Cedar Primary School

P3 - P4 Parent Engagement Webinar 2025

14 March 2025

P3 and P4 Parent Engagement Webinar

14 Mar 2025

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

Scope of Presentation

- Our CPS Team
- Our Vision, Mission, Values and Motto
- Nurturing the Joy of Learning and Building 21st Century Competencies
- Developing your child's growth mindset
- Studying at home: Suggestions for parents

Our CPS Team

School Vision, Mission, Values and Motto

School Motto

Effort Determines Success

School Vision

Joyful Learners, Responsible Citizens, Creative Leaders in a Connected Community

Learn — Apply — Contribute — Reflect

A Strong Start for Every Child

WHAT

MK Learning Dispositions

- Perseverance
- Reflectiveness
- Appreciation
- Inventiveness
- Sense of wonder and curiosity
- Engagement

School Mission

Nurturing Minds.
Inspiring Hearts.
Empowering Lives.

WHY

Social Emotional Competencies

Emerging 21st Century Competencies

WHAT

School Values

Kindness
Integrity
Resilience
Responsibility
Creativity

WHO

Respect
Resilience
Responsibility

Integrity
Care
Harmony

MOE CCE Values

What is the **Joy of Learning**?

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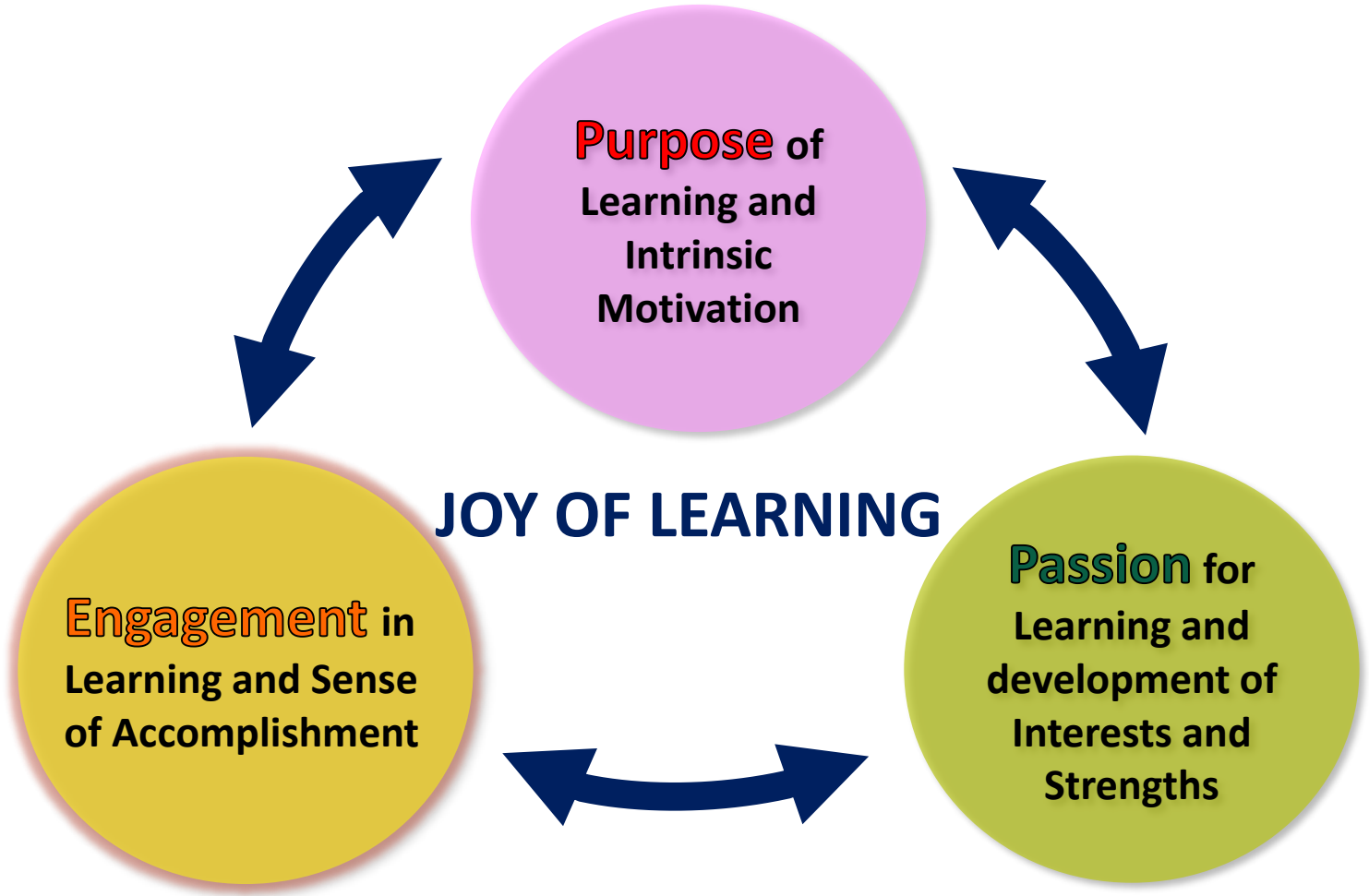


