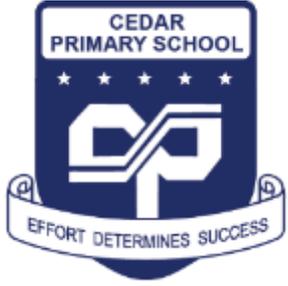


Cedar Primary School

P1 and P2 Parent Engagement Webinar 2025

14 Mar 2025



P1 and P2 Parent Engagement Webinar

14 Mar 2025

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Scope of Presentation

- Our Vision, Mission, Values and Motto
- Nurturing the Joy of Learning and Building Future-Ready Competencies
- Our School Directions
- Parenting for Character: The Fabulous 5



School Vision, Mission, Values and Motto

School Motto

Effort Determines Success



School Vision



School Mission

Nurturing Minds.
Inspiring Hearts.
Empowering Lives.

WHY

Social Emotional Competencies

Emerging 21st Century Competencies

WHAT

School Values

Kindness
Integrity
Resilience
Responsibility
Creativity

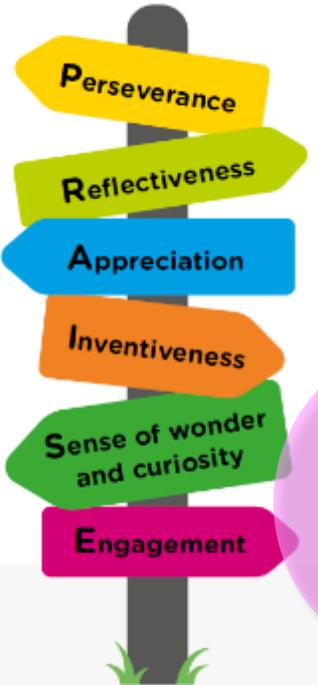
WHO

Respect
Resilience
Responsibility

Integrity
Care
Harmony

MOE CCE Values

MK Learning Dispositions

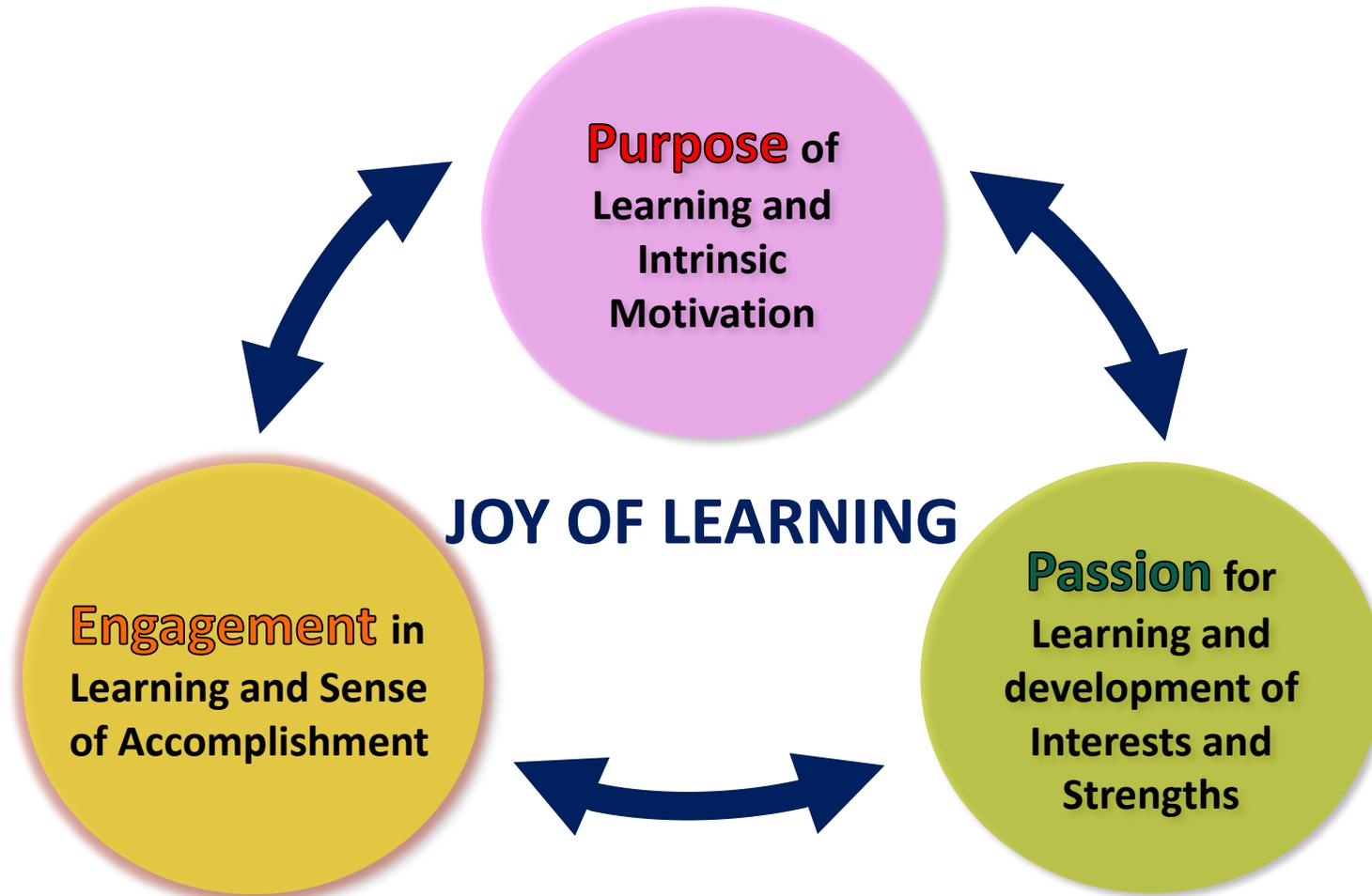




What is the **Joy of Learning?**



What is the Joy of Learning?



Deep Learning & Mastery and builds the foundation for lifelong learning



What nurtures the Joy of Learning?



Sense of purpose when students understand why they are learning something and can relate it to real life

Student ownership when students are involved in decision-making, take intellectual risks to explore, discover and create, and view mistakes as learning opportunities





What nurtures the Joy of Learning?



Experience of accomplishment & success arising from learning that has the right balance of challenge and ability

Learner-centred pedagogy that leads to affective, behavioural and cognitive engagement





What nurtures the Joy of Learning?



Learner-centred assessment that focuses not on grades but on providing feedback to improve learning and helping students become self-directed learners

Positive culture & environment

Classroom culture and interactions (e.g. safe, collaborative environment)

Beliefs, actions and support of educators

Beliefs and actions of parents





What nurtures the Joy of Learning?



