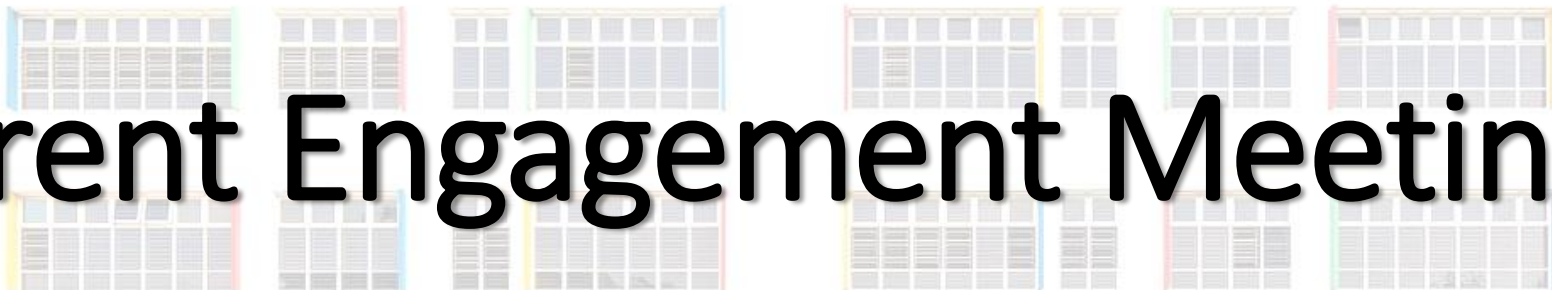
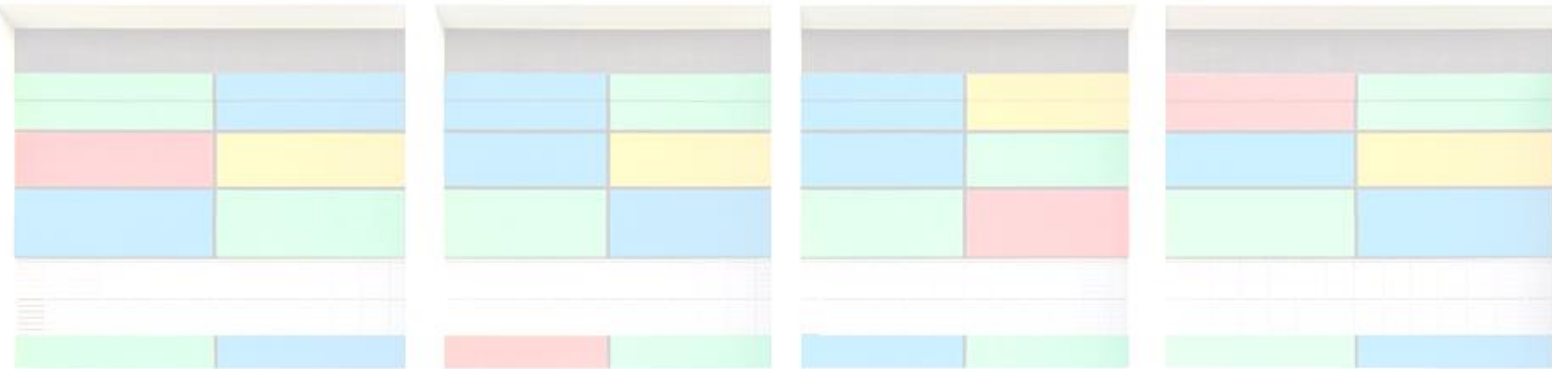




Cedar Primary School



MacPherson Sports Hall

# P2 Parent Engagement Meeting 2023



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

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**Primary 2**



# **Learning Dispositions**

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# What are Learning Dispositions?

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*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.



# 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                         |



# (1) Engagement in Learning

*School Values: Kindness, Integrity, 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 <b>enjoy learning</b>.</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> |



## (2) Drive to Learn

*School Values: Kindness, Integrity, 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</b> and <b>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> |



# (3) Resilience

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

## Mindset

- 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.

## Observable Behaviours

- **Keeps trying despite failures or challenges**
- **Adapts** to changes readily
- Accepts feedback and uses it to improve performance
- Manages stress effectively

## Classroom Practices and Environment to Nurture the Disposition

- Create an environment where students **feel safe to make mistakes**
- Encourage students to **learn from mistakes**
- Encourage the **Growth Mindset**, e.g.:
  - 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





## (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"><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</b> way, 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</b> a challenge</li><li>• Develops effective plans for solving problems</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Create an environment where <b>students feel safe to share their views</b> and <b>experiment with different ideas</b></li><li>• <b>Guide students</b> to manage a challenge: define challenge, look at issues from different perspectives, devise a plan</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> |