Deep Learning & Mastery and builds the foundation for lifelong learning

What nurtures the Joy of Learning?

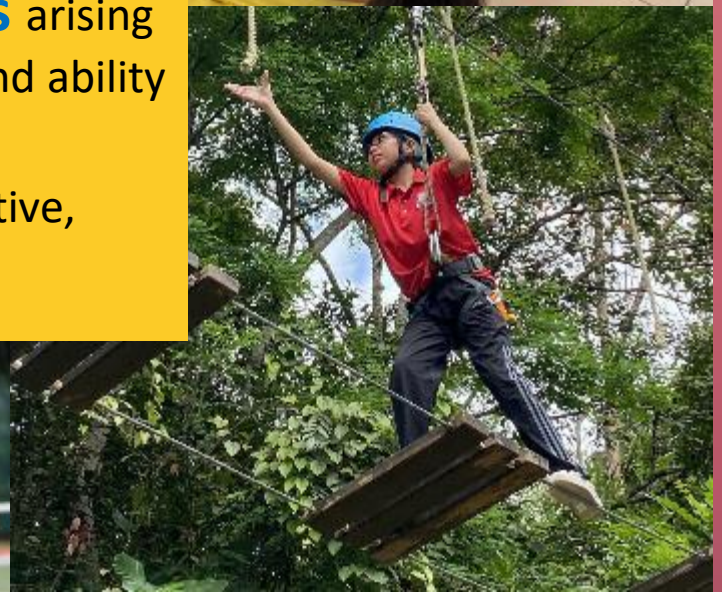
Sense of purpose when students understand why they are learning something and can relate it to real life

Student ownership when students are involved in decision-making, take intellectual risks to explore, discover and create, and view mistakes as learning opportunities

What nurtures the Joy of Learning?

Experience of accomplishment & success arising from learning that has the right balance of challenge and ability

Learner-centred pedagogy that leads to affective, behavioural and cognitive engagement



What nurtures the Joy of Learning?

Learner-centred assessment that focuses not on grades but on providing feedback to improve learning and helping students become self-directed learners

Positive culture & environment

Classroom culture and interactions (e.g. safe, collaborative environment)
Beliefs, actions and support of educators
Beliefs and actions of parents

What nurtures the Joy of Learning?

Balance of activities e.g. between academic and non-academic, in the classroom and outside, structured and unstructured activities, physical and cerebral, work and rest

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What are **21st Century Competencies (21CC)** which will **prepare your child for the future**?

