SUB-THEME 3
Innovations in coordination mechanisms to promote holistic development and enhanced learning outcomes

Presented By

SURAYA WEN
SOCIAL COHESION AND INTEGRATION DIVISION
DEPARTMENT OF NATIONAL UNITY AND INTEGRATION
(PRIME MINISTER’S DEPARTMENT OF MALAYSIA)
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1. Introduction

VISION
To be the leading government agency in creation of a united, visionary and progressive Malaysian race.

MISSION
To cultivate understanding and tolerance towards the creation of a united Malaysian Nation with an identity of its own.

OBJECTIVE
To develop, enhance and strengthen racial harmony and national integration in tandem with government policies based on National Ideology and Federal Constitution.
“We must sow the seeds of goodwill and understanding in every corner of this land, so that we continue to harvest the fruits of progress and prosperity for all Malaysians.”

Dato’ Sri Mohd. Najib bin Tun Abdul Razak,
Prime Minister of Malaysia
2. Promote Unity At Early Age

Tabika Perpaduan (Unity Kindergarten) was established in 1976. The main objective to promote harmony and restore the people's relationship after the outbreak of the events of May 13, 1969.

Since 40 years of its implementation, functions and objectives of Unity Kindergarten have been improved in line with expectations and aspirations of the Government to nurture children's potential in all aspects of personal growth, balanced, master basic skills, foster positive attitudes and values towards building knowledgeable and highly morale young generation, regardless of race.
Promote interactions at each stage of individual’s lifecycle

- More interactions
- Increase Acceptance
- Greater inclusiveness
- Improved unity

Where we study

Where we work

Where we play

Where we live
At the same time, Unity Kindergarten provides learning and emphasizing its main thrust to nurture and foster a spirit of goodwill, solidarity and the spirit of community and citizenship among children of all races.

This is inline with government's aspiration to create a balanced human capital at early age. As an afford to streamline and strengthen preschool teaching and learning quality, Unity Kindergarten has adopted the National Preschool Curriculum Standards formulated by the Ministry of Education (MOE).

In this regard, preschool KPI is set through the achievement of quality preschool education by equalizing the skills of existing teachers.
3. Implementation Of Innovation As Teaching Aids

According to Linda (2012), education is responsible for teaching students how to think and not what to think.

Torrance (1979) adding children need to learn creative thinking skills, asking questions that will help them understand how and what needs to be learned.

Apart of using innovation in teaching aids, teachers should listen to the answer and ask follow up questions to children to ensure them understand and know how to explain further to stimulate their creative thinking.
Teaching aids as a material stimulation in teaching is essential to encourage creative thinking to children.

Preschoolers typically enjoy expressing ideas and exploring their world through play.

Therefore, creative play and activities have a central role in preschoolers’ overall learning and development.
Mellou (1994) suggests that young children’s creativity can be nurtured through educational settings in three aspects:
1. Creative environment
2. Creative programmes
3. Creative teachers and ways of teaching.

Fundamental to the creative environment is the encouragement of learning through play. Imaginative play (especially role play) and free choice of activities would seem to be key components of the early childhood setting in relation to creativity.
Creative teachers and creative teaching are key components in fostering creativity in young children. Teachers are better able to support children’s development and learning.

The role of the teacher in providing the optimum balance between structure and freedom of expression for young children can encourage creativity by behaviours such as:

1. Asking open-ended questions
2. Tolerating ambiguity
3. Modelling creative thinking and behaviour
4. Encouraging experimentation and persistence
5. Praising children who provide unexpected answers.
The teachers need to be creative in planning the learning experiences, designing the learning environment and in their interactions with the children for the children to learn to think and thinking to learn.

Teacher’s ability, learning environment and external sources have an impact on developing higher order thinking skills. This factors influence the intrinsic motivation among children while they are playing and learning.
Teaching multiple subjects simultaneously can help students go much deeper in learning concepts and skills. Naturally, this approach asks more from the teacher. It can be easy to blend math, science or social with reading or writing.

However, it is more challenging to combine all the subjects at once. Here are some of the major approaches to simultaneous learning such as innovation teaching aids or project-based learning.
4. Involvement of parents in class activities

Involvement of parents during building up teaching aids together with teachers not only to foster spirit of unity among parent-teacher of all races but also as platform to educate parents on the value of play, building parent understanding and support for play in the curriculum.
JABATAN PERPADUAN NEGARA & INTEGRASI NASIONAL
Department of National Unity & Integration
JABATAN PERPADUAN NEGARA & INTEGRASI NASIONAL
Department of National Unity & Integration
REFERENCES:

THANK YOU
TERIMA KASIH
XIE XIE
NANDRE