Webinar for P3 Parents

10 March 2023
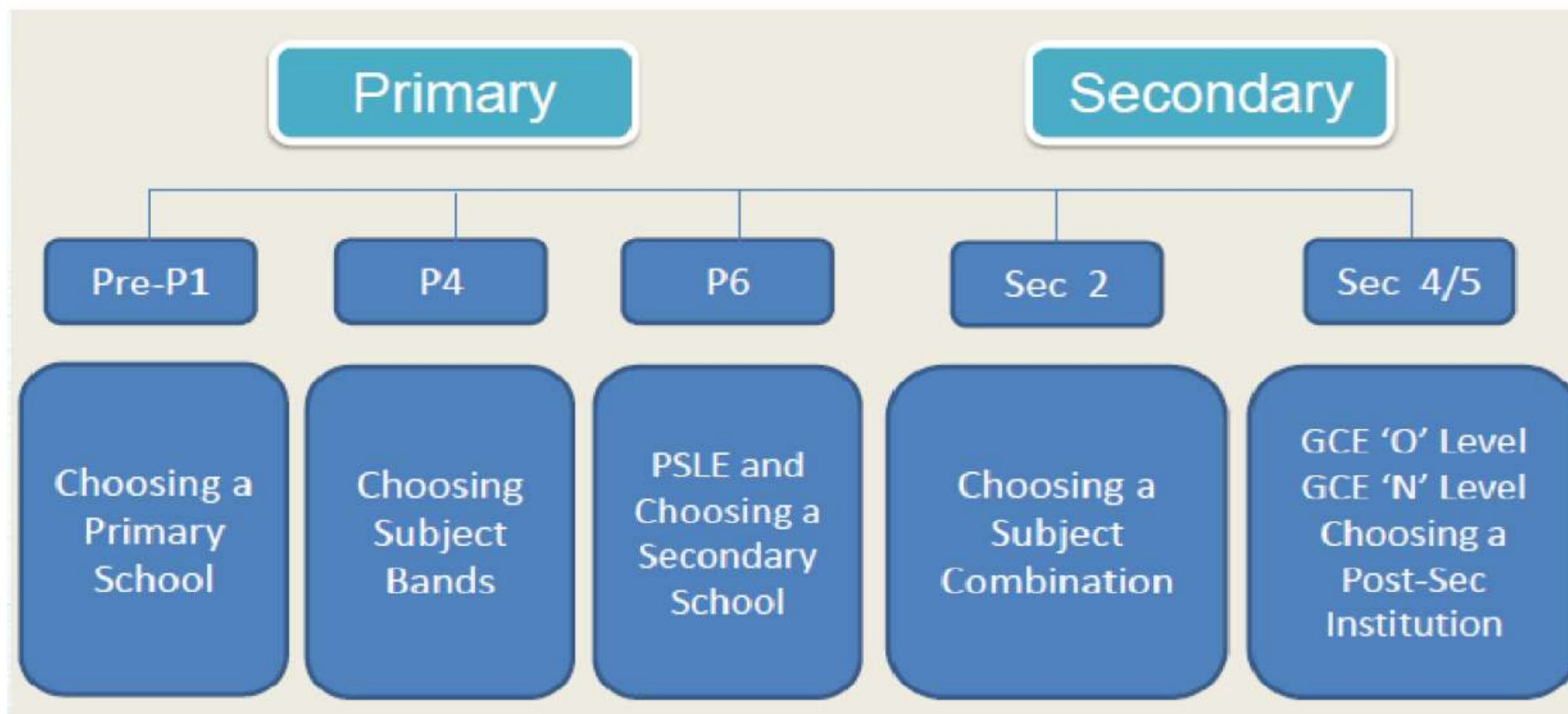
CEDAR PRIMARY SCHOOL

EFFORT DETERMINES SUCCESS
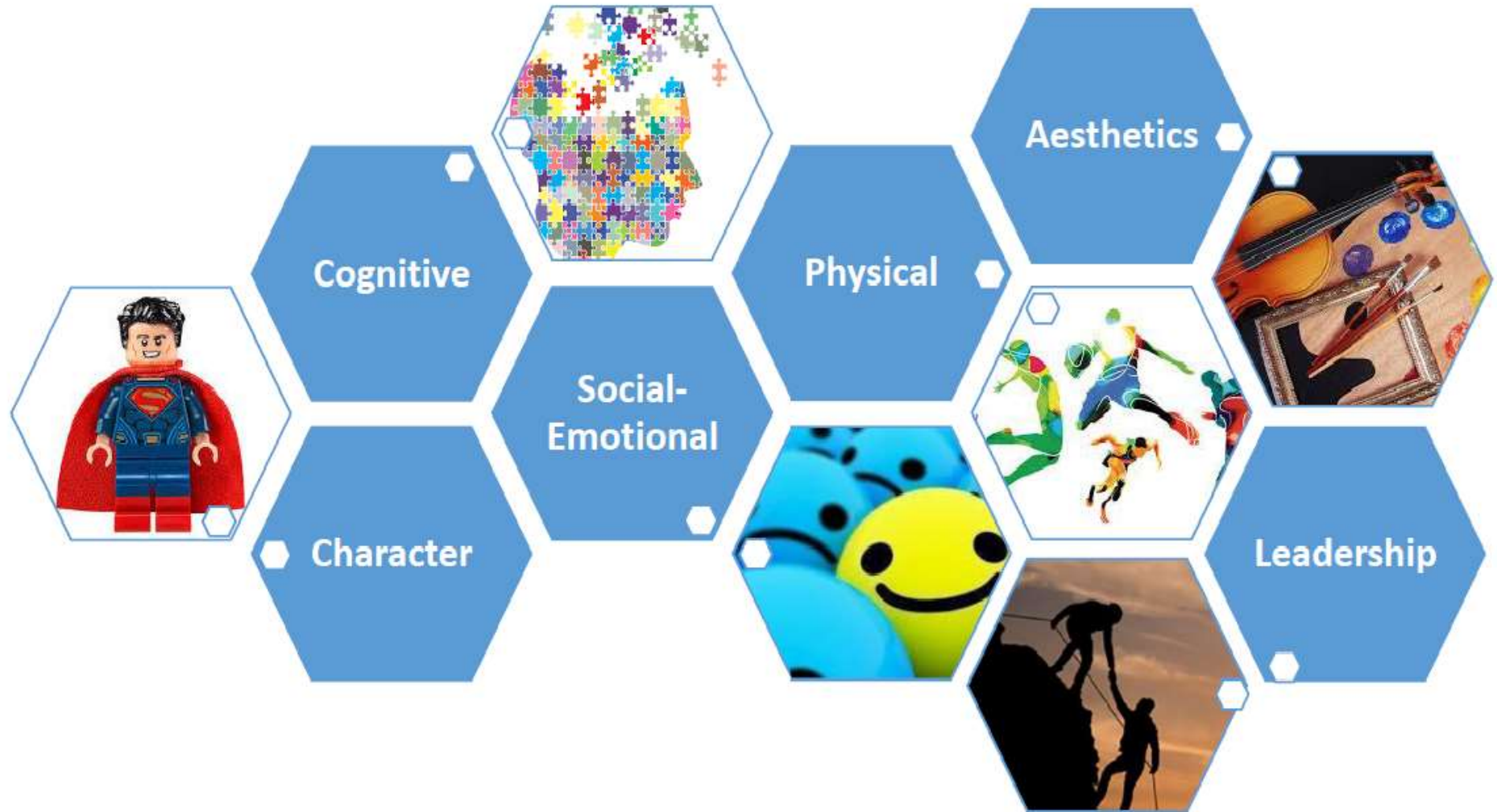
Cognitive Development
Key Milestones in Your Child's Education

Primary			Secondary	
Pre-P1	P4	P6	Sec 2	Sec 4/5
Choosing a Primary School	Choosing Subject Bands	PSLE and Choosing a Secondary School	Choosing a Subject Combination	GCE 'O' Level GCE 'N' Level Choosing a Post-Sec Institution
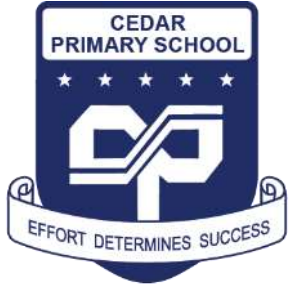
What is Different at Primary 3?

- Class size
- Subjects: 4 subjects - EL, MTL, Mathematics & *Science*

- Assessments
- Co-Curricular Activity (CCA)

School-Based Assessment

For 2023 P3 students, they will sit for the following :

Term 1	*Term 2	Term 3	Term 4
Class Test 1	Class Test 2	Class Test 3	End-of-Year Examination
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.

Purpose of Co-Curriculum Activities

The CCA Programme:

- Provides students with a platform to discover their interests and talents

- Inculcates values and develop 21st Century Competencies

- Encourages cross-age and cross-class interaction

- Provides service and leadership opportunities and experiences

- Fuels in the students a life-long love for a particular activity, be it a sport or a musical pursuit. This helps the students to lead a balanced life in adulthood.

Types of Co-Curriculum Activities

a. **Sports and Outdoor Education** CCAs develop robustness, fair play and team spirit in students.

b. **The Arts** *CCAs* instil in students a sense of graciousness and an appreciation for the rich culture and heritage of a multi-racial society.

c. **Uniformed Group** activities aim to inculcate in students self-reliance, resilience, discipline and a spirit of service to others.

d. **Inventiveness, Language and other** CCAs allow students to explore and extend their interests in wide ranging and specialised areas which may be knowledge-based or skills-based.

