. | | \*Keyword 1: Select keyword  Keyword 2: Select keyword    Keyword 3: Select keyword  Keyword 4: Select keyword  Keyword 5: Select keyword | |

1. **ERFP Grant Category:**

   ‘Research’ grants have the overarching purpose of producing new knowledge or addressing a theoretical issue/problem which may lead to improvements in classroom practice, enhance student outcomes, and build organizational and teacher capacities. They should be situations within a broader international understanding but have clear, local relevance.

   ‘Development’ grants must have a clear focus on developing, implementing and evaluating deliverables which are generally usable ’products’ (e.g. new curriculum, educational tools, databases, etc.) in the local context. These might be translation projects that build on and evaluate an intervention(?) from a previous grant. Development grants should recognize relevant international work but the focus is on local deliverables.

   ‘Programmatic research’ is defined by an over-arching project research theme which focuses on a key educational issue, problem, phenomena or outcome, along with a number of themes – specific research studies that address important aspects or components of the issue, problem, phenomena or outcome. It therefore has a common strand or focus, supported by a common theoretical framework, and undertakes a coherent, comprehensive, multi-faceted approach to understanding and addressing the issue, problem, phenomena or outcome. [↑](#endnote-ref-2)
2. **Project Title**

   Title should be concise. Please capitalise the first letter of main words in your title. [↑](#endnote-ref-3)
3. **3****Learner Group**

   ERFP supports research into early childhood and general education, to inform policy, improve classroom practice, enhance student outcomes, build organisational and teacher capacities. Studies of pathways of education and/or lifelong learning which are based in or include participants from higher education are allowed. Projects that are limited to benefits for higher education are excluded.

   4 **MOE-wide Education Research Agenda (MERA)**

   The MOE-wide education research agenda includes 7 cross-cutting themes to encourage a life-course approach to education research. This research could examine the cross-cutting themes within and/or across learner groups in early childhood, general education, higher education, and adult & skills education.

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   | MOE-wide Education Research Agenda (MERA) cross cutting\* themes | Description |
   | Learning as a biological, social and cultural process | * Interconnectedness of biological, social and cultural factors that shape learning, including academic learning and social & emotional learning, of individuals of all ages * Developmental process of learning across the life course * Interplay of intrapersonal and environmental factors (social and cultural contexts) in learning |
   | Technology and how it transforms teaching and learning | * The transformation that technology brings to learning processes, learning medium and learning spaces * Optimising and leveraging technology to transform teaching and learning |
   | Transference of learning and skills across domains and contexts | * Factors impacting transference of learning from one domain to another (e.g., cognitive to affective domains, multi-disciplinary learning) and from one context to another (e.g., informal to formal learning, between different jobs, applied learning) * Enhancement of learner’s ability to integrate learning experiences across domains, contexts and time to improve function and performance * Developing future-ready and life-long learning competencies |
   | Progression in education and at work, and critical transitions | * How individuals/groups progress in learning & work trajectories throughout the life course, with special focus on the critical transitions (e.g., kindergarten-primary, primary-sec, sec-PSEI, school-work, work-school) * Similarities and differences in education and work trajectories of different groups of Singaporeans, and how they make choices and navigate transitions |
   | Impact of societal contexts and social structures on educational outcomes | * How macroscopic contexts, structures and processes (including culture, social and economic structures, education pathways, work environments) affect educational outcomes (including quality, equity), and how these effects are shaped by education and skills development policies * How growing diversity in society would affect educational opportunities and the effectiveness of education as a social leveler |
   | Factors that impact education organisations, and education & skills ecosystem | * How an education organisation is shaped by its people, structures, processes, technology and external environment, and how these education organisations in turn contribute to the development of the education and skills ecosystem |
   | Development of social and emotional well-being | * Factors, contexts, and competencies that shape social and emotional well-being, including mental health and emotional resilience * How to develop social and emotional well-being in education and work settings |

   **General Education Research Agenda (GERA)**

   The General Education Research Agenda includes research areas that can inform and enhance Pri, Sec, and Pre-U education policy, programme, and practice.