Skills Demand for the Future Report:
Singapore's key growth areas

The **Digital Economy** has been gathering pace, powered by Smart Nation initiatives and the National Artificial Intelligence Strategy[3]. Today, digitalisation is a key driver of growth, and Digital Economy jobs can be found across all 23 sectors with **Industry Transformation Maps (ITMs)**[4].

The **Green Economy** involves enterprises that are restructuring and creating new business functions by shifting from environmentally harmful business activities to greener ones. Today, more than 450 job roles across 17 sectors require green skills, from manufacturing and trade & connectivity, to financial services, hospitality and built environment.

The **Care Economy** is driven by an ageing population, evolving demands for care and the future of work and learning. This is part of national efforts to transform and protect health, advance human potential and inculcate lifelong learning. These efforts will leverage data to bring about innovations in new care models, teaching and learning, and health and wellness.

Source: SkillsFuture Singapore (SSG)

Skills Demand for the Future Report:

Critical Core Skills (CCS), or skills-to-build-skills for the ***Future of Work***

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

Thinking Critically

These are cognitive skills needed to think broadly and creatively, in order to see connections and opportunities in the midst of change. Cognitive skills are the root of technical skill development and progression.

Interacting with others

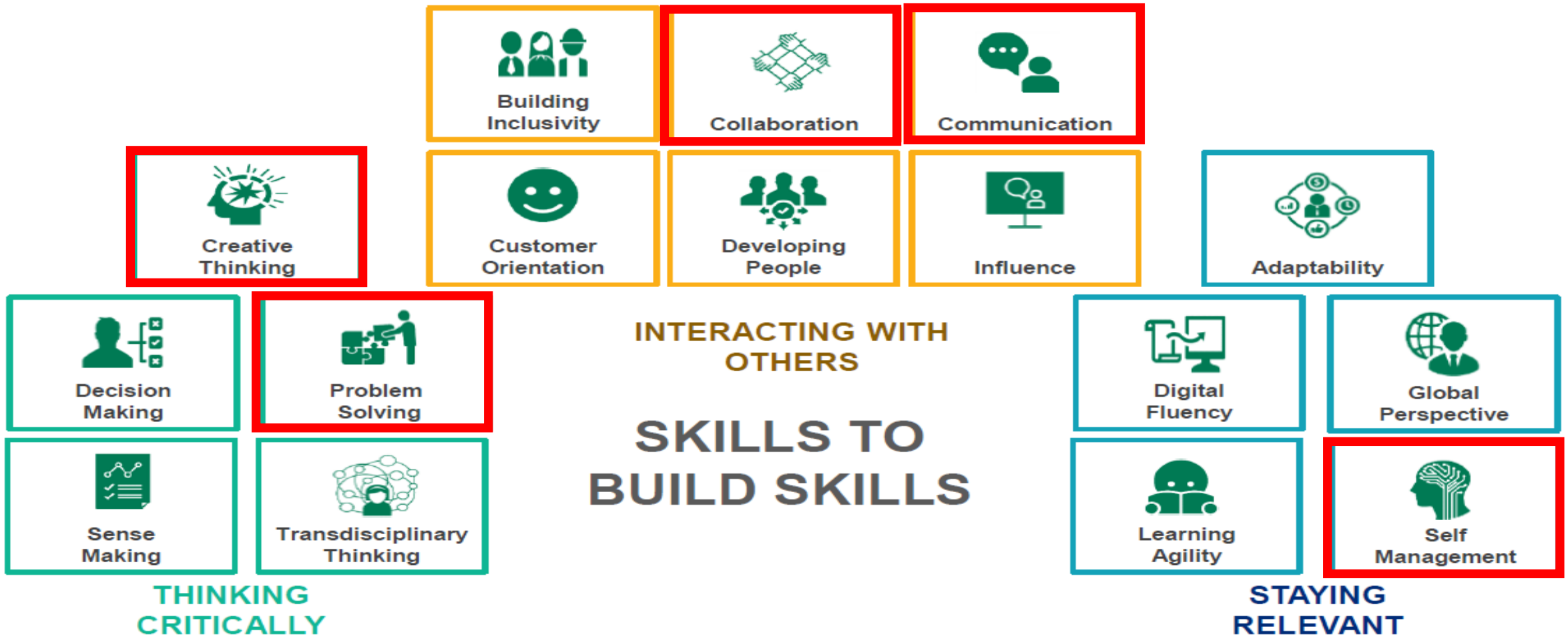
Being effective at interacting with others means thinking about the needs of others, as well as being able to exchange ideas and build a shared understanding of a problem or situation. Increasingly, individuals need to be able to combine their technical skills with others to succeed.