# (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"><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> |



# Levels of Development

*School Values: Kindness, Integrity, 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 |                                    |
|---|-----------------------------------|------------------------------------|
|   | P1 to P3                          | P4 and P5                          |
| 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>  |



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

## **3 Cs for Successful Partnership**





# 3Cs for Successful Partnership

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

- **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

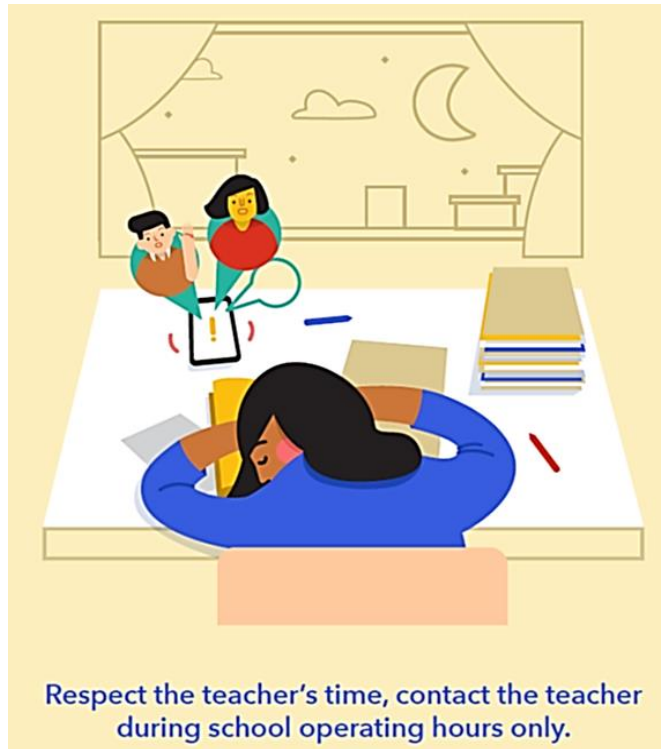
- **Collaboration**

- Collaborative partnership with teachers that involves both planning and problem solving to develop strategies to help your child to reach their best.



# Communication between Teachers and Parents

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



## 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**)





# School-Home Communication

*School Values: Integrity, Kindness, 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 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>

# Developing good habits

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



By having good home routines, you are setting your child up for life.



Set up a conducive home environment for your child to learn effectively.

## 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.

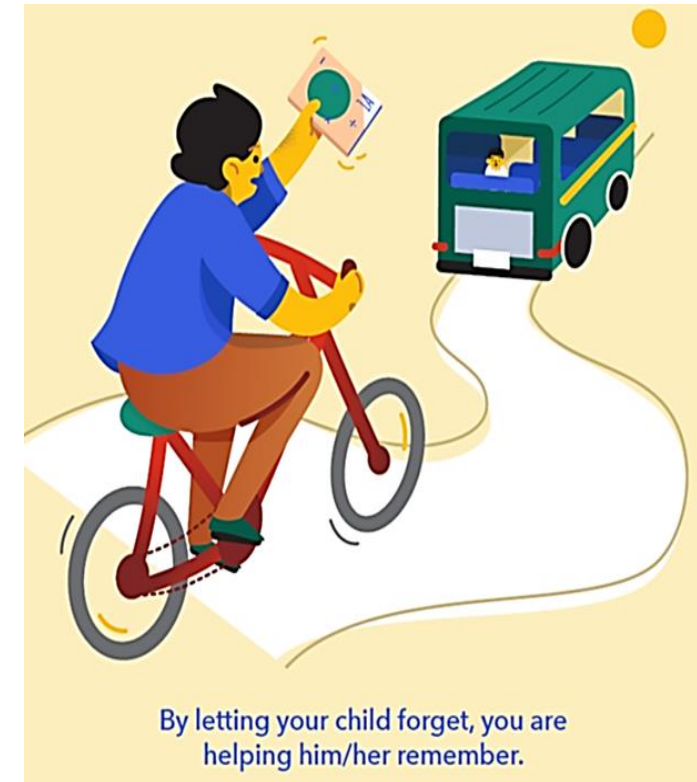
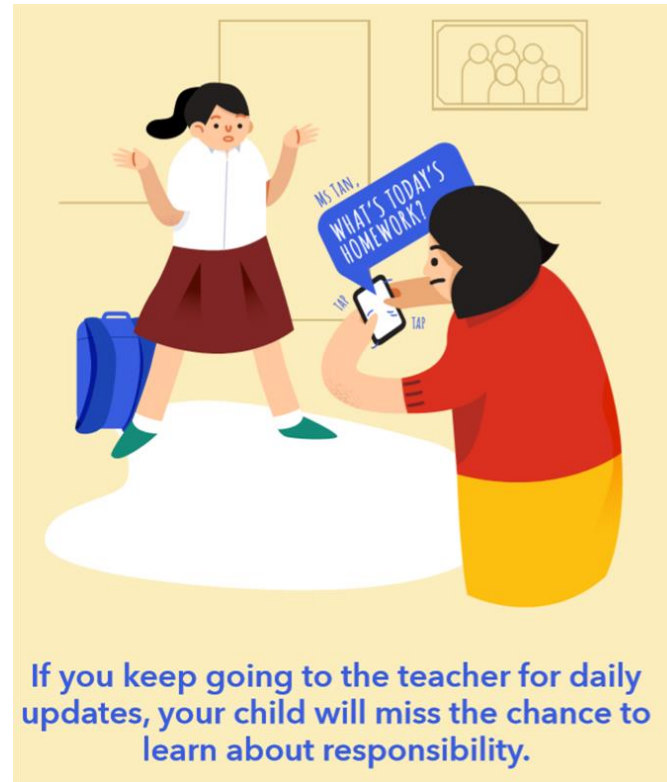


