



Student Holistic Development and Well-Being

Primary 1 & 2

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Learning Dispositions

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What are Learning Dispositions?

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

Learning dispositions are habits of thinking and doing when the students are engaged in the learning process. They affect how students approach learning and therefore the outcomes of their learning.

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CPS Learning Dispositions

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

Learning Dispositions	Alignment to CPS Vision, Value and Motto
1) Engagement in Learning	Vision: Joyful Learners
2) Drive to Learn	Vision: Joyful Learners; Value: Responsibility
3) Resilience	Value: Resilience; Motto: Effort Determines Success
4) Creativity	Value: Creativity; ALP: Creative & Inventive Thinking
5) Collaboration	Vision: A Connected Community

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(1) Engagement in Learning

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



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(1) Engagement in Learning

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Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none"> I look forward to coming to school. I am eager to learn. I enjoy learning. I will participate enthusiastically in school activities. 	<ul style="list-style-type: none"> Comes to school regularly (good attendance) Pays attention in class Completes class work and homework Participates enthusiastically in class and school activities 	<ul style="list-style-type: none"> Deliver engaging lessons through various strategies, e.g., role-playing, case studies, peer teaching, demonstrations Encourage participation Build a caring and enabling school environment through <ul style="list-style-type: none"> Positive teacher-student relationship Positive peer support relationship Student voice and ownership

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(2) Drive to Learn

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



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(2) Drive to Learn

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Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none"> • I take ownership of my own learning. • I have the skills to learn independently - I know what I want to learn and how to learn. • I have an inquisitive mindset and am constantly asking questions and doing research to find out more. • I am intrinsically motivated to learn for life. 	<ul style="list-style-type: none"> • Completes tasks to the best of his/her ability • Works independently • Asks questions to find out more about topic • Learns to get answers to his/her own questions • Sets goals and works determinedly towards them • Monitors progress of work • Assesses quality of work and makes improvement 	<ul style="list-style-type: none"> • Teach students learning strategies, such as: <ul style="list-style-type: none"> • setting goals and targets • asking questions • finding answers to their questions • assessing their work and progress • Scaffold learning so that students can eventually work independently • Use Formative Assessment to help students identify their strengths and target areas that need work.

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(3) Resilience

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



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(3) Resilience

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Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none"> • I persevere and 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 believe that when given equal opportunities, all of us can succeed, if I have the determination and put in hard work. 	<ul style="list-style-type: none"> • Keeps trying despite failures or challenges • Adapts to changes readily • Accepts feedback and uses it to improve performance • Manages stress effectively 	<ul style="list-style-type: none"> • Create an environment where students feel safe to make mistakes • Encourage students to learn from mistakes • Encourage the Growth Mindset, e.g.: <ul style="list-style-type: none"> • Use the Growth Mindset language (the Power of Yet, Challenges help me grow; Failure means I'm learning) • Praise efforts instead of results • Teach stress management and resilience strategies

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(4) Creativity

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



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(4) Creativity

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

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none"> I express myself and share my views openly and respectfully. I am eager to learn new things and try out new ideas. I think of different ways to solve a challenge or make things better. I am able to manage a challenge in a systematic manner. I turn new ideas into reality that benefits the class, school and the community. 	<ul style="list-style-type: none"> Approaches tasks in a new or original way, be it in the arts, writing or problem-solving When managing a challenge: <ul style="list-style-type: none"> Is able to understand and define the challenge Thinks of different ways to solve a challenge Develops effective plans for solving problems 	<ul style="list-style-type: none"> Create an environment where students feel safe to share their views and experiment with different ideas Guide students to manage a challenge: define challenge, look at issues from different perspectives, devise a plan Develop the students' ability to generate ideas and solutions in CIT and other lessons using the CEDAR idea generator Encourage students to look out for issues in school and community which they can help address

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(5) Collaboration

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



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(5) Collaboration

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

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none"> • I work collaboratively with my peers towards a common goal. • I have the social skills to work with my peers. • I accept diversity in working styles and opinions when working in a group. 	<ul style="list-style-type: none"> • Works collaboratively with different classmates to complete tasks assigned • Appreciates everyone's opinions, strengths and abilities when working in a group. • Practises good interpersonal skills such as speaking respectfully, listening actively and receiving feedback graciously 	<ul style="list-style-type: none"> • Provide opportunities for collaborative or cooperative learning • Teach skills for effective group work: respectful speech, active listening, accepting feedback graciously • Develop social awareness and social skills in the students • Promote an inclusive culture where we embrace and celebrate differences