Balance of activities e.g. between academic and non-academic, in the classroom and outside, structured and unstructured activities, physical and cerebral, work and rest





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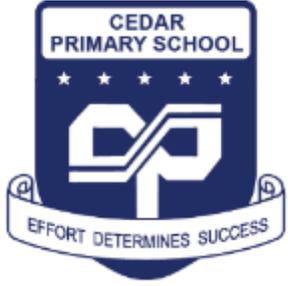
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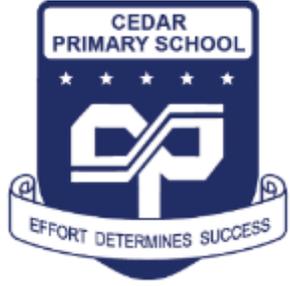
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**What are 21st Century
Competencies (21CC)
which will prepare your
child for the future?**

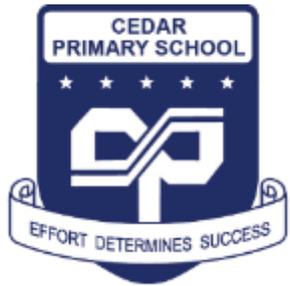


Skills Demand for the Future Report: Singapore's key growth areas

The **Digital Economy** has been gathering pace, powered by Smart Nation initiatives and the National Artificial Intelligence Strategy³. Today, digitalisation is a key driver of growth, and Digital Economy jobs can be found across all 23 sectors with **Industry Transformation Maps (ITMs)**⁴.

The **Green Economy** involves enterprises that are restructuring and creating new business functions by shifting from environmentally harmful business activities to greener ones. Today, more than 450 job roles across 17 sectors require green skills, from manufacturing and trade & connectivity, to financial services, hospitality and built environment.

The **Care Economy** is driven by an ageing population, evolving demands for care and the future of work and learning. This is part of national efforts to transform and protect health, advance human potential and inculcate lifelong learning. These efforts will leverage data to bring about innovations in new care models, teaching and learning, and health and wellness.



Skills Demand for the Future Report:

Critical Core Skills (CCS), or skills-to-build-skills for the *Future of Work*

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Thinking Critically

These are cognitive skills needed to think broadly and creatively, in order to see connections and opportunities in the midst of change. Cognitive skills are the root of technical skill development and progression.