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   | General Education Research Agenda (GERA) areas | Description |
   | The first four foundational research areas are of perennial importance to educational policy and practice and are needed for continual improvement of the Singapore education system.  The *futures* strand directs attention to critical problems of policy and practice\* in the future of learning, of teaching, and of schooling. Research will draw from and build on findings from the foundational areas and can also tap on newer areas such as the Science of Learning.  \*These problems express the gaps or challenges that are integral to improving programs, policies within MOE. Examples of these problems of policy and practice will be shared through grant call briefings. | |
   | Foundational area 1: Instructional core | * teaching and learning of the subject disciplines * development of bilingualism * development of social & emotional competencies and character & citizenship dispositions * how students with diverse aptitudes (including SEN students) learn * impact of varied pedagogical practices in Singapore classrooms |
   | Foundational area 2: Teacher learning and development | how teachers learn (including disciplinary thinking and subject content mastery, assessment literacy, pedagogy, curriculum integration and design)efficacy of teacher professional development (including online learning, coaching and mentoring for teachers)how teacher well-being can be developed (including teacher self-efficacy, professional identity, and competence) |
   | Foundational area 3:  School environment, organisation, and leadership | * school environmental factors and conditions (including support structures, culture, and ethos) * organisation (including how educational levels are organised, class size and allocation, form class and subject class organisation, academic ability-based streaming, and setting) * leadership & management that shape school effectiveness and improvement |
   | Foundational area 4:  Societal contexts shaping education | * broader factors beyond schools, including socio-economic, cultural and family backgrounds, societal values and norms shaping learning experiences, that impact teaching and learning, and student development. |
   | *Future* of Learning | How to equip students with competencies and qualities to thrive in the future with particular emphasis on deepening MOE efforts in 21CC development and harnessing technology for learning, including:How to develop and assess priority 21CC such as cognitive and social adaptability, resilience to negotiate uncertainty and disruption, empathy and civic literacyIntersections between learners’ cognitive competency and social & emotional competency, and how both domains can synergistically support learningEffective technology and responsive environments that support learning anytime/anywhere, including personal learning devices, AI, immersive environments, e-assessment, and affective technologies. |
   | *Future* of Teaching | Shifts in the roles of teachers and nature of teaching, and how teaching and pedagogical practices can support the future of learning in primary, secondary, and pre-university levels, including:Shifts needed in teachers’ beliefs of curriculum and pedagogyHow teachers leverage technology-mediated learning to develop future-ready knowledge, skills, attitudes and valuesHow to develop students’ learning dispositions, self-regulation, metacognition and well-being through the continuum of assessment practices (including through the use of technology, and in the context of home-based learning) |
   | *Future* of Schooling | How changes in school/class organisation and educational pathways to support the future of learning and teachin*g* can impact student outcomes, including:Organisation of non-formal and informal learning in schools and outside schools to promote seamless learning which can contribute to Learning for LifeImpact of different systems of merit-based admissions on student development and implications of merit-based admission in increasingly diverse societal and school environmentsImpact of more heterogenous learning environments (e.g., mixed form classes, students with SEN in mainstream settings) on social and emotional well-being |

   **Early Childhood Research Agenda (ECRA)**

   The Early Childhood Research Agenda seeks to generate localised knowledge to guide the design, implementation, and evaluation of Early Childhood policies and programmes.

