



# Webinar for P4 Parents

8 March 2024

1



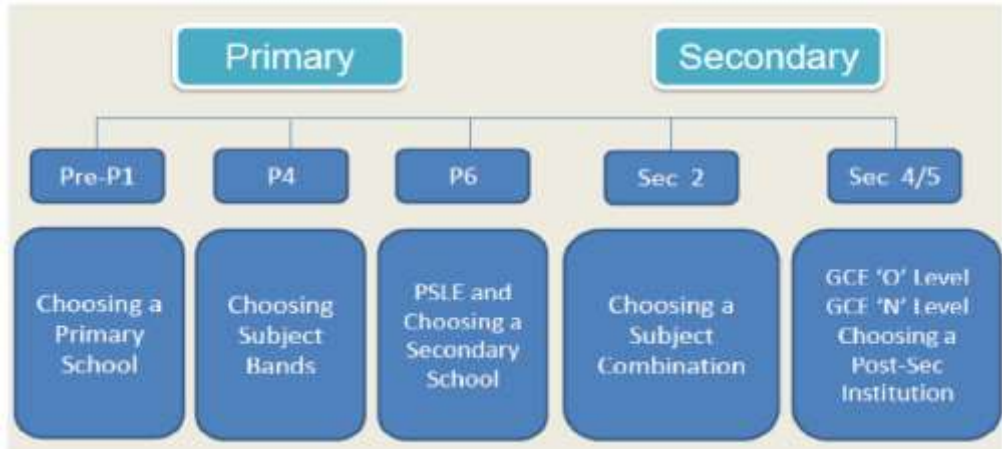
# Holistic Education



2



# Cognitive Development Key Milestones in Your Child's Education

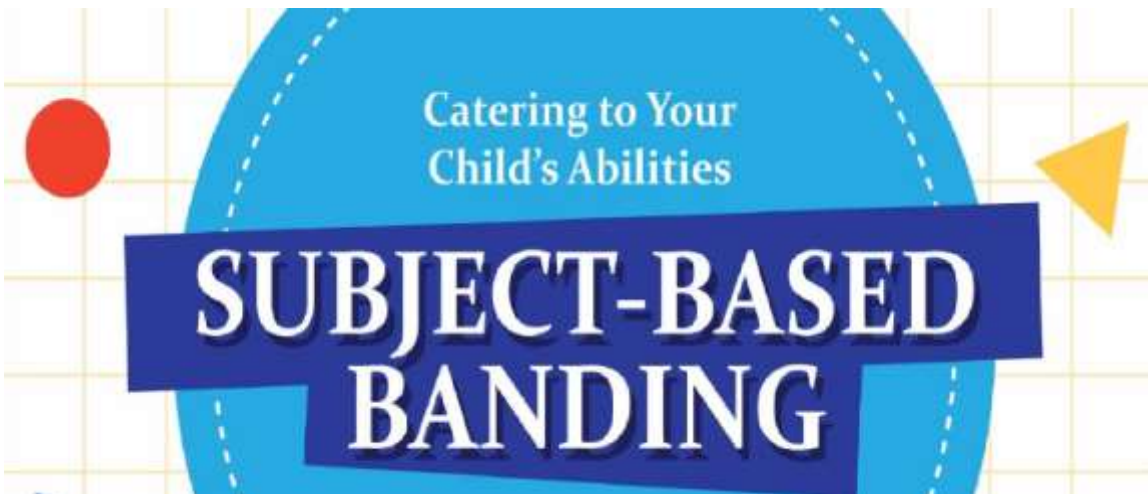


3



## Subject-Based Banding (end of P4)

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



4



## Why Subject-Based Banding?

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

- Provides greater flexibility for your child by offering him/her the option of a combination of standard and foundation subjects.
- Works to the advantage of the child by considering his/her strengths.

5



## Subject-Based Banding Combination

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

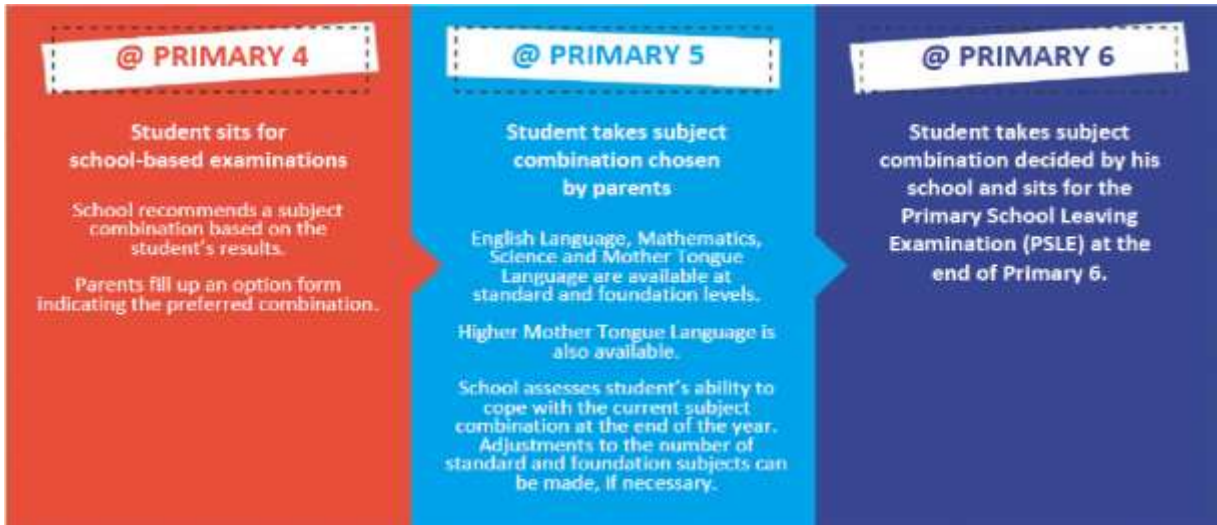
If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or fewer	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subjects; or
	1 standard subject + 3 other foundation subjects; or
	4 foundation subjects