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Levels of Development

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Development of Learning dispositions is reported under Personal Qualities in the Holistic Development Profile (HDP):

Level of Development	Descriptor in the End-of-Year HDP
Demonstrates on a few occasions	Demonstrates to some extent
Demonstrates adequately some of the time	Demonstrates Adequately
Demonstrates adequately most of the time	Demonstrates Strongly
Demonstrates well and consistently all the time	Demonstrates Very Strongly

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Home-School Partnership:

For Student Well-being and Holistic Development

3 Cs for Successful Partnership



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3Cs for Successful Partnership

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- **Communication**
 - Maintain 2-Way communication to stay updated on school matters
- **Consistency**
 - Establish daily home routines for consistency and to develop good habits at home
- **Collaboration**
 - Collaborative partnership with teachers that involves both planning and problem solving to develop strategies to help your child to reach their best.

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Communication between Teachers and Parents

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Modes of communication include,

- leaving a message in the Student Handbook or with the General Office (e.g. to inform us that your child is unable to attend school)
- email your child's/ward's form/subject teachers.

We seek your understanding to **contact us at 62885633** during official school operating hours (**7 am to 5 pm, Monday to Friday on school days**)

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School-Home Communication

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Parents Gateway: Digitally Connecting Parents and School

- **one-stop mobile app** for parents and schools to communicate key administrative matters
- **updates** on programmes and activities and for **providing online consent** for their children to participate in school activities
- Turn on notifications to receive the latest updates



For more information, you may visit <https://pg.moe.edu.sg/faq>

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Developing good habits

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Establish a daily routine such as

- Reading together daily for at least 20 minutes.
- Sufficient sleep – about 9 hours each night.
- Monitor and limit use of mobile and gaming devices
- Designate a specific quiet study area at home
- Ensure focus and no distractions whilst doing/revising school work.

Encourage and affirm their efforts to study.

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Developing good habits

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

Encourage your child/ward to,

- attempt his/her homework on his/her own
- put in his/her best effort to complete all homework
- hand in homework and assignments on time
- approach the teacher if he/she needs help with the homework
- pack their bags every evening



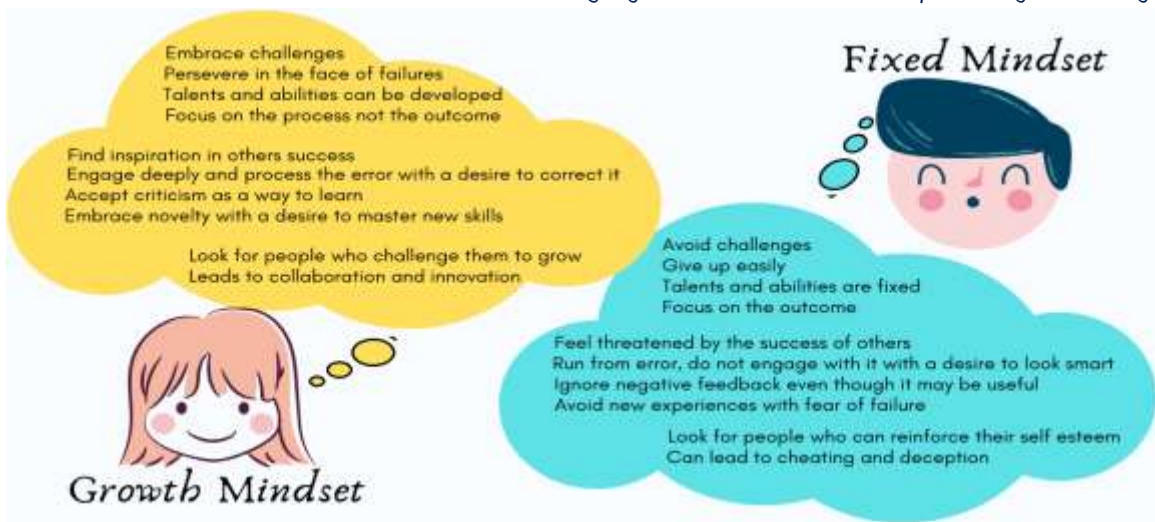
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Growth Mindset

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Growth Mindset

- Believe that every child wants to and can learn
- View mistakes as learning opportunities
- Focus on learning not grades
- Learn to be resilient

Let your child Grow and Glow...