Interacting with others

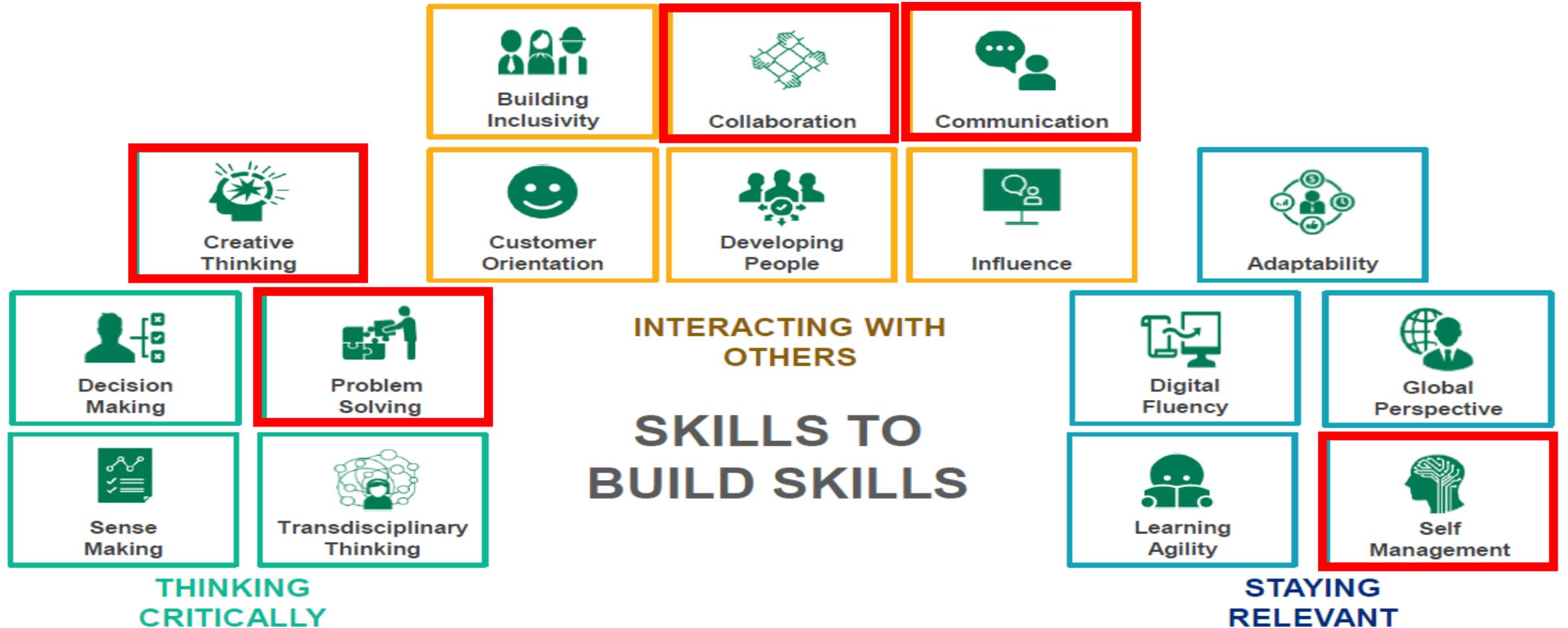
Being effective at interacting with others means thinking about the needs of others, as well as being able to exchange ideas and build a shared understanding of a problem or situation. Increasingly, individuals need to be able to combine their technical skills with others to succeed.

Staying Relevant

Managing oneself effectively, and paying close attention to trends impacting work lives, helps create strategies, direction and motivation for technical skill development.

Source: SkillsFuture Singapore (SSG)

Critical Core Skills (CCS)