CCAs in 2023

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CCAs in 2022				
INVENTIVENESS	**SPORTS AND OUTDOOR EDUCATION**	**THE ARTS**	**UNIFORMED GROUPS**	**LANGUAGE AND OTHERS**
• Future Innovators Programme • InfoComm Club • Robotics Club	• Adventure Club • Athletics • Football • Softball • Sports Club	• Art Club • Music Ensemble • International Dance	• Boys' Brigade • Girls' Brigade	• Kindness Club • Literary, Drama and Debate Club (LDDC)

P3 Gifted Education Programme Identification Exercise

- The Gifted Education Programme (GEP) identification exercise aims to identify students with high intellectual potential.

- Test-preparation activities could inflate students' scores and not reflect their actual potential.

- Students who are not ready to handle the intellectual rigour and demands of the programme will struggle with the enriched curriculum and not benefit fully from it.

- For the screening, students will be required to work on some questions based on what they have learnt from Pri 1 – 3 in the English Language and Mathematics syllabuses.

P3 Gifted Education Programme Identification Exercise

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S/N	Description	Areas	Date / Day
1	GEP Screening Exercise	• English Language ▪ Mathematics	17 August 2023 (Thursday)
2	GEP Selection Exercise	▪ English Language ▪ Mathematics ▪ General Ability	17 & 18 October 2023 (Tuesday & Wednesday)

Student Holistic Development and Well-Being

Learning Dispositions

What are Learning Dispositions?

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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

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

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Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition

• I **look forward to coming to school**.
• I am eager to learn.
• I **enjoy learning**.
• I will **participate enthusiastically in school activities.**
	• Comes to school regularly (**good attendance**)
	• Pays **attention** in class
	• **Completes** class work and homework
	• Participates enthusiastically in class and school activities
		• 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
		  • Positive teacher-student relationship
		  • Positive peer support relationship
		  • Student voice and ownership

(2) Drive to Learn

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Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
- 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.	**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	- Teach students **learning strategies**, such as: - 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.

(3) Resilience

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Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition

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

EFFORT DETERMINES SUCCESS

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Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
• 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 i**n a systematic manner. • I turn **new ideas into reality** that benefits the class, school and the community.	• **Approaches tasks in a new or original** way, be it in the arts, writing or problem-solving • When managing a challenge: • Is able to understand and define the challenge • **Thinks** of **different ways to solve** a challenge • Develops effective plans for solving problems	• 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**

(5) Collaboration

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

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
- 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.	**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	- 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

Levels of Development

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

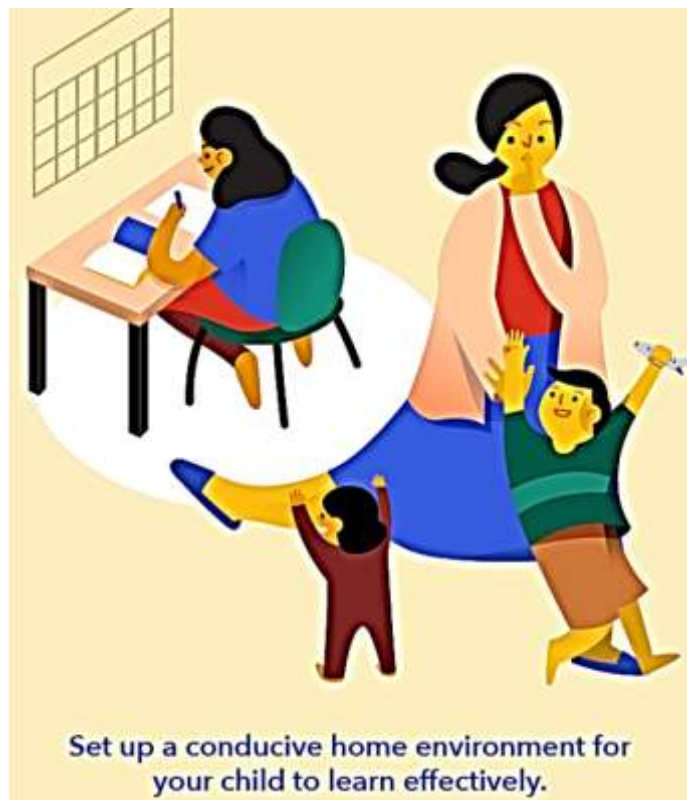| Level of Development	Descriptor in the End-of-Year HDP	
	P1 to P3	**P4 and P5**
Demonstrates on a few occasions	☺	**Demonstrates to some extent**
Demonstrates adequately some of the time	☺ ☺	**Demonstrates Adequately**
Demonstrates adequately most of the time	☺ ☺ ☺	**Demonstrates Strongly**
Demonstrates well and consistently all the time	☺ ☺ ☺ ☺	**Demonstrates Very Strongly**

Home-School Partnership:

For Student Well-being and Holistic Development

Developing good habits

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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.