Staying Relevant

Managing oneself effectively, and paying close attention to trends impacting work lives, helps create strategies, direction and motivation for technical skill development.

Source: SkillsFuture Singapore (SSG)

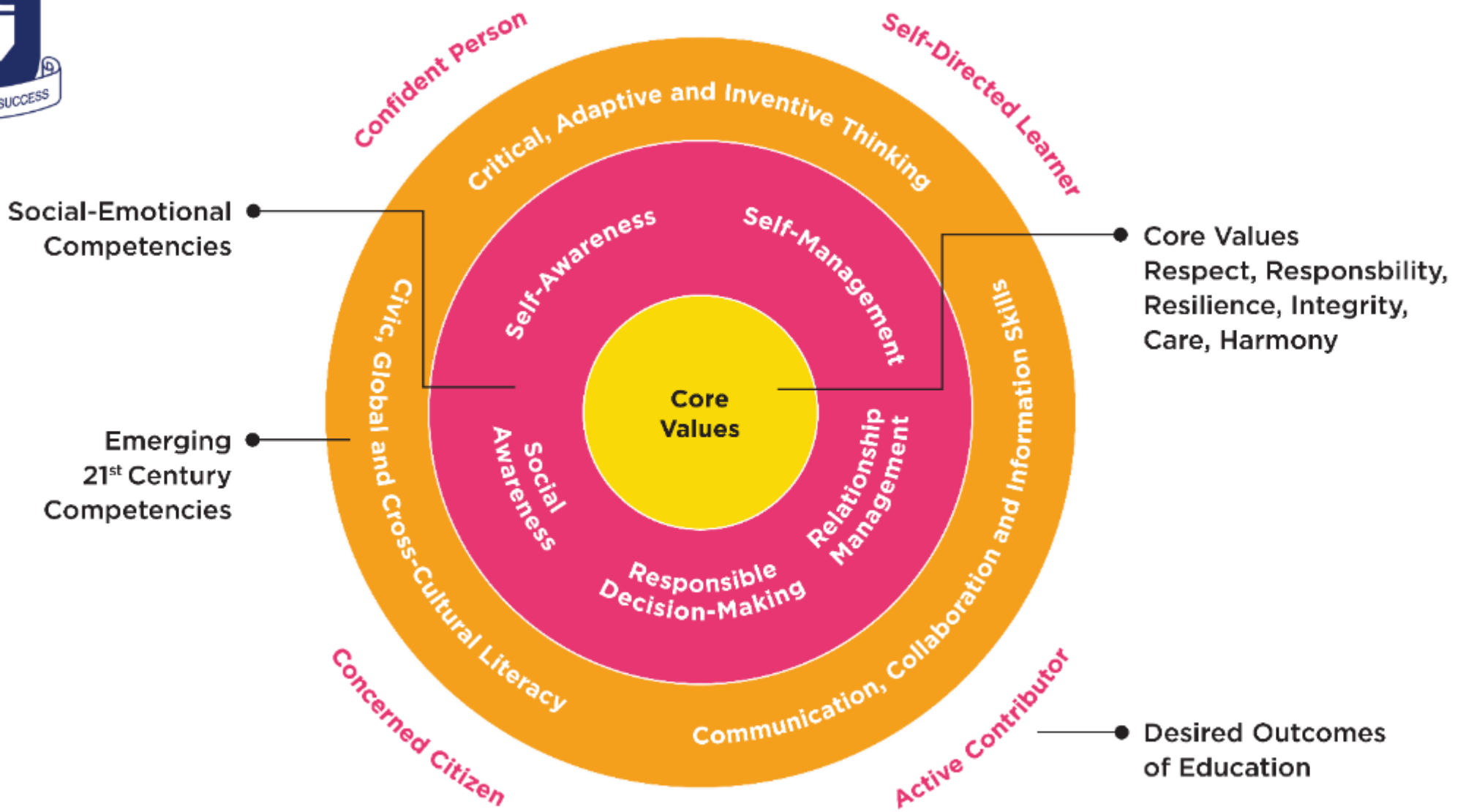
Critical Core Skills (CCS)



