CHARACTER & CITIZENSHIP EDUCATION (CCE)
SYLLABUS
Primary

Implementation starting from 2022

Ministry of Education
SINGAPORE

CONTENTS

SECTION 1:
PHILOSOPHY OF CHARACTER AND CITIZENSHIP EDUCATION (CCE)

1. PHILOSOPHY OF CHARACTER AND CITIZENSHIP EDUCATION (CCE)

Character and Citizenship Education (CCE), including National Education (NE) and Social and Emotional Learning (SEL), is integral to the holistic development of our students, leading to positive life outcomes. CCE 2021 provides an integrated approach to addressing our students' development of values, character, social-emotional well-being and citizenship dispositions in a coherent and holistic way.

The following philosophical foundations are fundamental to the broad approach towards the design and enactment of CCE 2021, in alignment with the *Singapore Curriculum Philosophy*.

The Individual

- Every child has the potential to flourish and live fulfilling lives – as individuals, family members, friends, community members, and citizens of Singapore and the world.

- We can consciously build our character, and who we choose to be, as we engage and interact with one another and the environment around us, and as we encounter life's ups and downs.

- Every context and experience of life, whether planned or unplanned, holds immense possibility for developing our character and citizenship competencies and dispositions.

- The key to living a fulfilling life is to develop a sense of purpose, knowing we can have a positive impact on others or do something constructive to contribute to society.

The School

- Schools serve a critical function as they provide rich learning platforms and opportunities for students to be equipped with the knowledge, moral and civic values, skills and dispositions to understand who they are and who they can become. Through a variety of learning activities within and beyond the classroom, students experience being part of something larger than themselves and become cognizant of their roles and responsibilities in their families, communities, the nation and beyond.

- School leaders, key personnel and teachers play a key role in CCE. Their conviction and commitment to be role models influence the effectiveness of school efforts for the development of character, social-emotional well-being and citizenship dispositions in our students.

- Teachers have direct influence over their students and need to be reflective practitioners. Using developmentally appropriate, process-based pedagogies, they need to be able to facilitate their students' learning, practice and internalisation of moral and civic values, and social-emotional competencies.

School-Family-Community Partnership

- It takes a village to raise a child. Schools partner with families, and the broader community in the upbringing and education of our children to grow in character, and play an active role in society, the nation and beyond.

SECTION 2:
CCE 2021 CURRICULUM FRAME

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2.   CCE 2021 CURRICULUM FRAME

I.   The 21CC Framework and CCE 2021

The CCE 2021 Curriculum frame takes reference from the existing Framework for 21st Century Competencies and Student Outcomes, and aims to enhance clarity on how the core values are linked to the social-emotional competencies, and how they are internalised and lived out by our students. This relationship is illustrated in **Figure 1**.
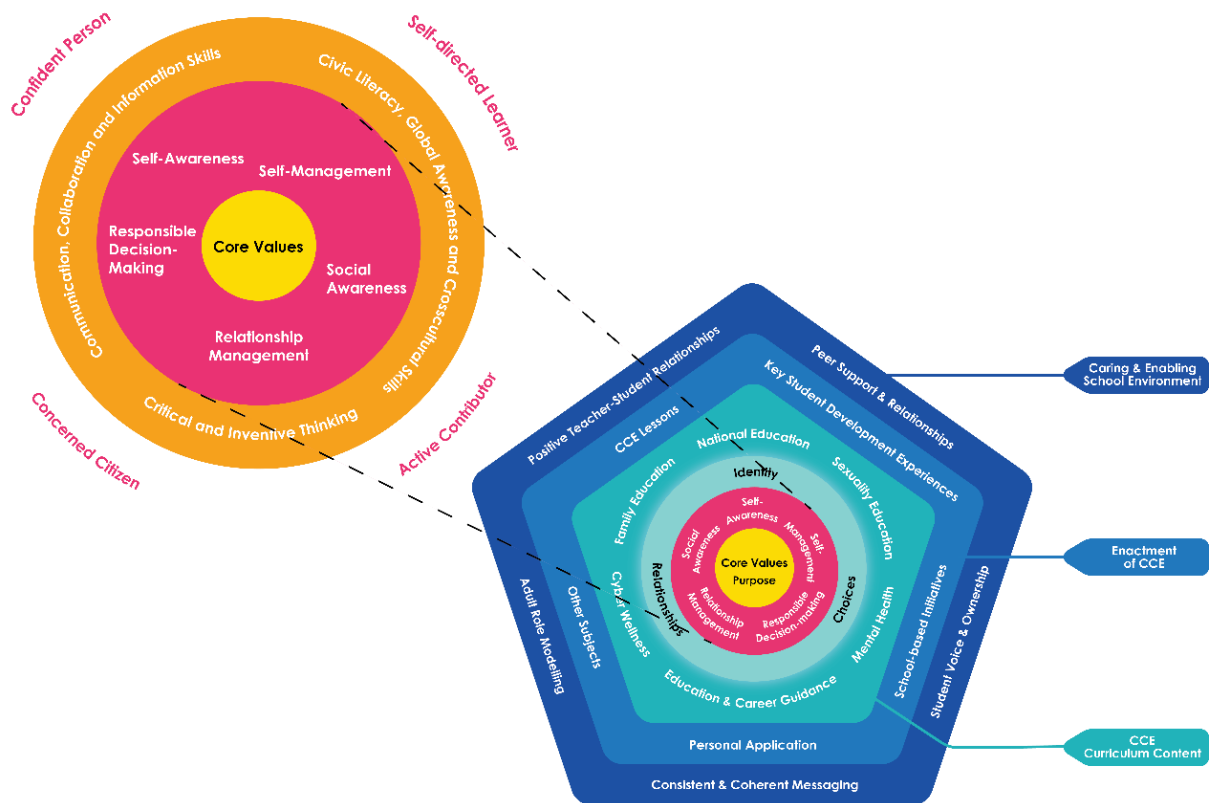
Figure 1: Relationship between 21CC Framework and CCE 2021

II.   Guiding Principles

Three key guiding principles undergird the design and enactment of the CCE 2021 Curriculum Frame:

1. *Student-centricity*
    We place students at the heart of all our efforts in CCE, catering to their developmental needs and their social-emotional well-being, as we nurture their character growth and help to socialise them into morally upright individuals, and responsible and active citizens. The essence of student-centricity is to seek to understand students' needs and interests when designing learning experiences, focusing on student engagement and voice. In this way, we empower them to derive personal meaning from their learning experiences. We also focus on understanding the purpose and impact of what we do for our students, and regularly take stock of our efforts. We continue and strengthen the approaches that are effective, and modify or discard those that are not.