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   | Early Childhood Research Agenda (ECRA) Priorities | Description |
   | Social mobility and support for children from lower-income families | Children from disadvantaged backgrounds (e.g. low SES, or with risk factors) often enter preschool with a significant gap compared to their peers in terms of essential knowledge and skills important for future school success and for life. Without narrowing this developmental and learning gap early, the accumulated deficit may result in wider gaps over time. There have also been significant efforts to enhance preschool accessibility and affordability. However, children from low-income families may face more barriers to enrolment and attendance.  Given this, there is a need to further study drivers of social mobility, including parent knowledge and the effectiveness of EC education as a social leveller in Singapore, and to identify strategies that can enhance its effectiveness. Related to the issue of social mobility is the impact of social mixing i.e. the long-term impact that social mixing might have on social mobility of children and society  **For illustration:**  Support provisions  1. What are the profiles of preschool children who are socio-economically disadvantaged (e.g., prevalence, degree of disadvantage in language and numeracy development, home background)? What kind of additional developmental and learning support, if any, do they require? Social mix  1. What is the impact of social mixing (e.g., interaction with peers from different income or race backgrounds) on child development and social mobility? |
   | Support for children with developmental needs | ECDA oversees Early Intervention (EI) services for preschool children with developmental needs (DN). MOE currently oversees FLAiR, a support programme for preschool children with learning needs for literacy. Given that the intent of EI services is to support the child’s overall developmental functioning (and not academic skills per se), it is helpful to review holistically how these programmes translate to better preparedness of children with support needs for the next stage of education in a national primary school (mainstream or SPED).  There is also a need to better understand what drives outcomes for children with developmental needs (DN), including beyond preschool years. The outcomes range from near-term outcomes such as preparing for the next phase of education, to longer-term societal outcomes. It is also useful to understand the factors that moderate or mediate the impact.  **For illustration:**  Inclusive Preschools  1. How do preschools that adopt specific defined inclusive practices for children of a defined profile of DN affect children’s development, for both typically developing children and children with developmental needs? What models of support are effective and sustainable? What is the effect on typically developing children and children with DN? EI provisions  1. What drives outcomes for children with DN? What are the key loci of intervention (e.g. (i) evidence-based EI practices (ii) transition support, (iii) parent engagement, (iv) raising quality of EC professionals) to prepare children who require different levels of EI support for the next stage of education (SPED and mainstream)? Parental Support  1. What are the best practices that parents can use and skills that they can be equipped with to help their children progress in their development? What are the factors that contribute towards effective practices that can be adopted in enhancing caregiver involvement in supporting children’s development? What impact would the level of support provided by the parent at home make on the child’s overall development? Transition support and beyond preschool years  1. What are the key factors that facilitate successful transition from EI to school-aged provisions? Examples include teachers’ awareness on needs of the child, support provisions in primary school (p1), professionals’ roles and involvement to support the child, and level of engagement with families etc. |
   | Impact of preschool | With a growing evidence base of international research pointing to the importance of the early years, since 2012, the Government has moved decisively to invest significantly in the early years by making preschool more affordable, accessible, and of higher quality. Greater provision of preschool places, particularly full-day childcare, supports families’ parenthood aspirations and enables mothers to return to the workforce. It would be useful to study the effects of Government’s investments on preschool from a child development angle.  **For illustration:**  Theory of change  1. How does access to good quality preschools (including good quality teaching, etc.) impact the child’s holistic development in later childhood and longer-term outcomes? Measurement and baseline sensing  1. What are some reliable and valid tools to measure academic (e.g. early numeracy and literacy) and non-academic outcomes (e.g. social and emotional skills, executive functioning, learning dispositions) of preschool children, which can be administered Preschool accessibility, affordability and quality  1. What factors affect likelihood of being enrolled in preschool? How does the age of preschool enrolment differ across different profiles of children? To what extent does the number of years (and months) of preschool enrolment affect children’s attainment of essential knowledge and skills which are important for future school success and for life? |