SKILLSFuture SG

How do we provide opportunities for our children to develop these skills?

MOE Framework for 21st Century Competencies and Student Outcomes



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School Vision, Mission, Values and Motto

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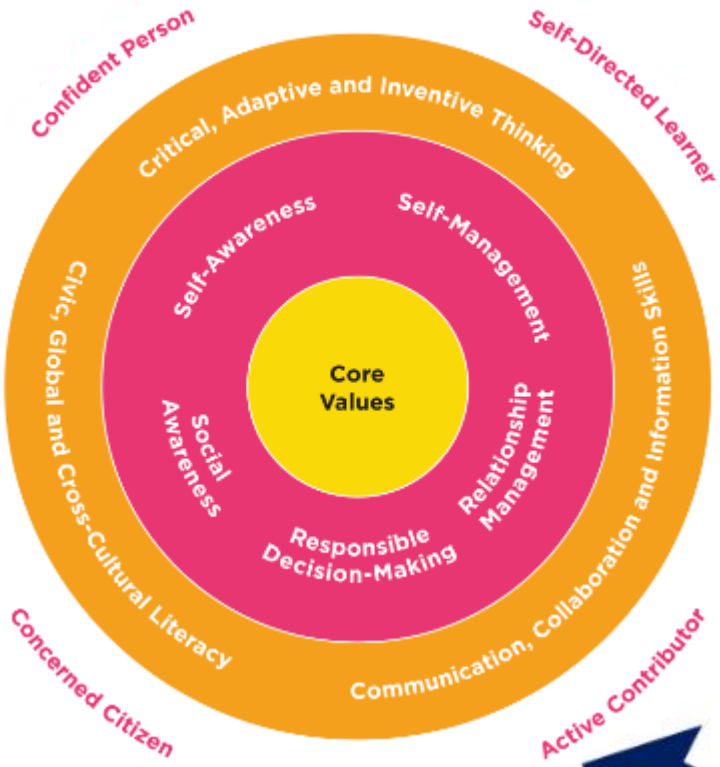
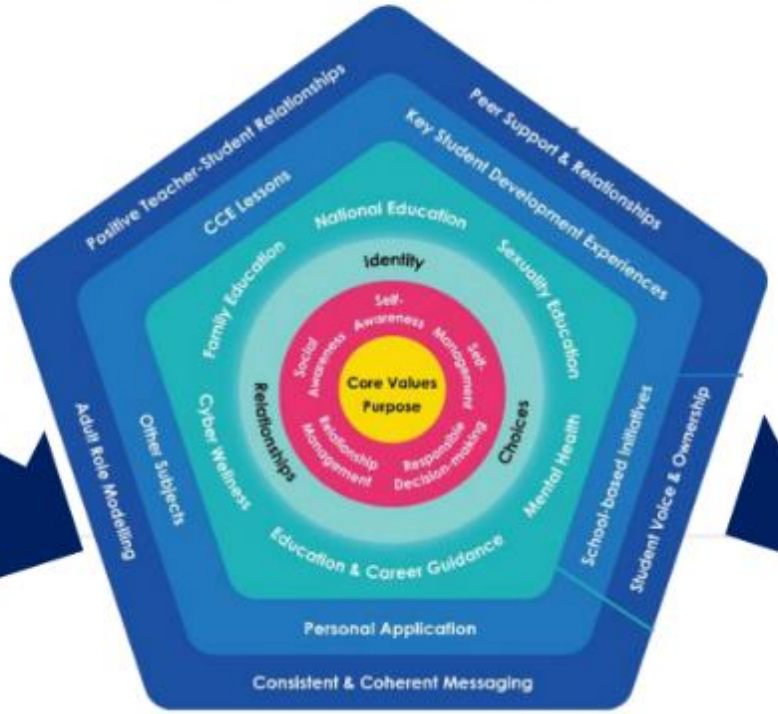
MOE CCE Values