MY GROWTH MINDSET STATEMENTS	
I can CHANGE my MINDSET with my WORDS!	
INSTEAD OF:	I CAN SAY:
I am not good at this.	I am not good at this YET, but I will learn.
I am great at this.	I practiced and learned how to do this.
This is too hard.	This will require effort and finding the right strategy.
This is too easy.	How can I make this more challenging?
I can't do this.	I need some feedback and help from others.
This is good enough.	Is it my best work? Can I improve it?
I won't try because I might fail.	If I fail, I can try again until I succeed.
I am afraid I will make a mistake.	When I make a mistake, I will learn from it and do better.
I give up.	I will succeed if I put forth effort and find a better strategy.
I am not as smart as my friends.	I am in charge of how smart I am.

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Well-Being Wednesdays

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Objectives of Well-being Wednesdays :

- To **help students manage stress** and be **able to look after their own well-being**
- **Teach** students various Wellbeing Practices/ Strategies to do at school or on their own
 - 1) Deep Breathing exercises
 - 2) Positive Self Talk

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Cyber Wellness for Your Child



"How do we ensure that our young make the right choices, and survive well in the online world? (...) Schools can work with parents and make a big difference."

– Minister Ong Ye Kung, Committee of Supply Debate 2020



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Promote Cyber Wellness at Home

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

Tip 1: Advise your child on time spent online

- Ask your child what he/she enjoys doing online.
- Through conversations, decide together how much time he/she should spend online (i.e. set screen time limit).
- Make a firm decision on the off-limit hours such as bed time and meal times.
- Encourage him/her to engage in more tech-free interaction (e.g. outdoor activities) and less digital screen time.



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Promote Cyber Wellness at Home

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Tip 2: Guide your child on online etiquette



- Regularly check with your child about the types of conversations in their chat groups or social media.
- Advise him/her not to post comments that might hurt others.
- Encourage him/her to alert the teachers if they encounter cyber-bullying, or if a friend/classmate is getting bullied online.

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Promote Cyber Wellness at Home

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

Tip 3: Teach your child to stay safe online

- Remind your child not to chat or share personal information with strangers online.
- Guide him/her to set strong passwords, and ignore suspicious links/files sent by strangers or in pop-up boxes.



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Promote Cyber Wellness at Home

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



Tip 4: Direct your child to behave responsibly online

- Encourage your child to verify information with multiple sources. Get them to check with you or a trusted adult when in doubt.
- Have an open discussion with your child on harmful internet content.
- Explain to him/her the necessity of parental control and privacy filters, if you intend to install them in their digital devices.

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Supporting Your Child

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BE THERE

Believe in your child's potential
Encourage them daily to give their best

Treasure the learning process, not the results
Help your child develop good studying habits
Expectations – realistic expectations on your child's capability
Recognise symptoms of stress and address them
Empathise the challenges your child may be facing

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Working Together to Support your Child

*"Alone we can do so little,
together we can do so much."*

- Helen Keller, American Author



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CHARACTER AND CITIZENSHIP EDUCATION IN CEDAR

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CCE 2021

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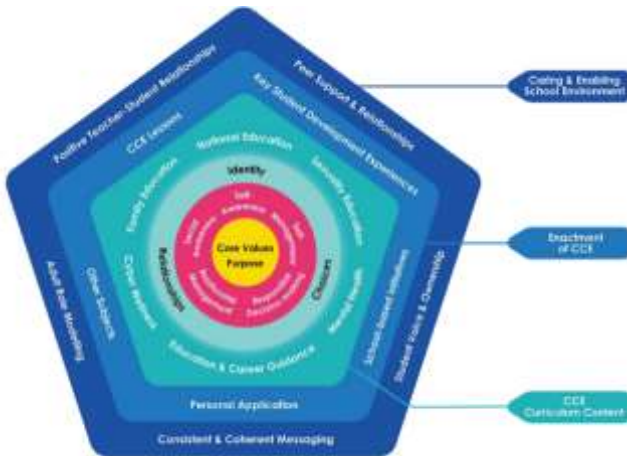


Figure 2: The CCE 2021 Curriculum Frame

CENTRAL CONCEPTS IN CCE

- ♥ Values
- ♥ A Sense of Purpose
- ♥ Character
- ♥ Social-Emotional Competence
- ♥ Resilient
- ♥ Citizenship

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Central Concepts in CCE

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

Values are...