2. *Intentionality*
    We design and carry out programmes and learning experiences within and outside the classroom with intentionality, and do not leave learning to chance. This means that we articulate with clarity the intended learning outcomes that develop the desired values, social-emotional competencies and citizenship dispositions in our students, and purposefully apply pedagogical approaches that are developmentally appropriate, engage students cognitively and affectively, and have an impact on their learning.

3. *Coherence*
    CCE cannot be perceived in a silo or taught as a subject. Instead, the educational experience that we provide in our schools, for our students, needs to facilitate the development of character and citizenship dispositions, and social-emotional well-being, in a coherent way across the total curriculum. As such, important aspects of CCE, such as Mental Health (MH), Cyber Wellness (CW), Sexuality Education (SEd), Family Education (FE), National Education (NE) and Education and Career Guidance (ECG), are integrated within a whole-school approach. This is essential for students to internalise the necessary values, attitudes and competencies to become self-directed learners, confident people, active contributors and concerned citizens, which are the desired outcomes of education.

    Effective CCE implementation also requires conviction and dedicated support from school leaders, all key personnel, teachers and other staff. For this reason, there is a need to establish and internalise a shared vision and purpose for CCE through a process of dialogue and meaning-making. We need to build and use a common language to communicate and reinforce consistent messages on what it takes to foster dispositions of character and citizenship and apply social-emotional competencies in the process.

III.   CCE Goals and Curriculum Content

Goals

CCE 2021 aims to develop in our students:

a) **Good character:** Have a sound moral compass and a strong sense of right and wrong, think critically and ethically, be discerning in judgment, take responsibility for choices and actions, be caring towards others and strive for excellence;

b) **Resilience and social-emotional well-being:** Have a balanced sense of self, form healthy relationships, be resilient when faced with challenges, find meaning in life, and have a sense of gratitude and appreciation;

c) **Future readiness:** Have a sense of purpose in life, develop the dispositions of adaptability and lifelong learning so as to be able to navigate education and career pathways purposefully and take on the challenges of the future, including the world of work and life; and

d) **Active citizenship:** Develop a strong national identity based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore's vulnerabilities and constraints, and the will to act on improving the lives of others, and building a future for our nation.

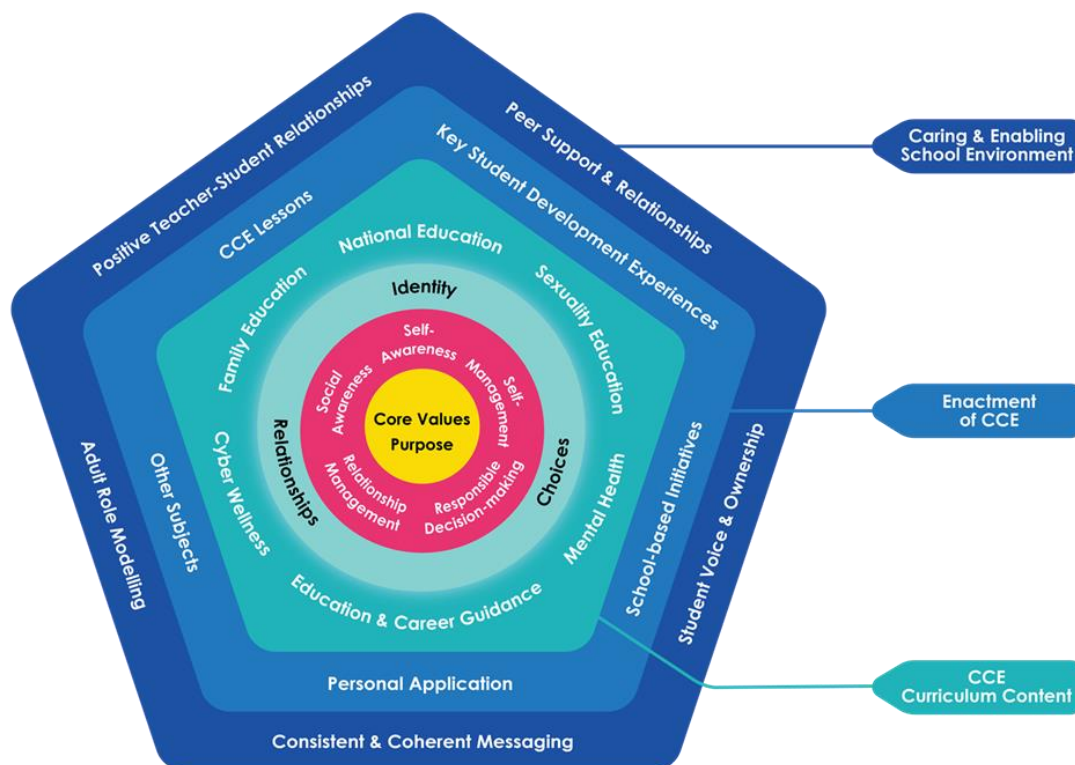**Figure 2** depicts the CCE 2021 Curriculum Frame.

Figure 2: The CCE 2021 Curriculum Frame
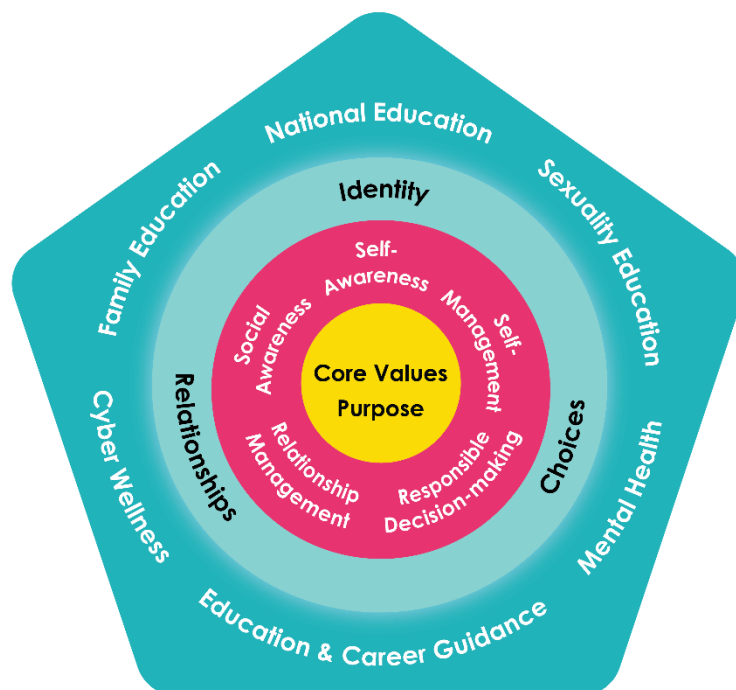
CCE Curriculum Content

Figure 3: CCE Curriculum Content

The curriculum content of CCE is based on the three big ideas of Identity, Relationships, and Choices, and comprises the teaching and learning of core values, and social-emotional competencies with a focus on developing a sense of purpose in our students. This is shown in **Figure 3**. The following sections elaborate on these ideas:

a) **Core values and purpose**

Values are at the core of one's character. Our personal values are the principles and beliefs which guide our behaviour in the private and public sphere. At the broader societal level, they are enduring shared beliefs about "what is worthwhile, ideals for which people strive for and broad standards by which particular practices are judged to be good, right, desirable or worthy of respect"[1].