Future of Learning Initiatives



Every Student a Creator, Connector and Contributor



A Caring and Enabling School Environment

EdTech as a Capability Multiplier

Future of Learning@Cedar

Our Strategic Moves – The HOW

Strategic Theme: Making Connections

1: Strengthening **Teaching-to-Learning Connections**	2: Building **People-to-People Connections**	3: Enabling **People-to-Community Connections**

Learn For Life | Enhance Well-being | Embrace All Learners | Learn For Life

4. Growing a **Positive, Collaborative and Thinking Culture**

Strategic Moves

Future of Learning@Cedar

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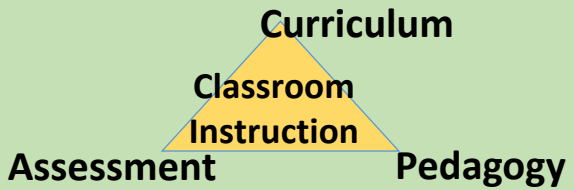
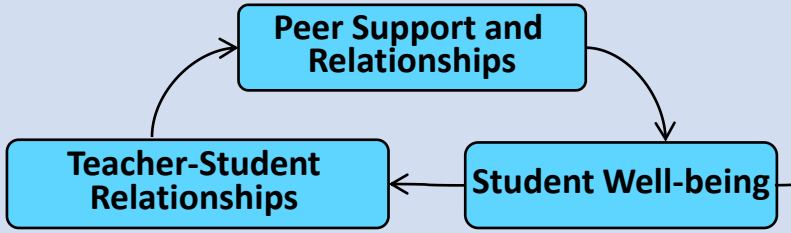


Intellectual Character

Learn For Life

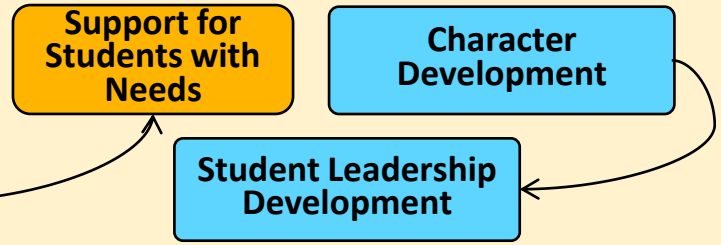
2. Building People-to-People Connections



Civic and Performance Character

Enhance Well-being

3. Enabling People-to-Community Connections



Moral Character and Leadership

Embrace All Learners

Learn For Life

4. Growing a **Positive, Collaborative and Thinking Culture**

Strategic Moves

School Directions and Foci 2025

Strategic Move 1: *Strengthening* ***Teaching-to-Learning Connections*** *for* ***Deep Learning (E21CC development)***

- **Nurturing the *Joy of Learning* through School-wide (SW) Engaged Learning Strategies**
  - ❑SW teaching structure: **GRR - Gradual Release of Responsibility**
  - ❑SW pedagogy: **Developing E21CC** through **e-Pedagogy (incl. use of AI)**
  - ❑SW assessment practice: **Formative Assessment Strategies** that support **E21CC development**