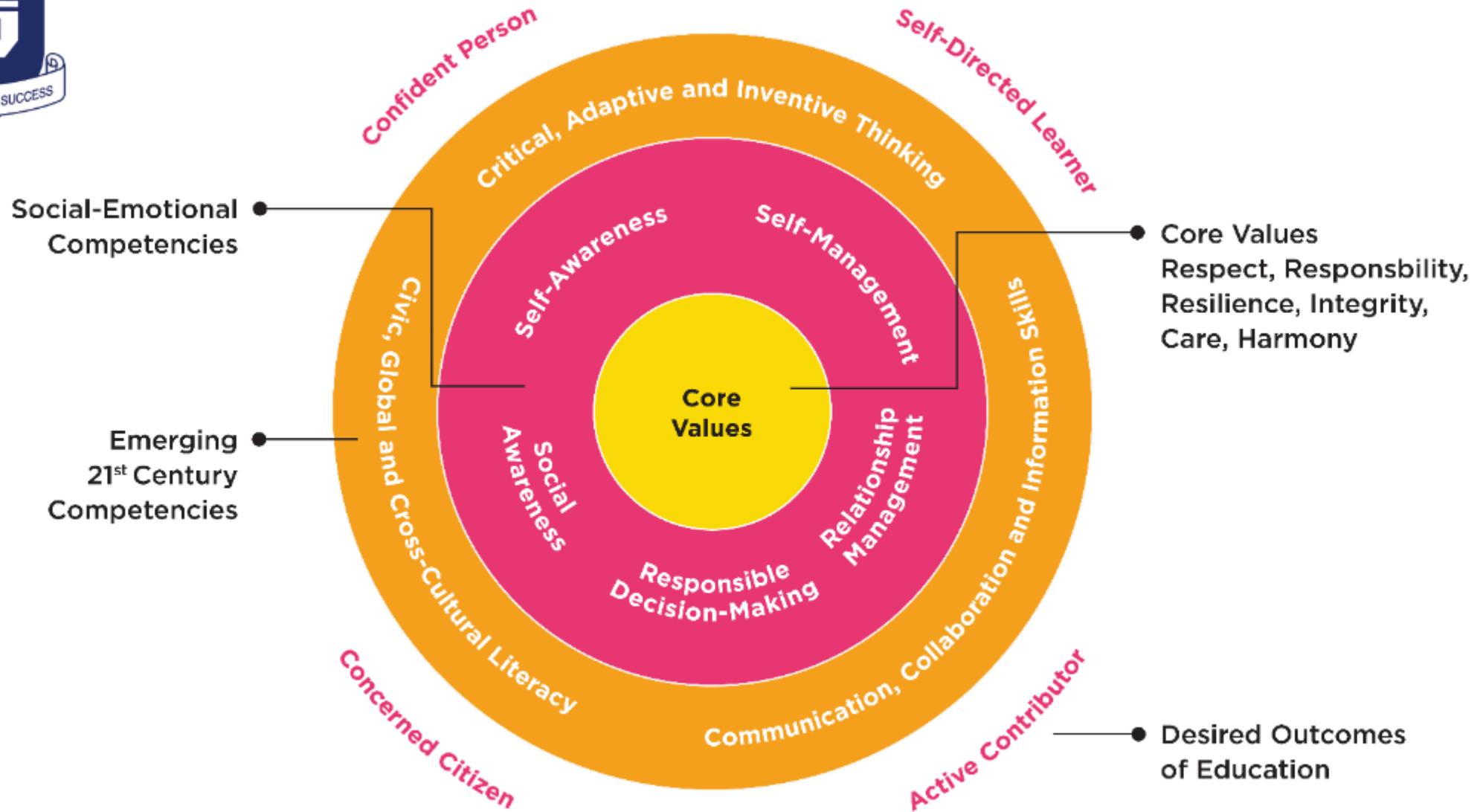


SKILLS *future* SG

How do we provide opportunities for our children to develop these skills?



MOE Framework for 21st Century Competencies and Student Outcomes





School Vision, Mission, Values and Motto

School Motto

Effort Determines Success



School Vision



School Mission

**Nurturing Minds.
Inspiring Hearts.
Empowering Lives.**

WHY

Social Emotional Competencies

Emerging 21st Century Competencies

WHAT

MK Learning Dispositions

- Perseverance
- Reflectiveness
- Appreciation
- Inventiveness
- Sense of wonder and curiosity
- Engagement

School Values

Kindness
Integrity
Resilience
Responsibility
Creativity

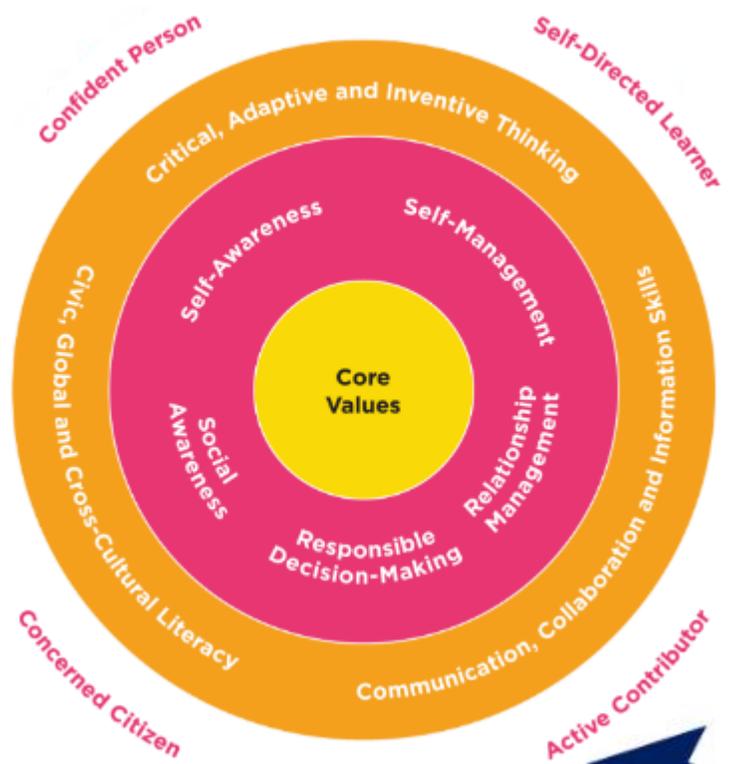
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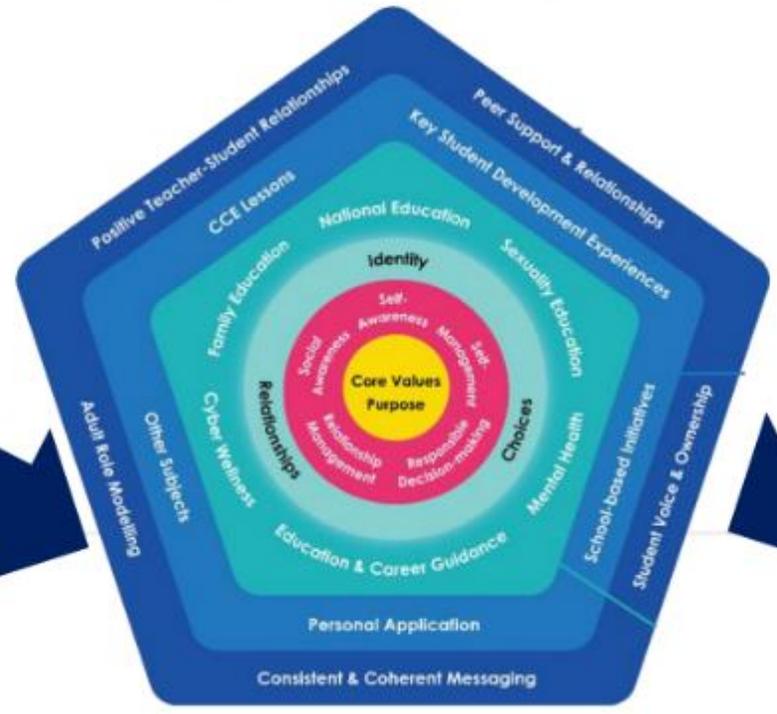
MOE CCE Values