Our core values include respect, responsibility, resilience, integrity, care and harmony, which are the foundation of our shared societal and national values. The schooling environment creates learning opportunities that draw out and develop our students' personal character strengths, nurture in them our shared societal and national values, and equip them with civic values – such as appreciation of diversity, cultural sensitivity, empathy towards others, respect for others' perspectives, and a commitment to the common good – which are crucial for functioning of society.

Integrating a sense of purpose into one's identity is a vital part of the internalisation of values for character development and transformation[2]. A strong sense of purpose will

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[1] Halstead, J.M., & Taylor, M.J. (1996). Values and values education in schools. In J.M. Halstead & M.J. Taylor (Eds.), *Values in Education and Education in Values*. London: Falmer Press.

[2] Aquino, K., & Reed, A. (2002). The self-importance of moral identity. *Journal of Personality and Social Psychology*, *83*(6), pp. 1423-1440.

contribute to the students' future development of identity, positive affect and mental well-being, thus enabling them to better navigate transitions in adulthood[3].

Whilst purpose development may be more important for older adolescents, as they consider their future educational and career pathways; as well as their overall purpose in life; the process of purpose-seeking begins at the younger ages when students discover their values, strengths, talents and interests and how these can be meaningfully applied so that they feel a sense of personal significance within their immediate sphere of influence and beyond. There is thus a need to intentionally facilitate the development of a sense of purpose among children.

b) Social-emotional competencies

Social-emotional competencies enable us to examine and understand our own thoughts and emotions, develop a sense of responsibility and concern for others, and act for the good of self, others, and the society. When we apply these competencies, we live out our values and grow our character.

- The competencies related to developing **self-awareness** allow us to understand our emotions, thoughts, values, personal goals and mind-sets, which enable us to construct an understanding of who we are.
- The competencies related to **social awareness** enable us to develop cognitive and emotional empathy, understand the perspectives of people with different backgrounds or cultures, and to become more sensitive to the social environment and the needs of others.
- The competencies for **self-management** enable us to self-regulate our emotions, thoughts and behaviours, to achieve personal well-being, to demonstrate prosocial behaviours, and to choose to be our best selves.
- The competencies for **relationship management** enable us to build and maintain positive relationships with others in accordance to social norms and culture. We also develop empathy through practising perspective-taking, and understanding the impact and consequences of our actions on others.
- **Responsible decision-making** enables us to apply moral reasoning and sound values-based judgements in the choices we make.

These competencies can be taught, demonstrated and applied through explicit instruction, planned authentic learning experiences, as well as teachable moments. For sustainable lifelong character development, these competencies must be taught, learnt and applied within the broader context of values learning so that students understand the purpose and meaningfulness of acquiring these competencies.

Damon, W., Menon, J., & Bronk, K. C. (2003). The Development of Purpose During Adolescence. *Applied Developmental Science*, *7*(3), pp. 119–128.

Hardy, S.A., & Carlo, G. (2011). Moral Identity: What Is It, How Does It Develop, and Is It Linked to Moral Action? *Child Development Perspectives*, *5*(3), pp. 212–218.

Jennings, P. L., Mitchell, M.S., & Hannah, S.T. (2015). The moral self: A review and integration of the literature. *Journal of Organisational Behaviour*, *36*(S1), pp. 104-168.

[3] Bundick, M. J., Yeager, D. S., King, P. E., & Damon, W. (2010). Thriving across the life span. In R. M. Lerner, M. E. Lamb, & A. M. Freund (Eds.) *The handbook of life-span development* (pp. 882–923). New York, NY: Wiley.

c) The 3 big ideas: Conceptual core of CCE

(i) Identity

Identity, which is a complex and multi-faceted construct in developmental psychology, is at the core of the process of human psychosocial development. It is described by the fundamental question, "Who am I?". This is a person's subjective experience of who he or she is, largely influenced by his or her interaction with the social environment[4]. Identity is also about how a person sees himself/herself as belonging to a social group characterised by different features such as ethnicity, religion, profession, nationality, etc.

The question "Who am I?" prompts reflection on one's self-identity and self-concept. The questions "Who do I want to be?" and "What does my best self look like?" aim to empower individuals to shape their identity and self-concept positively with a sense of purpose and awareness of their personal significance in the world around them. One's purpose needs to be not only meaningful to oneself, but also positively impacts the world beyond oneself[5].

(ii) Relationships

Humans are social beings. An individual's social context, relationships, and social interactions play a significant role in shaping his/her identity. In educational settings, the nature and quality of relationships within the classroom and beyond have the potential to not only influence the students' personal and social identity, but also their civic and national identity. Flanagan (2013) highlights that the school is a "mediating institution" of students' experiences of the socio-political system of a nation[6].

Accordingly, the development of character strengths and potential of individuals must be balanced with considerations of the broader social, cultural, national and global contexts within which the individual lives and flourishes. Furthermore, their understanding of their role as citizens is internalised through cultural transmission along with a social, collaborative process of meaning-making.

The big idea of "Relationships" is guided by the question, "How do I relate to myself, others and the world around me?". This question intends to prompt self-reflection and reflection on the individual's interaction with the environment around him/her. This idea also signifies the importance of intentionally building a positive school culture, and establishing strong teacher-student relationships, student-student relationships and peer support networks. This is so that students can experience a sense of belonging to the school community and develop resilience in the face of adversity. Students must also learn how to be inclusive and relate well to those who are different from them.

(iii) Choices

The big idea of "Choices" emphasises the complex environment that our students are growing up in, and the various types of decisions they will need to make. These decisions

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[4] Erikson, E. (1959). *Identity and the Life Cycle*. New York & London: W.W. Norton & Company.

[5] Damon, W., Menon, J., & Bronk, K. C. (2003). The Development of Purpose During Adolescence. *Applied Developmental Science*, *7*(3), pp. 119–128.