   | Quality of preschools | Current preschool provisions vary widely, in terms of costs, curricular focus, and programme delivery. It is not clear how these variations affect preschool quality and child outcomes. Furthermore, more can be done to understand how various preschools interpret the Nurturing Early Learners (NEL) Framework and/or Early Years Development Framework (EYDF) and translate it into practice.  **For illustration:**  Measurement and baseline sensing  1. What are some reliable and valid tools to measure preschool quality (in terms of provider quality and programme quality), which can be administered readily in Singapore preschool classrooms? Preschool factors influencing child outcomes  1. What are the learning and development outcomes of children in different preschool types/programmes? Are there significant differences in quality outcomes across preschools after controlling for the child’s characteristics and home backgrounds? Curriculum Frameworks  1. How are existing frameworks (e.g., Nurturing Early Learners Framework, Early Years Development Framework) being enacted in the sector? What are the gaps between the intended and enacted frameworks? To what extent does this affect quality of preschools? |
   | Quality of teaching and interactions in preschools | EC educators are instrumental in delivering quality early childhood education. Quality of teaching and learning in Singapore preschools is not well-documented. Given the wide variety of pedagogical approaches that exist, there is also lack of consensus on what constitutes “quality teaching and learning”. While there are established international tools available for measuring teaching and learning quality, these have not been adapted to Singapore’s context.  **For illustration:**  Measurement and baseline sensing  1. What are some reliable and valid tools to measure professionals’ quality of care, teaching and learning (T&L) in preschools, which can be adapted and administered in Singapore preschool classrooms? Educator factors  1. What are EC educators’ beliefs/assumptions about child development, care and education (e.g. what constitutes quality T&L)? What are the differences in teaching quality, if any, between teachers espousing defined philosophies (e.g. Montessori, Reggio Emilia), and those that do not espouse any particular philosophy? Training and professional development (PD)  1. What are effective and sustainable ways of raising manpower quality among EC educators? |
   | Language and literacy (including bilingualism) | While the research on language and literacy for EL is well established in international literature which is relevant across different settings and communities, more local research could focus on effective professional development approaches to help educators better provide and enhance instructional support for language and literacy. At the same time, for the broader pre-schooler population, the dominant use of EL in our language environment at home and in society at large poses a challenge in exposing our young children to their MTL and gaining a stronger foundation in these languages. As such, it is important to investigate the amount of quality language use our children is exposed to and participates in within preschool.  In addition, it is not clear to what extent and how MTL teaching and learning in preschool classrooms supports the development of early bilingualism, and how MTL learning in the preschool setting interacts with the home language environment. It would be useful to better understand the current level of MTL interactions in homes, as well as how learning experiences can be enhanced for young children with varied MTL exposure at home.  **For illustration:**  Measurement and baseline sensing  What are some reliable and valid tools that can be used to measure the EL and MTL proficiency of preschool children in Singapore which can be readily administered in Singapore preschool classrooms? To what extent can these tools be used to identify children who require more language and literacy support?  Instructional approaches  1. What are some of the effective language instructional approaches (e.g. code-switching, translanguaging, bilingual books), that can support children’s early bilingual acquisition in Singapore’s varied language environment? Professional development  1. What are effective modes of professional development for EL and MTL teachers that leads to quality interactions in the language classroom? MTL provision  1. What are the effective teacher deployment models (e.g. dual-language or dedicated MTL teachers) and programme structures (e.g., amount of exposure time within the curriculum) that can support children’s early bilingual acquisition? How can teachers engage parents to foster a child’s interest to learn MTL? |