Future of Learning Initiatives



Every Student a Creator, Connector and Contributor

Active Contributor



A Caring and Enabling School Environment



EdTech Masterplan 2030

EdTech as a Capability Multiplier



Future of Learning@Cedar

Our Strategic Moves – The HOW

Strategic Theme: Making Connections

1: Strengthening
**Teaching-to-
Learning
Connections**

Learn For Life

2: Building
**People-to-People
Connections**

Enhance Well-being

3: Enabling
**People-to-
Community
Connections**

Embrace All Learners

Learn For Life

4. Growing a **Positive, Collaborative and Thinking Culture**

Strategic Moves

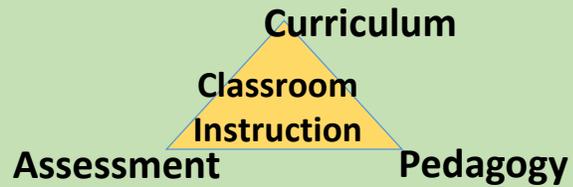


Future of Learning@Cedar

Our Strategic Moves – The HOW

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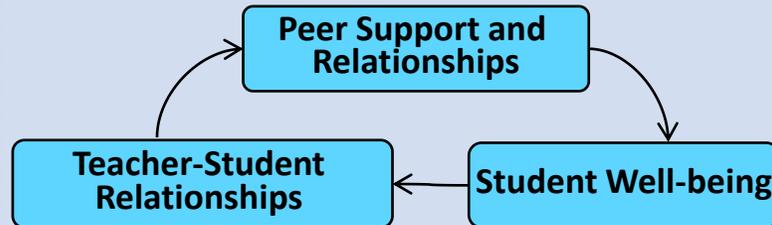
1. Strengthening Teaching-to-Learning Connections



Intellectual Character

Learn For Life

2. Building People-to-People Connections

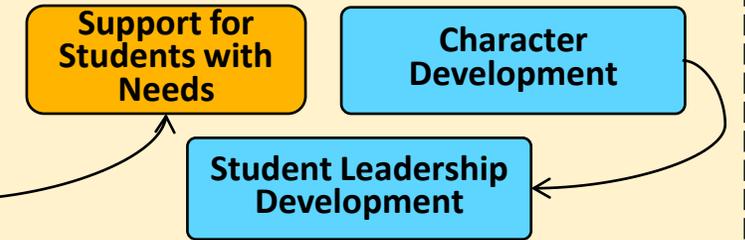


Civic and Performance Character

Enhance Well-being

Embrace All Learners

3. Enabling People-to-Community Connections

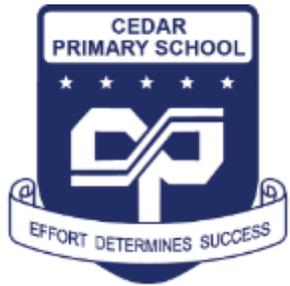


Moral Character and Leadership

Learn For Life

4. Growing a Positive, Collaborative and Thinking Culture

Strategic Moves

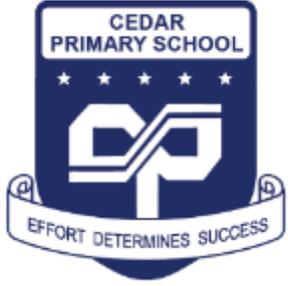


School Directions and Foci 2025

*Strategic Move 1: Strengthening Teaching-to-Learning Connections for **Deep Learning (E21CC development)***

- Nurturing the *Joy of Learning* through School-wide (SW) **Engaged Learning Strategies**
 - ❑ SW teaching structure: **GRR - Gradual Release of Responsibility**
 - ❑ SW pedagogy: **Developing E21CC** through e-Pedagogy (incl. use of AI)
 - ❑ SW assessment practice: **Formative Assessment Strategies** that support **E21CC development**