[6] Flanagan, C.A. (2013). *Teenage citizens: The political theories of the young*. Cambridge, Massachusetts and London, England: Harvard University Press, p.18

will determine - and be determined by - who they are and who they want to be. The questions, "How do I choose to be?", "How do I choose to act?" and "What kind of future do I want?", emphasise agency or self-directedness and personal responsibility in the choices one makes during the decision-making process both internally and externally.

Within the internal sphere, decisions are made in areas such as one's value system, morality, personal excellence, and education and career goals. Externally, decisions on how to be and act occur within various contexts such as: the home, school, cyberspace, neighbourhood, common public spaces, the nation and the world; relationships with family, friends, fellow citizens and others, and the environment; situations involving moral dilemmas, multiple perspectives and contentious issues.

d) Contemporary real-world contexts
While the CCE curriculum content is premised on the three big ideas of Identity, Relationships and Choices, and anchored on the teaching of core values and social-emotional competencies, to help students find a sense of purpose, these fundamentals are taught and applied in the following contemporary contexts:

(i) National Education (NE): NE, a significant aspect of CCE, comprises a wide range of school efforts that help students experience and explore their national identity as Singaporeans, understand the realities and challenges unique to our nation and foster a sense of hope and belonging to Singapore. A strong sense of belonging, reality and hope motivates our students to be active citizens. While they seek to achieve their personal life goals, they also see themselves as playing a contributory role in their families, school, and immediate communities. NE in CCE aims to be empowering and aspirational, allowing for individual sense-making so as to nurture engaged citizens, who are socially aware, adept at critical thinking, and informed about local, regional and global issues.

(ii) Sexuality Education (SEd): In this current age, better nutrition and improved health care has resulted in children reaching puberty and sexual maturity at a younger age. Furthermore, our young are also exposed to a wide range of influences that could endanger health and undermine the integrity of the family. Our students require guidance so that they can respond with discernment to the sexual messages in the media and other sources. SEd enables our students to understand the physiological, social and emotional changes they experience as they mature, develop healthy and rewarding relationships including those with members of the opposite sex, and make wise, informed and responsible decisions on sexuality matters. While parents play the primary role in the sexuality education of their children, especially in the teaching and transmission of values about sex and sexuality, schools play an important supportive role.

(iii) Mental Health (MH): Mental well-being is key to overall health and development. To strengthen students' mental well-being, we need to equip them with ways to manage their thoughts, feelings and behaviours to effectively cope with life's stresses, relate well to others, develop a sense of meaning and purpose in life, as well as contribute to the community. Having a healthy and balanced lifestyle, such

as having a healthy diet, exercising regularly, having sufficient sleep and managing screen time, also contributes to positive mental well-being. MH in CCE at the primary level helps students to strengthen their resilience and well-being, differentiate between stress and distress (overwhelming stress), know when and where to seek help, as well as show care and empathy to others.

(iv) Education and Career Guidance (ECG): Young people in our schools today face a future that will be very different from that experienced by their parents and teachers. ECG is about equipping students with the necessary knowledge, skills and values to make informed decisions at each key education stage for successful transition from school to further education or work, and hence to manage their education and career pathways and lifelong learning throughout their lives. At the primary level, with the diversity of secondary education pathways, ECG provides students with opportunities to explore their values, interests, personality and skills, raise their awareness of different types of education and career pathways and equips them with the values, skills and dispositions of lifelong learning to make informed choices regarding their secondary school education.

(v) Cyber Wellness (CW): Information and Communication Technologies (ICT) are becoming increasingly pervasive in our world. While creating instant connectivity and access to vast repositories of information, knowledge and opinions, the open nature of the Internet can expose our students to undesirable content and influences. CW in CCE is important as it focuses on the well-being of our students as they navigate cyberspace, equipping them with the knowledge and skills to harness the power of ICT for positive purposes, maintain a positive presence in cyberspace, and be safe and responsible users of ICT.

(vi) Family Education (FE): FE is premised on the nation's shared value of the family as the basic unit of society, and focuses on the importance of having stable family units with extended family support. Healthy families are anchored on love, care and guidance. Students learn about being responsible family members, and to be grateful for the role their families play in shaping who they are and who they become. They are encouraged to love and appreciate their families despite imperfections and to reflect on the value of family relationships, and the importance of strengthening family relationships now, and for the future.
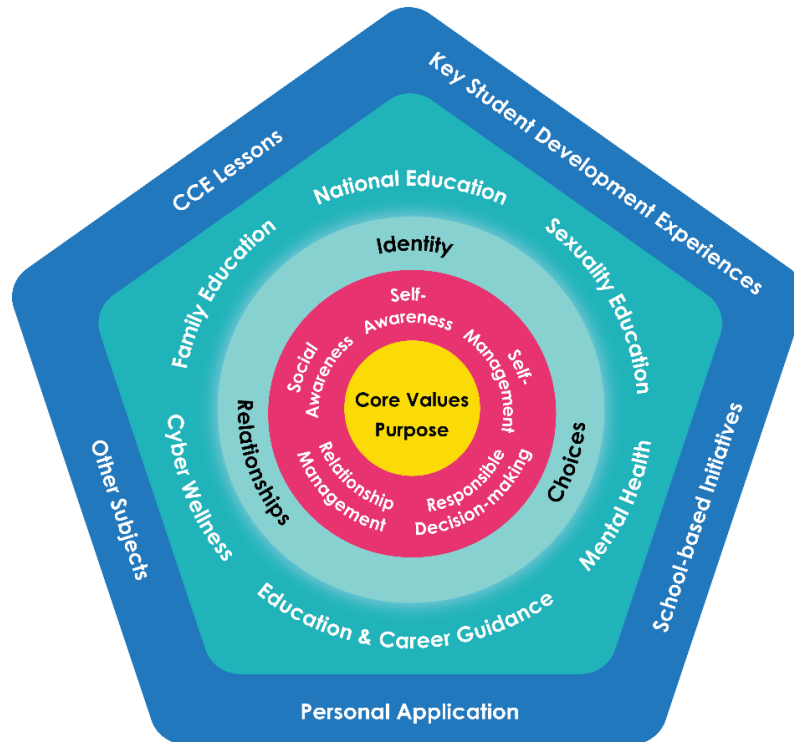
IV.   Enactment of CCE

Figure 4: Enactment of CCE

There are several learning platforms where CCE is enacted with intentionality. These include CCE Lessons during curriculum time, planned student development learning experiences beyond the classroom, teachable moments during other subject lessons and learning opportunities beyond school. **Figure 4** shows the different platforms in which CCE may be enacted.

a) CCE Lessons

These lessons, which include CCE Form Teacher Guidance Period (FTGP), CCE Mother Tongue Languages (MTL) and Programme for Active Learning (PAL), provide the time for teachers to engage and build relationships with their students through discussions and effective classroom strategies. Broadly, there are three ways CCE lesson time is used:

(i)   explicit teaching of values, and social and emotional skills, which addresses the holistic developmental needs of students, e.g. understanding emotions and how to regulate them, learning how to manage relationships, and developing skills for responsible decision-making and deepening moral values and one's cultural identity in CCE (MTL).