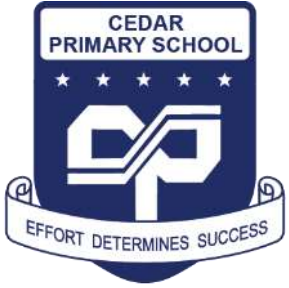**Encourage** and **affirm** their efforts to study.

Developing good habits

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

If you keep going to the teacher for daily updates, your child will miss the chance to learn about responsibility.

By letting your child forget, you are helping him/her remember.

Growth Mindset

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
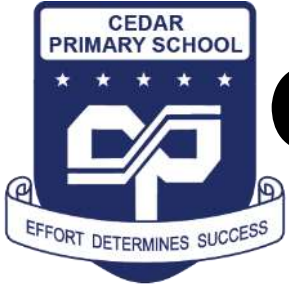
Growth Mindset

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

MY GROWTH MINDSET STATEMENTS

I can CHANGE my MINDSET with my WORDS!

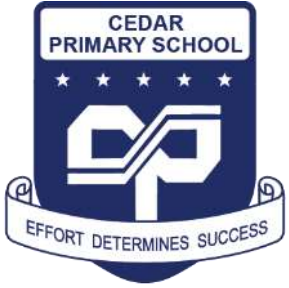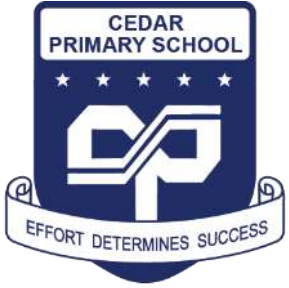| INSTEAD OF:	I CAN SAY:
I am not good at this.	I am not good at this YET, but I will learn.
I am great at this.	I practiced and learned how to do this.
This is too hard.	This will require effort and finding the right strategy.
This is too easy.	How can I make this more challenging?
I can't do this.	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.

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

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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.
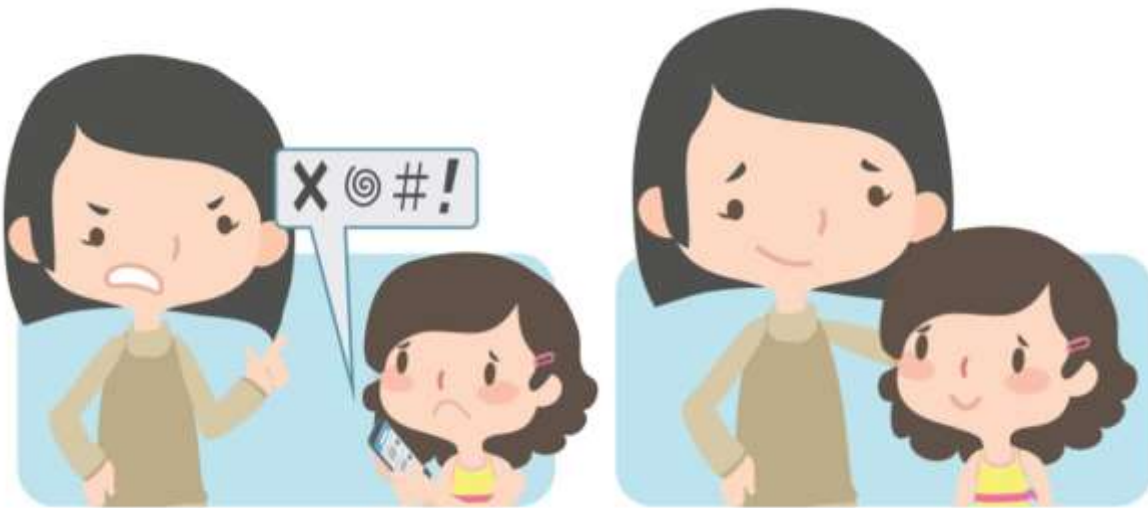
Promote Cyber Wellness at Home

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.
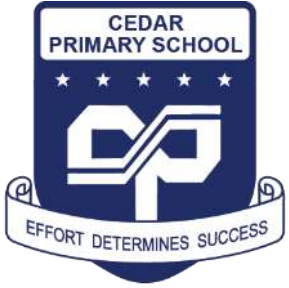
Promote Cyber Wellness at Home

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

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.

Communication between Teachers and Parents

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

Respect the teacher's time, contact the teacher during school operating 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***)*

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

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

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

pg.moe.edu.sg

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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Thank You