   [↑](#endnote-ref-4)
4. [↑](#endnote-ref-5)
5. **Abstract:**

   Describe the project in the context of previous work done or in progress at NIE or at other institutions, and explain the significance and uniqueness of this project. Please also elaborate the project’s contributions to practices and / or new knowledge construction. [↑](#endnote-ref-6)
6. 7 **Keywords and Description**

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   | **Keyword** | **Description** |
   | 21st Century Skills | Learning, information, communication, and other skills, knowledge, abilities, or traits that educators, employers, and others consider important for success in school and modern workplaces. |
   | Active Learning | Learning in which the learner is the principal driving force, with the instructor (if one is present) as facilitator of the process -- among the many active learning approaches are experiential learning, cooperative learning, problem-solving exercises, writing tasks, speaking activities, class discussion, case-study methods, simulations, role playing, peer teaching, fieldwork, independent study, library assignments, computer-assisted instruction, and homework. |
   | Alternative Assessment | Appraising knowledge or skills by means other than traditionally employed, objective tests, especially standardized multiple-choice tests. Cf Educational Testing; Evaluation; Learning Analytics. |
   | At Risk Students | Students considered in danger of not graduating, being promoted, or meeting other education-related goals. Risk factors may include, but are not limited to, socioeconomic status; academic background; behavior, cognitive, or physical problems; family or community environment; and school capacity to meet student needs. Cf Inclusion, Individual Differences, Low Achievement. |
   | Attitudes | Predispositions to react to certain persons, objects, situations, ideas, etc., in a particular manner. Note that ERIC distinguishes opinions (readily verbalized), beliefs (consciously held). However, ERFP purposes this category includes "beliefs", "opinions", "ideology/ideologies", “values". |
   | Bilingualism & Bilingual Education | No scope note included. (Definitions of bilingualism and bilingual education vary by context.) |
   | Blended Learning | Variable construct describing approaches to teaching and learning that integrate, in a significant and meaningful way, more than one technique for delivering instruction. Widely associated with combinations of face-to-face and e-learning teaching methods, blended learning may also refer to other mixtures (e.g. individual and group instruction; self-paced instruction and lecture method). |
   | Cognitive Processes | Processes based on perception, introspection, or memory through which an individual obtains knowledge or conceptual understanding, e.g. perceiving, judging, abstracting, reasoning, imagining, remembering, and anticipating. Includes executive function, short term memory. |
   | Creativity | The attribute of constructive originality, often manifested in the ability to discover new solutions to problems or find new modes of artistic expression. |
   | Curriculum | Includes specific curricula (e.g. Science Curriculum, hidden curriculum) as well as curriculum design, curriculum implementation and similar. |
   | Early Childhood | Includes early childhood development, early childhood education, etc. |
   | Educational Environment | Conditions, forces, or factors within or exogenous to an educational setting capable of influencing the setting or those within it. |
   | Educational Technology | Systematic identification, development, organization, or utilization of educational resources and/or the management of these processes -- occasionally used in a more limited sense to describe the use of equipment-oriented techniques or audiovisual aids in educational settings. |
   | Educational Testing | Use of tests to assess the effect of educational programs and activities on students. Cf Alternative Assessment; Evaluation; Learning Analytics. |
   | Evaluation | Appraising or judging persons, organizations, or things in relation to stated objectives, standards, or criteria. Cf Alternative Assessment, Educational Testing; Learning Analytics. |
   | Identity | The values, beliefs and experiences associated with one's role. Includes professional identity, learner identity, teacher identity, etc. |
   | Inclusion | The practice of engaging the full participation of exceptional individuals or marginalized groups in educational, social, or civic activities. In educational environments, this generally refers to the integration of students with disabilities or other special needs into regular curricular or noncurricular activities. Cf At Risk Students, Individual Differences. |
   | Individual Differences | Differences in personality, attitudes, physiology, learning or perceptual processes, etc., that account for variation in performance or behavior. Cf At Risk Students, Inclusion. |
   | Individualized Instruction | Adapting instruction to individual needs within the group (Note: Do not confuse with "Independent Study" or "Individual Instruction"). |
   | Informal Education | Casual and continuous learning from life experiences outside organized formal or nonformal education (Note: Not to be confused with "Nonschool Educational Programs" or "Nonformal Education"). |
   | Inquiry | Method or process of seeking knowledge, understanding, or information. |
   | Instruction | Process by which knowledge, attitudes, or skills are deliberately conveyed -- includes the total instructional process, from planning and implementation through evaluation and feedback. |