(ii) equipping students with knowledge and skills to better understand and navigate the real-world, e.g. understand mental health issues, navigate cyberspace responsibly, make appropriate educational and career choices, appreciate family life, understand Singapore's racial and religious diversity; and

(iii) providing opportunities for contribution to family, school and community through Values in Action (VIA) projects. Time will be given to identify the needs and establish the intent of project, planning the activities and reflecting on learning.

b) Key Student Development Experiences

Student development experiences (SDEs) are programmes and activities that contribute towards the holistic development of our students in the physical, aesthetic, intellectual, moral and social domains.

Key SDEs are programmes and activities that all Singapore schools provide for all their students. These comprise the following:
- Co-Curricular Activities (CCA);
- Cohort Learning Journeys (LJs);
- Education and Career Guidance (ECG) Experiences;
- National Education (NE) Commemorative Days;
- Outdoor Adventure Learning (OAL) Cohort Camps;
- Student Leadership Development (SLD) Programmes; and
- Values in Action (VIA), including Everyday Responsibilities

For each of these programmes and activities, specific CCE learning outcomes are articulated, and planned activities are incorporated with the intention of realising the identified learning outcomes. These activities are based on experiential learning pedagogy, including dialogue, discussion and reflection, and intentional application of values, social-emotional, and civic competencies.

c) School-based Initiatives

As every school context is different, and the needs, interests and abilities of students vary within each context, schools design and implement programmes and activities for CCE that cater to the profile of their students. These school-based initiatives also take reference from the CCE learning outcomes and apply the guiding principles of student-centricity, intentionality and coherence to ensure that the students' learning experiences meaningfully blend in with the overall whole-school approach to CCE.

d) Other Subjects

In primary school, CCE complements other learning platforms and subjects in the development of students. Social Studies, Music and Art are subjects with natural opportunities to explore national identity, contemporary issues, as well as Singapore's constraints and vulnerabilities. The teaching of English and Mother Tongue Languages also provides opportunities to hone students' sensitivity towards others and learn communication skills for relationship building. Physical Education (PE) allows for students to learn sportsmanship and take responsibility for a healthy lifestyle.

Besides linking CCE learning outcomes to content knowledge in other subject areas, the learning of values and social-emotional competencies can also occur through teachable moments. As students interact with one another through group activities, they learn the skills of working together harmoniously, appreciating diversity and active listening. They also learn how to demonstrate values such as respect, integrity and responsibility as they are encouraged to do their best in various learning tasks and relate to their teachers and fellow classmates. They demonstrate care as they look out for and support their classmates and friends in times of need.

e) Personal Application

For CCE to be meaningful for students, they should be taught to reflect on their character growth as a lifelong process. There are many authentic learning opportunities within and beyond school for our students to develop the habit of self-reflection and gratitude. As they practise thinking back on positive and negative life experiences, they consider what can be learnt from these experiences and commit to working towards better versions of themselves. The time they spend in school after lessons, during recess and lunch break with their school mates, as well as after school with their families, friends in the community and other social groups, online and offline, have a great influence on who they are and who they choose to become. CCE provides the knowledge and skills to help our students make sense of their life experiences and the language to express their learning and development.

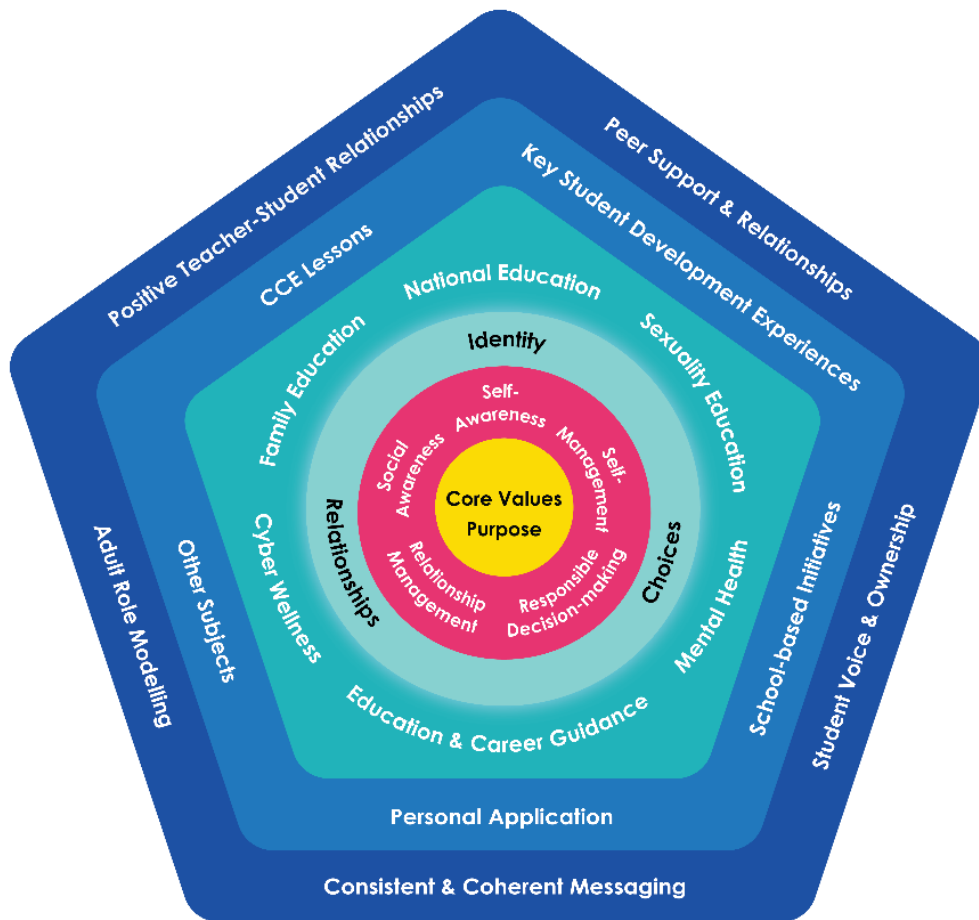## V.   A Caring and Enabling School Environment

Figure 5: Caring and Enabling School Environment

For the enactment of CCE to have sustainable impact on our students, the school environment needs to support their dispositional development.