# Developing good habits

*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
- establish an after school home routine/schedule to manage free time at home





# Growth Mindset

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

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



*Growth Mindset*

*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



# 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.



# Well-Being Wednesdays

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

## **Purpose for 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



# 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







# 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.

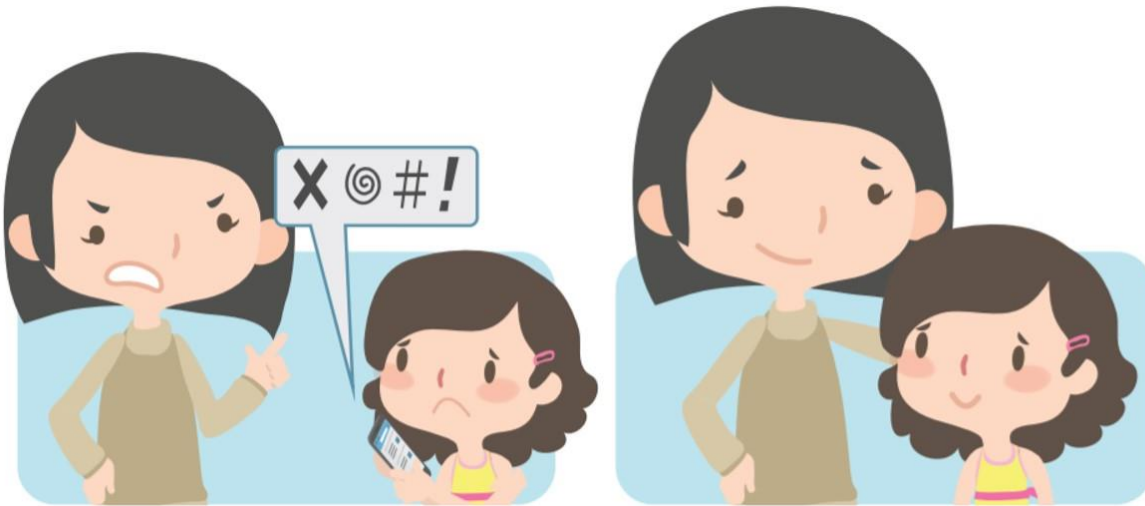




# Promote Cyber Wellness at Home

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

## 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.

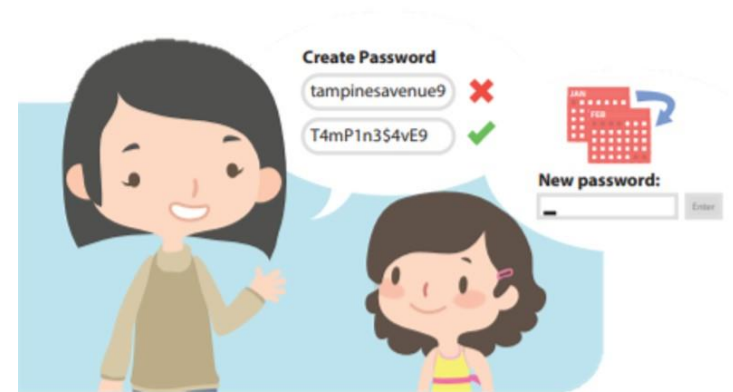


# Promote Cyber Wellness at Home

*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.







# 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.



# Supporting Your Child

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

## **BE THERE**

**B**elieve in your child's potential  
**E**ncourage them daily to give their best

**T**reasure the learning process, not the results  
**H**elp your child develop good studying habits  
**E**xpectations – realistic expectations on your child's capability  
**R**ecognise symptoms of stress and address them  
**E**mpathise the challenges your child may be facing

## Working Together to Support your Child

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

- Helen Keller, American Author





Thank You

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