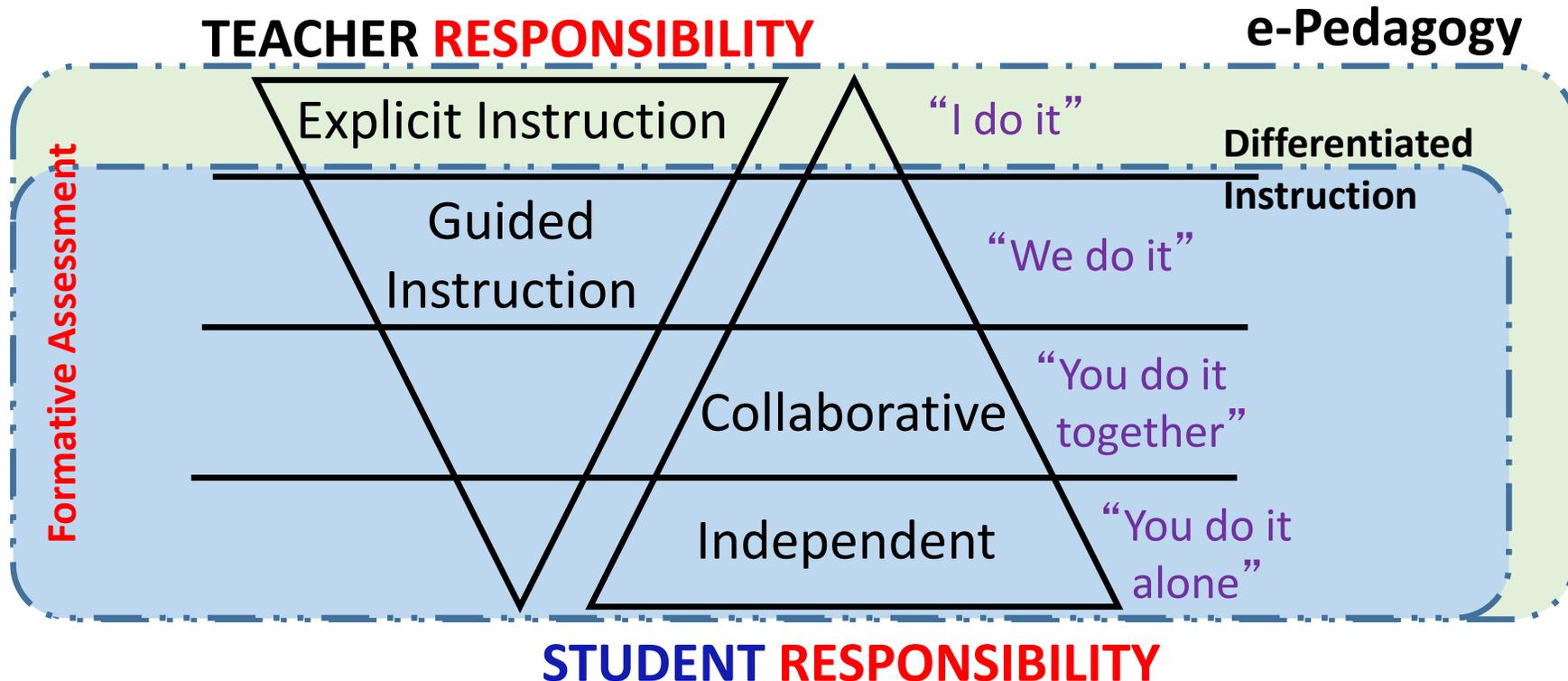


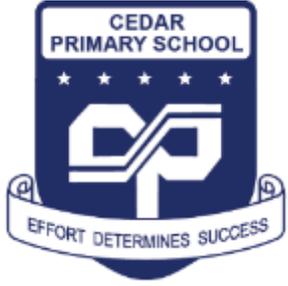


School Directions and Foci 2025

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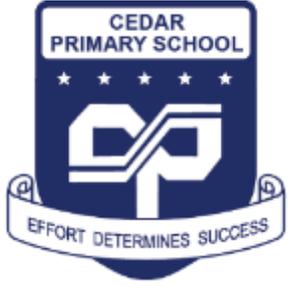
School Directions and Foci 2025

Strategic Move 1: Strengthening Teaching-to-Learning Connections for Deep Learning (E21CC development)

- SW assessment practice: **Formative Assessment Strategies** that support **E21CC development**

	Where the learner is going	Where the learner is	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and criteria for success	2. Engineering effective discussions, tasks, and activities that elicit evidence of learning	3. Providing feedback that moves learners forward
Peer		4. Activating students as learning resources for one another	
Learner		5. Activating students as owners of their own learning	

Source: William, D. (2012). *Stopping People Doing Good Things: The Essence of Effective Leadership* at the PERI HA Professional Learning Series, Singapore.



Applied Learning Programme (ALP) Creative and Inventive Thinking Programme

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

A school-wide programme to develop and enhance students' learning dispositions and thinking skills, particularly in the areas of creativity and critical thinking.

Through weekly experiential learning, the students are encouraged to put in effort to:

- Seek out challenges and opportunities,
- Generate ideas, and
- Develop effective plans for solving problems and managing change.