As humans, we have basic psychological needs to connect with others, feel emotionally and physically safe, have a sense of belonging, exercise autonomy and experience competence. These fundamental needs shape our motivation and have important implications for learning and development[7]. Schools are places where these needs can be met by building a caring community through positive relationships among staff and students; and where there is mutual respect, care and support for one another. When these needs are met, students feel a greater sense of connectedness to their school and ownership of their learning.

A caring and enabling school environment is one that is characterised by caring and responsible leadership, a pervasive growth mindset, emotional and physical safety, and a focus on learning and development of students, teachers and all other members of the school community. In such a rich learning environment, our students can cultivate dispositions of character and citizenship, and social-emotional well-being, as well as feel empowered to become their best selves.

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[7] Deci, E.L., & Ryan, R.M. (1985). *Intrinsic Motivation and Self-Determination in Human Behaviour*. New York: Kluwer Academic/Plenum Publishers.

As shown in **Figure 5**, some necessary features of a caring and enabling school environment include:

a) **Consistent and Coherent Messaging**

For schools to provide a conducive environment for positive dispositional development in our students, it is of critical importance that the messaging about values, character, social-emotional well-being, and citizenship is consistently and coherently demonstrated in the various experiences the student encounters throughout the school day. A common language used intentionally by all members of the school community will demonstrate coherence between intentions, goals, actions, decisions, habits and behaviours. Systems and structures in the school, e.g. school discipline and tiered system of support, also support and make explicit the messaging on the centrality of the development of students' character and citizenship dispositions in the school environment.

b) **Positive Teacher-Student Relationships**

Positive interpersonal relationships between teachers and students contribute significantly to the students' learning process. In positive Teacher-Student Relationships (TSR), students perceive they are respected, supported and valued by their teachers. When students experience positive TSR, they are more engaged in school and able to sustain their learning motivation. When teachers build positive relationships with their students, setting high expectations and providing high support, they feel a sense of security which allows them to engage more actively in interactions within the school environment, shaping their character, and social-emotional well-being and development.

c) **Adult Role Modelling**

Adults in the school, especially school leaders, key personnel, teachers and coaches have a powerful influence on students, who look to them for guidance, inspiration, wisdom and support. Adults need to be aware of the positive or negative impact they can have on young minds, and consciously try to be good role models of the values, social-emotional competencies, and citizenship dispositions that we hope to see in students.

d) **Peer Support and Relationships**

Supportive peer relationships form a critical part of the network of positive relationships in school. Peers are a significant source of support for most students as they are more likely to turn to their friends rather than adults for help. With Peer Support and Relationships (PSR), students participate in fostering strong bonds of friendships and a sense of belonging to the school community (peer bonding), provide practical help and social-emotional support to one another (peer helping) and promote positive mindsets, prosocial behaviours and well-being (peer influencing). Taken together, these efforts contribute to the building of a caring and supportive peer culture, by students for students.

e) **Student Voice and Ownership**

To establish an effective learning environment for CCE, it is critical to take into account student voices, and co-design learning approaches and activities that cater to their needs and interests. Creating space for students to be heard and encouraged to play an active role in what and how they learn, provides opportunities for them to develop agency or

self-directedness, responsibility and ownership of their learning. Student participation in the planning and implementation of some aspects of CCE, e.g. Values in Action (VIA) activities, Co-curricular Activities (CCAs), outdoor activities, Cyber Wellness, peer-support initiatives and other relevant aspects, will create opportunities for them to develop leadership competencies, as well as a sense of belonging to their school community and the motivation to make a positive difference.

VI.   Curriculum Time

To intentionally address the desired learning outcomes for CCE, curriculum time is allocated for explicit teaching, and reinforcement and application of learning.

a) **Explicit teaching**
   Explicit teaching involves systematic planning and use of curriculum time for students to learn and internalise values and specific social and emotional skills as well as understand how to apply them. Teachers use appropriate pedagogical principles, approaches and strategies to engage students in discussion, sense-making and reflection.

   Explicit teaching mainly takes place during CCE Lessons, which comprise CCE (FTGP), CCE (MTL) and PAL (for Primary One and Two). In addition, explicit teaching also occurs through school assemblies, debriefing and reflection activities set aside during key student development experiences such as CCAs, Cohort Camps and other outdoor activities and Cohort Learning Journeys.

b) **Reinforcement and application of learning**
   Opportunities for learning, reinforcement and application of values, social-emotional competencies and citizenship dispositions occur throughout the school day during various activities and programmes, as well as teachable moments. What is critical is that students have time set aside to reflect on their experiences and consider what they have learnt from positive and negative life encounters, and how these encounters may or may not have transformed them.

SECTION 3:
PEDAGOGY AND ASSESSMENT

Principles for Effective Pedagogical Practices
CCE Pedagogical Approaches
Assessment Processes in CCE

3. PEDAGOGY AND ASSESSMENT

In CCE, learning is a continual lifelong process and occurs through a variety of experiences. Teachers create and scaffold these experiences to bring about the effective learning and realisation of the CCE learning outcomes and goals. These experiences are tuned finely to the needs and interests of our students and maximised through authentic and meaningful connections to real-world contexts.

Assessment in CCE is integral to the learning process and is a part of pedagogy. Pedagogical and assessment processes and strategies are intertwined in CCE learning experiences. Teachers gain insight into how their students are learning and developing in CCE, and what they can do to enhance that process. The gathering and use of assessment information is part of the ongoing learning process in which teachers address students' learning gaps.

I. Principles for Effective Pedagogical Practices

In the process of determining effective pedagogical practices, it is critical for teachers to consider the interplay of key pedagogical principles and approaches and select appropriate strategies for the classroom or learning experiences beyond the classroom. Taking reference from the Singapore Teachers' Practice (STP) and drawing from studies on effective teaching and learning in CCE and Social Emotional Learning (SEL), some **key principles** for effective pedagogical practices in CCE are:

a) **Positive Relationships for Learning**
   Positive teacher-student and student-student relationships are built and supported by an environment where students feel accepted, safe and empowered. By providing for the social and emotional dimension, students are more ready to respond to pedagogical practices that engage them to articulate their thoughts and dialogue with one another. They are also able to access the diverse experiences and perspectives of all in the class, work collaboratively, and empower them to take ownership of their own learning.

b) **Sense-Making**
   Learning occurs when students process their emotions and make sense of new knowledge by asking critical questions and making connections to prior knowledge, concepts and ideas that they have internalised. This process allows them to find relevance, meaning and purpose in the learning tasks they engage in. Effective CCE learning experiences provide students with opportunities to think, dialogue, reflect on, rationalise and express their opinions, emotions, choices and actions. To facilitate this sense-making process in CCE, teachers identify and understand students' learning needs, prior knowledge and experiences, and use teaching and learning strategies that best support their dispositional development.

c) **Metacognition and Deep Learning**
   Deep learning is more natural to the human condition as it connects to one's core motivations and deepens one's desire to connect with others and do good. To facilitate this process, thought-provoking scenarios and questions are considered, and students'

voices are honoured. Metacognitive strategies are used to help students make their thinking visible, apply their learning and guide them in high quality reflection to facilitate deep learning and internalisation. Deep learning manifests in the motivation to act and make a positive difference.