   | Language Acquisition | Development in the individual of language. For ERFP this includes first language, second language, or multiple language. Also, for ERFP there is no distinction between language acquisition/language learning/language development for the sake of this classification system. (ERIC scope refers only to 1st language/native language while the scope for ERFP studies does not have this limit.) |
   | Leadership | Includes instructional leadership, school leadership, teacher leadership, distributed leadership, etc. |
   | Learner Engagement | Meaningful involvement by learners in their own education or training. Indicators may include active participation in instruction and other school activities, desire to succeed, willingness to expend effort to achieve, and persistence in the face of obstacles. |
   | Learning Analytics | The analysis of data gathered during teaching, testing, and other learning activities. cf Alternative Assessment; Educational Testing; Evaluation. |
   | Learning Modalities | The sense modalities used in learning -- for example, information may be processed visually, aurally, or tactually. |
   | Literacy | Ability to read and write -- also, communication with written or printed symbols (i.e., reading and writing). For ERFP includes multiliteracies, critical literacy, etc. |
   | Low Achievement | Includes academic failure, achievement gap, underachievement. Cf. At Risk Students, Inclusion, Individual Differences. |
   | Mentors | Trusted and experienced supervisors or advisers who have personal and direct interest in the development and/or education of younger or less experienced individuals, usually in professional education or professional occupations. |
   | Metacognition | Knowledge or beliefs about factors affecting one's own cognitive activities. Includes reflection on or monitoring of one's own cognitive processes, such as memory or comprehension, as well as mindfulness. |
   | Motivation | Forces that initiate, direct, and sustain individual or group behavior in order to satisfy a need or attain a goal. |
   | Neurosciences | Scientific disciplines focused on the study of the nervous system. |
   | Physical & Psychomotor Activities | Includes physical activities, physical education, and psychomotor skills (Ability to manipulate and control limb and body movements). |
   | Policy | Governing principles that serve as guidelines or rules for decision making and action in a given area. |
   | Professional Development & Learning | Activities to enhance professional career growth. Includes professional learning: Process of acquiring knowledge, attitudes, or skills from study, instruction, or experience. (ERIC scope for Professional Development is more limited than ERFP scope.) |
   | Reflection | Deliberate and careful consideration of previous actions, events, experiences, or decisions and the thinking that accompanied these activities. The lessons learned from reflection are intended to guide and inform future practice, behavior, etc. |
   | School Effectiveness | Degrees to which schools are successful in accomplishing their educational objectives or fulfilling their administrative, instructional, or service functions. |
   | Self Esteem | Individuals' value judgments of themselves. Includes self-efficacy: Belief or expectation about one's own ability to perform a given task successfully. |
   | Social Development | Pattern or process of change exhibited by individuals resulting from their interaction with other individuals, social institutions, social customs, etc. Not to be confused with "Social Change". |
   | Social Media | Web-based systems or technologies that facilitate social interaction and the distribution of user-created content, including text, video, images, and multimedia. |
   | Teacher Education | Includes teacher preparation, pre-service and in-service teacher education, teacher certification. |
   | Thinking Skills | Interrelated, generally "higher-order" cognitive skills that enable human beings to comprehend experiences and information, apply knowledge, express complex concepts, make decisions, criticize and revise unsuitable constructs, and solve problems -- used frequently for a cognitive approach to learning that views explicit "thinking skills" at the teachable level. |
   | Tutoring | Instruction provided to a learner, or small group of learners, by direct interaction with a professional teacher, a peer, or another individual with appropriate training or experience. |
   | Classroom environment | Intellectual, social, physical, etc., conditions within or exogenous to a classroom that influence the learning situation |
   | Educational Mobility | Changes in an individual's or group's level of formal education, often resulting in improved social and economic status |
   | Partnerships in education | Collaborative arrangements and endeavors between and among schools and other entities (corporate enterprises, community agencies, student/parent/citizen groups, colleges, other schools, individuals, etc.) designed to share resources, achieve common goals, and foster educational achievement, improvement, and reform. |
   | Student Educational Objectives | Short- or long-term goals held by or for students with regard to their educational attainment -- includes degree or credit objectives, the reasons for participating in a particular educational program, etc. |
   | Student Placement | Assignment of students to schools or academic classes and programs according to their background, readiness, abilities, and goals. |
   | Well-Being | Condition of existence, or state of awareness, in which physical and/or psychological needs are satisfied. |

   [↑](#endnote-ref-7)