School Directions and Foci 2025

Strategic Move 2: Building People-to-People Connections

Strategic Move 3: Enabling People-to-Community Connections

- Adopt **Effective Student Development Strategies**

- CCE 2021 - Caring & Enabling School Environment**

- Foster* Positive Teacher-Student Relationships

- Strengthen* Peer Support and Relationships

- Leverage good* Adult Role Modelling

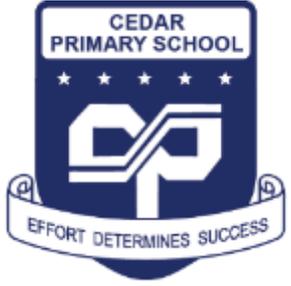
- Encourage* Student Voice and Ownership

- Collaborate for* Consistent and Coherent Messaging

- CCE 2021 - Coherent Curriculum**

- Learning, Applying and Reflecting on* Values and SE competencies





School Directions 2025

Strategic Move 2: Building People-to-People Connections

Student Development: Student Management

- **Adopt Effective Student Development Strategies**

- CCE 2021 - Caring & Enabling School Environment

- Foster* Positive TSR and *Strengthen* PSR through

- Applying Growth Mindset and Positive Discipline principles in classrooms

- Peer Support and Relationships skills development

- Strengthening Student's Resilience Mindsets through school-wide Positive Psychology initiatives focussing on

- Mental Wellness Practices and Growth Mindset stories





The Mark of a Cedarian

Ways to demonstrate *our School Values*

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

KINDNESS

I speak gently and kindly

I think of others' feelings before I act.

I show care and concern for people, animals and the environment.

I am compassionate and help others in need without asking for anything in return.

INTEGRITY

I always speak the truth

I own up when I make a mistake, and learn from it.

I have the moral courage to make the right decisions

I choose to do what is morally right even when no one is watching.

RESILIENCE

I persevere / keep trying in the face of challenges.

I adapt to changes that come my way.

I pick myself up and become stronger when the going gets tough.

I know I will reach my goal when I try hard enough.

RESPONSIBILITY

I set my targets and monitor my own progress.

I do the right thing at the right time at the right place.

I do everything to the best of my ability.

I know that my action has an impact on others and will think before I act.

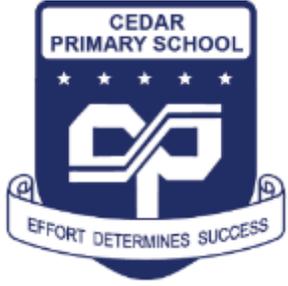
CREATIVITY

I express myself and share my views openly and respectfully.

I am eager to learn new things and try out new ideas with others.

I think of different ways to solve a challenge or make things better.

I turn new ideas into reality that benefits the class, school and the community.



School Directions and Foci 2025

Strategic Move 3: Enabling People-to-Community Connections

- **Adopt Effective Student Development Strategies**

- ❑ **CCE 2021 - Coherent Curriculum**

- ❑ *Learning, Applying and Reflecting on* Values and SE competencies



- ❑ **School-based Student Leadership Curriculum and VIA Initiatives**

- ❑ PACE outcomes and Growth Mindset in leaders

- ❑ School-wide VIA programmes focussing on Service to Others

- ❑ Service and Leadership opportunities and experiences in the community

- ❑ **Cedar Discipline Framework**

- ❑ Based on **Positive Discipline Principles**



- ❑ Use **STEER Actions** in Discipline Case Management to guide students toward self-discipline





School Directions 2025

Strategic Move 2: Building People-to-People Connections

Strategic Move 3: Enabling People-to-Community Connections



Growth Mindset



GROWTH
mindset

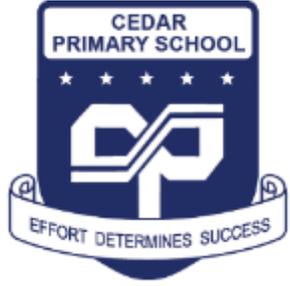


FIXED
mindset

A person with a growth mindset is someone who:

- Believes that skills and intelligence can be grown and developed.
- Embraces challenges and sees them as opportunities to grow.
- Values effort as essential on the path towards mastery.
- Is receptive to feedback and sees mistakes as learning opportunities.
- Is inspired by the success of others

A person with a growth mindset is set for life. He or she is a lifelong learner.

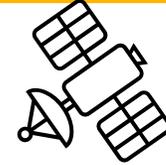


School Directions 2025

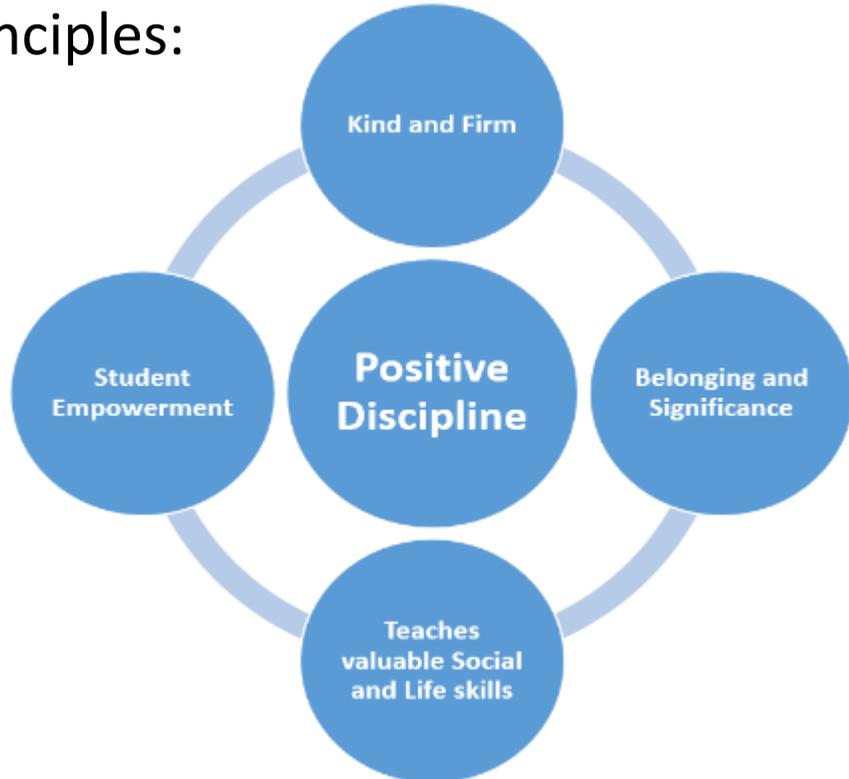
Strategic Move 2: Building People-to-People Connections