II.   CCE Pedagogical Approaches

a) Narrative Approach
The Narrative Approach is based on the understanding that people make sense of the world and their experiences through stories or the construction of stories. Narratives allow people to understand real-life moral dilemmas more deeply. Using stories, students get to understand what influence decisions, how decisions are made and lived out in different contexts, and the consequences of the actions. Students come to recognise and clarify their values through the process of storytelling and reflection. They are guided in identifying personal beliefs and values and taking perspectives as they construct their own narratives and consider the narratives of others. The Narrative Approach requires open-ended questioning, clarifying, summarising, building on each person's contributions and encouraging students' voices in responding to one another. Through stories from our different cultures, students can also begin to appreciate the common qualities of humanity.

b) Explicit Skills Instruction Approach
This approach is important for the teaching and learning of social and emotional skills. It is characterised by a series of scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning specific new skills, clear explanations and demonstrations of learning to be acquired, and supported practice with feedback until independent mastery has been achieved[8]. One important strategy that helps students learn, practise and internalise these skills is role play, where they take on the perspectives of others and demonstrate appropriate responses in different scenarios.

c) Experiential Learning Approach
Experiential Learning Theory defines learning as "the process whereby knowledge is created through the transformation of experience"[9]. This pedagogical approach sees students going through a cycle involving experiencing, reflecting, thinking and acting to transform their experiences into learning. Observations and reflections are made through concrete experiences (e.g. Cohort Learning Journeys, Cohort Camps). Reflections are assimilated and distilled into abstract concepts. New implications for action are then drawn, actively tested and eventually serve as learning to be applied in new experiences. Learner participation is central. Identification, understanding and internalisation of content arise only through the learner's experiences.

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[8] Archer, A.L., & Hughes, C.A. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York: The Guilford Press.

[9] Kolb, D. A. (1984). *Experiential Learning: Experience as the source of learning and development*. NJ: Prentice-Hall, Inc. p.41

For younger students, learning through play-based activities engages their thinking using real-life and imagery situations. Play provides the opportunity for students to use social-emotional competencies learnt such as turn taking, cooperation, creativity, and build relationships.

d) Cognitive Development Approach

This approach, based on Lawrence Kohlberg's theory of moral development, uses moral dilemma scenarios for students to apply moral reasoning to examine their motives and consider the values and principles they choose to uphold in making decisions and taking action. The aim of the process is for students to progress from a self-centred perspective to a higher stage of moral development, focusing on societal and universal perspectives.

e) Consideration Approach

The Consideration Approach focuses on perspective-taking to develop caring dispositions in students by building cognitive and emotional empathy. The critical question to ask in this approach is, "How would you feel, think or act if you were in this situation or if you were that person?" This approach involves helping students to make moral decisions by taking into consideration the impact of their decisions and actions on others. Through the use of appropriate strategies (e.g. Hot Seat), teachers help students to adopt the perspectives of others, understand their thoughts and feelings, and develop a balanced view of a given situation. In this way, students not only develop the capacity for empathy but also learn to care for others.

f) Values Clarification Approach

Values clarification involves helping students to articulate their values through examining their personal feelings and behaviour patterns using rational thinking and emotional awareness. Students develop moral sensitivity as they are guided to clarify their beliefs and values by examining their personal feelings, understanding the values and beliefs held by others, and considering the impact of their actions on others. In this way, students are motivated to construct ethical and well-reasoned positions, make responsible decisions and uphold sound values which stand the test of review and comparison.

III.   Assessment Processes in CCE

The Singapore Curriculum Philosophy outlines the following fundamental beliefs about assessment:

(i)   Assessment is integral to the learning process;
(ii) Assessment begins with clarity of purpose; and
(iii) Assessment should gather information to inform future practices.

In line with these beliefs about assessment, teaching and learning in CCE involves an iterative and continuous process of motivating and helping students to work towards the learning outcomes. Teachers weave in appropriate teaching and learning strategies and opportunities to equip students with the necessary skills to evaluate themselves for continuous personal growth and development.

Assessment in CCE is thus underpinned by a developmental purpose, moving away from a teacher-centric emphasis on curriculum coverage, and an outcome-oriented approach that focuses on objective measures and summative assessment of learning. Assessment processes in CCE involve the following aspects:

a) **Co-construction of collective and individual goals**
    To create responsibility for and ownership of learning, it is important that students collectively and individually construct their own learning goals together with the teacher. Using assessment information from tools such as the Rating Tool for Social Emotional Competency (RTSEC), teachers identify students' domains of strengths and areas for improvement. Students are guided to self-assess, self-regulate and set personal goals.

b) **Making sense of learning progress through dialogue and reflection**
    CCE lesson time could be used for students to make sense of and reflect on their progress. Form teacher interaction time and peer dialogue could also be used to guide students in identifying and interpreting the evidence of their learning and committing to the next step.

c) **Building students' capacity for self-assessment and peer assessment**
    By providing opportunities for students to self- and peer-assess, they learn the knowledge, skills and attitudes needed for life-long character growth and the journey towards becoming their best selves.

SECTION 4:
CCE SYLLABUS CONTENT

Overview of Content in CCE

4. CCE SYLLABUS CONTENT

Overview of Content in CCE

The curriculum content of CCE is premised on the three big ideas of **Identity**, **Relationships** and **Choices**. It is anchored on the teaching of core values, social-emotional competencies and citizenship dispositions to develop in our students' good character, resilience and social-emotional well-being, future readiness and active citizenship.

Table 1 provides an overview of the content covered in CCE lessons and some key Student Development Experiences at the primary level.