6



# How Subject-Based Banding Works

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



7



**CEDAR PRIMARY SCHOOL**  
 15 Cedar Ave, Singapore 349700  
 Tel: 6288 5633 Fax: 62830113  
 E-mail: cedar\_pr@moe.edu.sg  
 www.cedarprl.moe.edu.sg

School Vision: Joyful Learners, Responsible Citizens and Creative Leaders in a Connected Community

Date: 18 November 2021

Name: Jacob  
 Class: P4-RESPONSIBILITY

Dear Parents/Guardians,

**SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022**

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2022:

English, Mathematics, Science and Mother Tongue at Standard Level

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.
3. Please indicate your decision in one of the boxes below; sign the form and return it to your child's form teacher by 20 November 2021. Should you need further clarification, please do not hesitate to contact your child's form teacher at 6288 5633. Thank you.
4. Thank you.

8



**CEDAR PRIMARY SCHOOL  
SUBJECT-BASED BANDING (SBB)**

**SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022**

**Acknowledgement Slip**

I allow my child to take the recommended subject combination as stated below in 2022.

English, Mathematics, Science and Mother Tongue at Standard Level

I would like to consider an alternative subject combination for my child in 2022. I understand that the school will contact me to provide more information and the possible implications about my choice.

Name: Jacob

Class: P4-RESPONSIBILITY

Name of Parent/Guardian: \_\_\_\_\_

Contact Number: \_\_\_\_\_ Signature & Date: \_\_\_\_\_

**FOR OFFICIAL USE BY CEDAR PRIMARY SCHOOL**

The school has received the signed acknowledgement slip from the parent/guardian.

Name of P4 Form Teacher: \_\_\_\_\_

Signature and Date: \_\_\_\_\_

9

Dear Parents/Guardians,

**SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022**

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2022:

English, Mathematics, Science and Mother Tongue at Standard Level and Higher Mother Tongue

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.

Dear Parents/Guardians,

**SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2021**

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2021:

English, Mathematics, Science and Mother Tongue at Foundation Level

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.

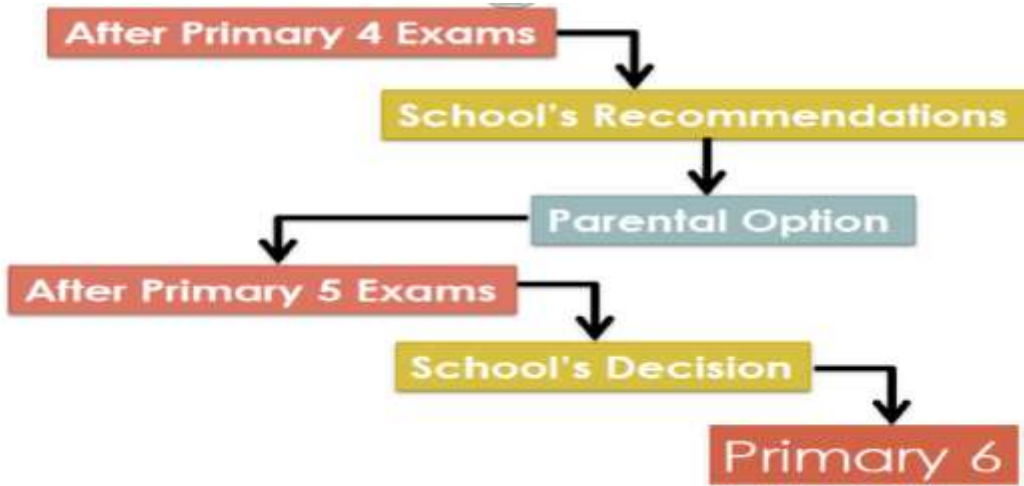
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## Overview of Subject-Based Banding

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



11



## School-Based Assessments

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

Level	Term 1 Class Test 1	Term 2 Class Test	Term 3 Class Test 3	Term 4 End-of-Year Exam
Primary 4	10%	15%	15%	60%

### Removal of Mid-Year Exams for all levels:

- In line with our efforts to shift away from an over-emphasis on examinations, and nurture an intrinsic joy of learning.
- More time and space for students to further develop 21st Century Competencies and engage in more student-centric learning.