Strategic Move 3: Enabling People-to-Community Connections

Cedar Discipline Framework



Cedar Discipline Model anchors on the following 4 **Positive Discipline** principles:



Cedar Discipline Case Management is driven by the **STEER** actions:

Sense

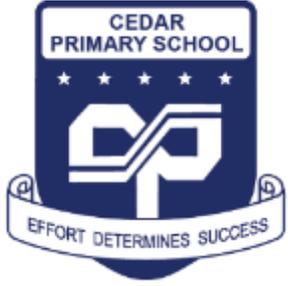
Teach

Engage

Enforce

Restore





Learning for Life Programme (LLP)

Student Leadership in Community Service and Sports

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Student Leadership Programme to imbue our Student Leaders with four attributes – PACE – through community service and sports:

- Positive Role Models
- Active Contributors
- Creative Thinkers
- Effective Communicators





Parenting for Character: The Fabulous 5

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

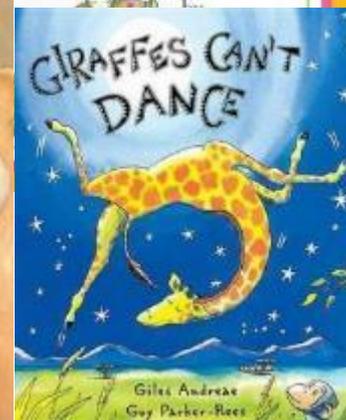
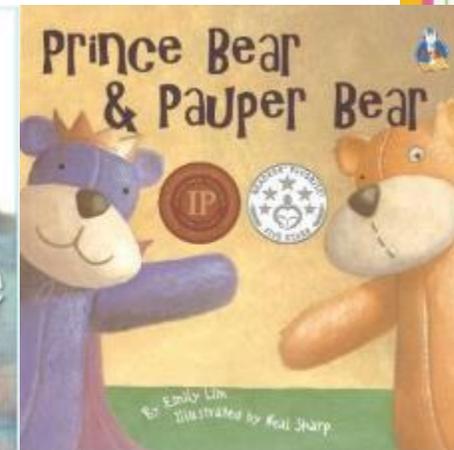
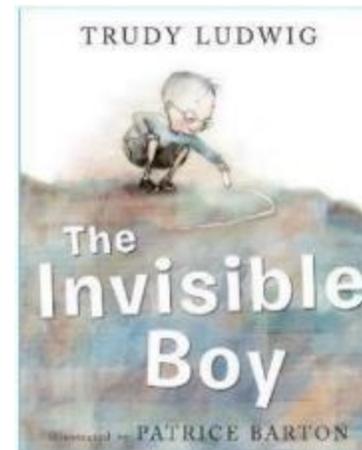
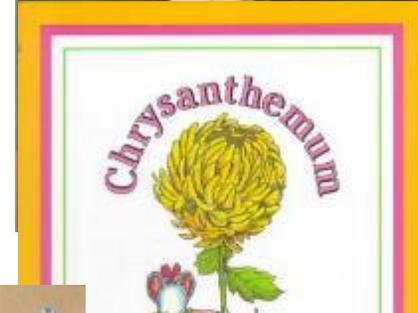
- 1. Demandingness** - *setting high and clear expectations and holding children accountable.*
- 2. Nurturance** - *providing warmth, support and care that meets the needs of the child.*
- 3. Empowerment** - *giving children a voice in family life and decisions that affect them.*
- 4. Reasoning** - *helping children understand how their actions affect others.*
- 5. Modelling** - *acting in the moral ways we want our children to act.*



Ways to apply the Fabulous 5

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

1. Practice what you preach and preach what you practice.
2. Create an intentional family culture of kindness and respect.
3. Correct wrong behaviour—clearly and with feeling.
4. Require restitution (saying sorry through action).
5. Give children real responsibilities.
6. Get control of screen time.
7. Read books that cultivate values.



Be GREAT!

Give.

Relate, **R**ead, **R**eflect, **R**est.

Exercise. Stay healthy.

Appreciate. Be Grateful.

Try. Learn something positive and new.

Thank You