- our moral compass and guiding principles
- our fundamental convictions
- our enduring beliefs and ideals

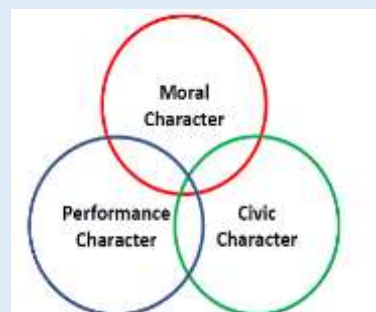
Tip: Have conversations with your children on the reasons behind their decisions. Affirm and strengthen their value system.

A Strong Sense of Purpose...

- gives our life meaning
- helps us to discover how one's values, strengths, talents, and interests can be meaningfully applied

Tip: Spend time with your children to find out what their strengths and interests are. Find out what motivates them, what makes them go "A-HA"

Building Character in terms of...



Lickona & Davidson (2008); Berkowitz & Althoff (2008)

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Central Concepts in CCE

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The 5 Social-Emotional Competency Domains



- Self Awareness
- Self-management
- Social Awareness
- Relationship Management
- Responsible Decision-making

Teaching our students to:

- ♥ be more aware of their identity
- ♥ manage their own emotions and expectations
- ♥ manage themselves in relation to others
- ♥ make responsible decisions

Taught explicitly in CCE (FTGP), CCE (MTL) and PAL lessons.



Tips: Check in with your children on what they have learnt during CCE (FTGP), CCE (MTL) & PAL lessons. Encourage your children to share the reasons for their choices. Instead of giving them answers, ask questions to guide their thinking.

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Central Concepts in CCE

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

Resilience is...



All

students are capable of developing resilience which is the ability to adapt positively despite setbacks.



Tips: Practise the GROWTH MINDSET with your children. Encourage them with statements like:
I AM strong;
I CAN find ways to solve problems;
I HAVE my family to care for me.

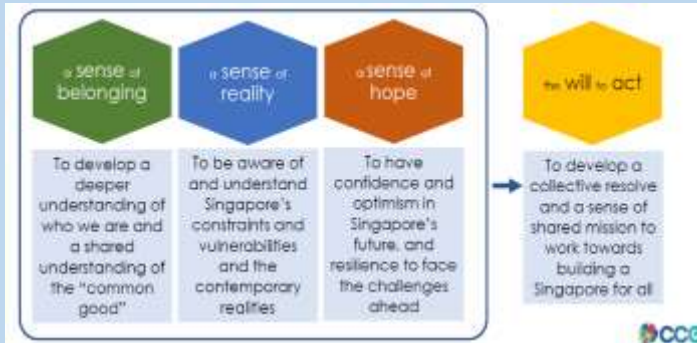
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Central Concepts in CCE

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

Citizenship is about...



Teaching our students to have a **strong sense of belonging**, **understand the realities** and challenges Singapore faces and **develop a sense of hope** which motivates them to **be active citizens**.

- ♥ NE Commemorative Days:
 - Total Defence Day
 - International Friendship Day
 - Racial Harmony Day
 - National Day
- ♥ Festival Celebrations
- ♥ Values In Action Projects



Tips: Take part in grassroot activities during NE events together with your child. Discuss what they have learnt in school during the lesson/ recess activities. Get them to share about the VIA Projects they have done as a class.

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CCE in Cedar

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

CCE is enacted in ...	with a focus on...	and It continues with...
CCE Lessons (FTGP, MTL and PAL)	<ul style="list-style-type: none"> ♥ Explicit teaching of values and social, emotional skills. ♥ Deepening moral values and one's cultural identity. ♥ Equip students with knowledge and skills to better understand and navigate the world. 	<ul style="list-style-type: none"> ♥ Conversations at home about what they have learnt. ♥ Role- Modelling for students to see how CCE is enacted in our daily lives ♥ Perspective-taking- putting themselves in the shoes of others.
Cohort Learning Journeys	<p>Key Student Development Experiences that:</p> <ul style="list-style-type: none"> ♥ Planned activities are incorporated to realise specific CCE learning outcomes. ♥ Based on experiential learning including dialogue, discussion and reflection ♥ Focus on the physical, aesthetic, intellectual, moral and social domains. 	
Co-Curricular Activities (CCA)		
National Education (NE) Commemorative Days		
Outdoor Adventure Learning Camps		
Values in Action (VIA)		
Student Leadership Development Programmes		

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Thank You