12



## **Student Holistic Development and Well-Being**

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13



## **Learning Dispositions**

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14



## What are Learning Dispositions?

School Values: Integrity, Kindness, 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.**

15



## CPS Learning Dispositions

School Values: Integrity, Kindness, 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

16





# (1) Engagement in Learning

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



17



# (1) Engagement in Learning

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

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

18



## (2) Drive to Learn

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



19



## (2) Drive to Learn

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

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

20



## (3) Resilience

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



21



## (3) Resilience

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

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

22





## (4) Creativity

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



23



## (4) Creativity

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

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

24



## (5) Collaboration

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



25



## (5) Collaboration

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

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

26



# Levels of Development

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

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	<b>Demonstrates to some extent</b>
Demonstrates adequately some of the time	<b>Demonstrates Adequately</b>
Demonstrates adequately most of the time	<b>Demonstrates Strongly</b>
Demonstrates well and consistently all the time	<b>Demonstrates Very Strongly</b>

27



**Home-School  
Partnership:  
For Student Well-being  
and Holistic Development**



28

28



## Developing good habits

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



### 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 schoolwork

**Encourage and affirm** their efforts to study.

29

29



## 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



30

30





# Growth Mindset

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

**Growth Mindset**

- Embrace challenges
- Persevere in the face of failures
- Talents and abilities can be developed
- Focus on the process not the outcome

Find inspiration in others success

Engage deeply and process the error with a desire to correct it

Accept criticism as a way to learn

Embrace novelty with a desire to master new skills

Look for people who challenge them to grow

Leads to collaboration and innovation

**Fixed Mindset**

- Avoid challenges
- Give up easily
- Talents and abilities are fixed
- Focus on the outcome

Feel threatened by the success of others

Run from error, do not engage with it with a desire to look smart

Ignore negative feedback even though it may be useful

Avoid new experiences with fear of failure

Look for people who can reinforce their self esteem

Can lead to cheating and deception

31



# 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

**The Power of Yet**

I'm not good at this...

**YET**

It doesn't work...  
**YET**

I don't understand this...  
**YET**

I can't do this...  
**YET**

This doesn't make sense...  
**YET**

**Growth Mindset**

Change your words, change your mindset!

I can \_\_\_\_\_

I can \_\_\_\_\_

I can \_\_\_\_\_

I can't \_\_\_\_\_

yet, but I will keep trying until I can!

32



# 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



33

33



## Promote Cyber Wellness at Home

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

### Tip 1: Guide your child on time spent online and online etiquette



- Ask your child what he/she enjoys doing online.
- Through conversations, decide on your child's screen time limit
- 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.

34



## Promote Cyber Wellness at Home

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

### Tip 2: 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.



35



## Promote Cyber Wellness at Home

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

### Tip 3: Guide 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.

36



## Communication between Teachers and Parents

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



Ask the teacher for the best way to contact him/her.



Respect the teacher's time, contact the teacher during school opening hours only.

### 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** during official school operating hours (**7 am to 5 pm, Monday to Friday on school days**)

37

37



## School-Home Communication

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

### 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
- allows **parents to** perform administrative functions such as **providing consent** for their children to participate in school activities



38



# CHARACTER AND CITIZENSHIP EDUCATION IN CEDAR

39



## CCE 2021

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



Figure 2: The CCE 2021 Curriculum Frame

### CENTRAL CONCEPTS IN CCE

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

40





# Central Concepts in CCE

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

## Values are...

our moral compass and guiding principles

our fundamental convictions

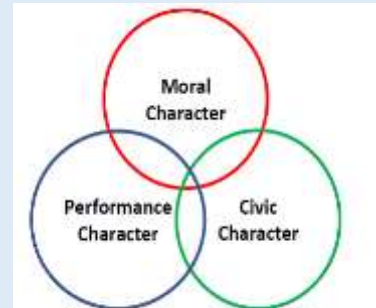
our enduring beliefs and ideals

## 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

## Building Character in terms of...



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

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

**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"



# Central Concepts in CCE

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

## 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.

**Tip:** 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.



## 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.**

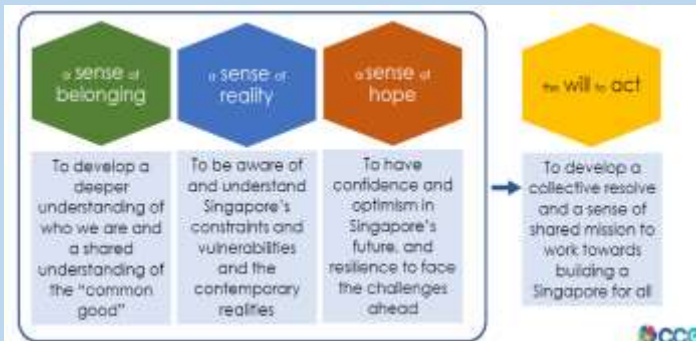
43



## 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.**

44





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

45



# Thank You

46