Table 1: Overview of CCE content

Identity: Understanding and Caring for Oneself	
Students learn about their strengths, areas for improvement, emotions and the various opportunities for growth and learning available.	
Lower Primary	CCE lessons are designed to provide opportunities for students to explore their uniqueness and discover their strengths and interests. These lessons and experiences encourage students to be curious about their environment and find joy in their learning, and the things they do. As students discover more about themselves, they also learn about emotions and how they impact their reactions and behaviours. They learn to recognise different types of reactions and behaviours that have positive or negative consequences. Students are guided to understand that challenges can cause a variety of emotions and that it is important to develop a positive mindset and seek help from trusted adults when needed.
Middle Primary	Through CCE lessons, students learn to cultivate a positive perception of themselves and understand that character strengths can be developed over time. As students learn more about character strengths, they will explore how emotions, thoughts and behaviours are closely related. They learn to identify personal triggers that can lead to impulsive behaviours and ways to respond that will result in beneficial outcomes for themselves and others. In addition to learning about hope and gratitude, students also learn how to confront change with courage and practise reframing their perspectives.
Upper Primary	CCE lessons are designed to help students appreciate that there are more things that they can discover about themselves, the factors that influence how they see themselves and the importance of seizing every opportunity for learning. They are guided to reflect on their aspirations and dreams. Students also learn that emotions, which are natural, can also be used to motivate one to make positive changes, overcome challenges, deal with failure and be resilient. They learn different strategies for regulating emotions for positive outcomes and to foster good habits for personal well-being and safety.

	Key Student Development Experiences
	At the primary level, students have opportunities to discover their areas of interests and talents and develop their character through various platforms such as Programme for Active Learning (PAL) at the lower primary levels, Co-Curricular Activities (CCAs), Outdoor Adventure Learning (OAL) Cohort Camps and programmes for Student Leadership Development (SLD). CCAs provide authentic avenues for students to develop their passion in their interest areas. During CCA, students are guided by their teachers to co-construct individual and collective goals. As they plan actions to commit to these goals, they learn to develop positive dispositions and seek continuous growth to become better versions of themselves. OAL Cohort Camps for upper primary students equip them with knowledge, skills and values to explore and connect with natural and urban environments safely and responsibly. The richness and complexity of camp experiences allow students to extend and deepen their learning beyond the classrooms into real life. The camp experience also provides adventure and challenge for students to develop and demonstrate resilience, apply self-management skills and work with others collaboratively. SLD focuses on the development of the student as an individual who can lead him/herself, work with others in a team and grow as a leader. In addition to SLD programmes organised by the school to develop leadership and teamwork skills, other learning experiences include leadership opportunities and appointments within class committees, school project teams, situational leadership opportunities, CCA participation or the Prefectorial Board.

Relationships: Showing Care and Respect for Others

Students deepen their appreciation of their relationships with others. They explore their roles and responsibilities as family members, members of the school and community and understand how everyone plays a part in building a safe, harmonious and caring society. Through the care and support that students learn to give and receive; they also build their support networks.

Lower Primary	CCE lessons are designed to help students learn to show care and sensitivity to family members and friends. They explore ways to be active contributors at home and in school. As they learn to play and work together, they are introduced to the impact of peer influence. They also start to understand that people may be different in many ways but there are similarities among them, too. They recognise the importance of treating everyone with respect regardless of differences. Students also learn to develop a sense of belonging to Singapore, know about events that are happening in our country and appreciate the role everyone plays to keep Singapore safe.
Middle Primary	Through CCE lessons, students learn to be sensitive to social cues and the importance of communicating with respect. They learn to appreciate diversity and the importance of treating everyone respectfully, sensitively and fairly.

	They learn to work in teams and explore peer influence and ways to resist peer pressure and reject inappropriate/uncaring/hurtful behaviours online and offline. Through the lessons, students also reflect on how Singapore's national culture was influenced by diverse cultures and to have a sense of pride to be a member of Singapore society. They explore ways to contribute as a member of the school community.
Upper Primary	CCE lessons provide opportunity for students to learn to value and express gratitude to family, friends and others in the community. They explore ways to contribute to the school and neighbourhood. Students learn different strategies to work harmoniously and resolve conflicts. They explore stereotyping and prejudices and its impact on others. They learn the importance of proactively interacting with others who are different, to learn from their points of view, within safe boundaries. Through the lessons students also recognise the power of peer influence and act responsibly, stand up for what is right and seek help from trusted adult when faced with peer relationship issues online and offline. As citizens and members of the global community, students learn about Singapore's connection with the region and the world.

Key Student Development Experiences

CCA and OAL Cohort Camps are platforms for students to build friendships with peers from diverse backgrounds. Through various activities students learn to work together harmoniously to achieve group goals, solve problems creatively and show courage to stand up for what is right.

Values in Action (VIA) is a learning experience that develops students as active and socially responsible family, school and community members. It provides opportunities for students to demonstrate the values they learn and contribute meaningfully at home, in school and community.

Cohort Learning Journeys (LJs) provide all primary students with opportunities to explore their Singaporean identity through the arts, culture and heritage. These cohort LJs have been specially curated for students' formative years for the development of citizenship dispositions and national identity. To deepen students' appreciation of our shared past, gain an understanding of Singapore's current realities, and develop the will to act on contributing towards the community and Singapore's future, there are various activities planned by schools for the NE Commemorative Days (Total Defence Day, International Friendship Day, Racial Harmony Day, National Day).

Choices: Making Responsible Decisions and Acting on Them	
Students learn that responsible decision-making requires perspective-taking, critical thinking and the ability to identify the implications and consequences of the decisions made.	
Lower Primary	CCE Lessons are designed to guide students to learn the importance of thinking before acting and being aware of the consequences of their actions and decisions. In making decisions, students are encouraged to ask others for their views as this can help them in their decision-making process.
Middle Primary	Through CCE lessons, students learn about choosing actions that are responsible to themselves and others. They explore dilemma situations and learn the importance of broadening their perspectives by listening to others.
Upper Primary	Through CCE lessons students recognise the importance of making values-based decisions in handling dilemmas. They learn how to listen actively and critically, understand other's values, beliefs, and life experiences, and keep an open mind when making decisions.

Key Student Development Experiences

CCA, OAL Cohort Camps and VIA provide authentic opportunities for students to make responsible choices for themselves and others. Students may face challenges during these activities and in making their choices will need to demonstrate an open mind, listen to different perspectives and make a values-based decision.

At the primary level, Education and Career Guidance (ECG) experiences provide students with opportunities to raise their awareness of the different education and career pathways that are suited to their values, interests, personality and skills. Examples of such experiences include secondary school talks and career talks and experiences for upper primary students. They understand the importance of considering different options in life as they make their choices. They also come to understand that, as they grow up and encounter different experiences in life, their interests change.

APPENDIX A: REFERENCES

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