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School Directions and Foci 2025

Strategic Move 1: *Strengthening* ***Teaching-to-Learning Connections for Deep Learning (E21CC development)***

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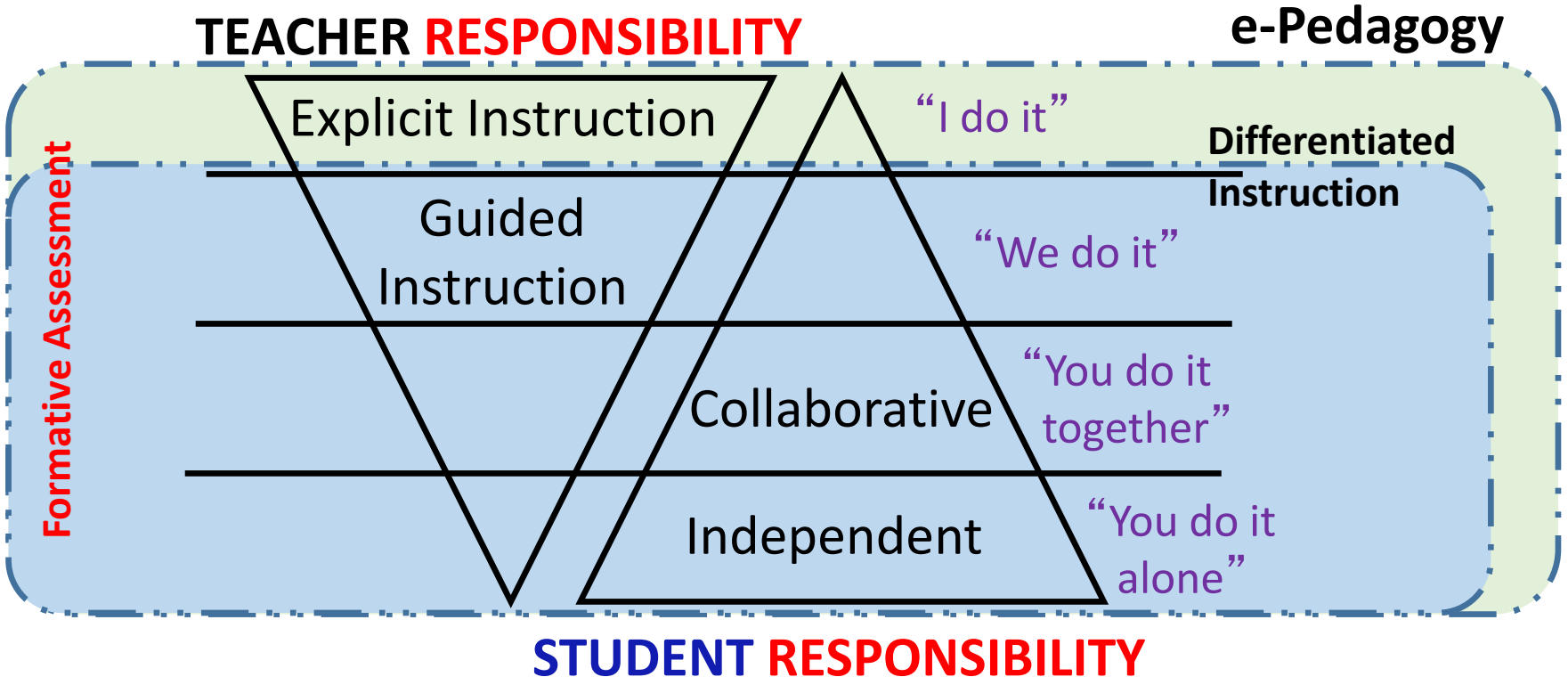
- ❑ School-Wide Pedagogy: **Developing E21CC** through **e-Pedagogy**



School Directions and Foci 2025

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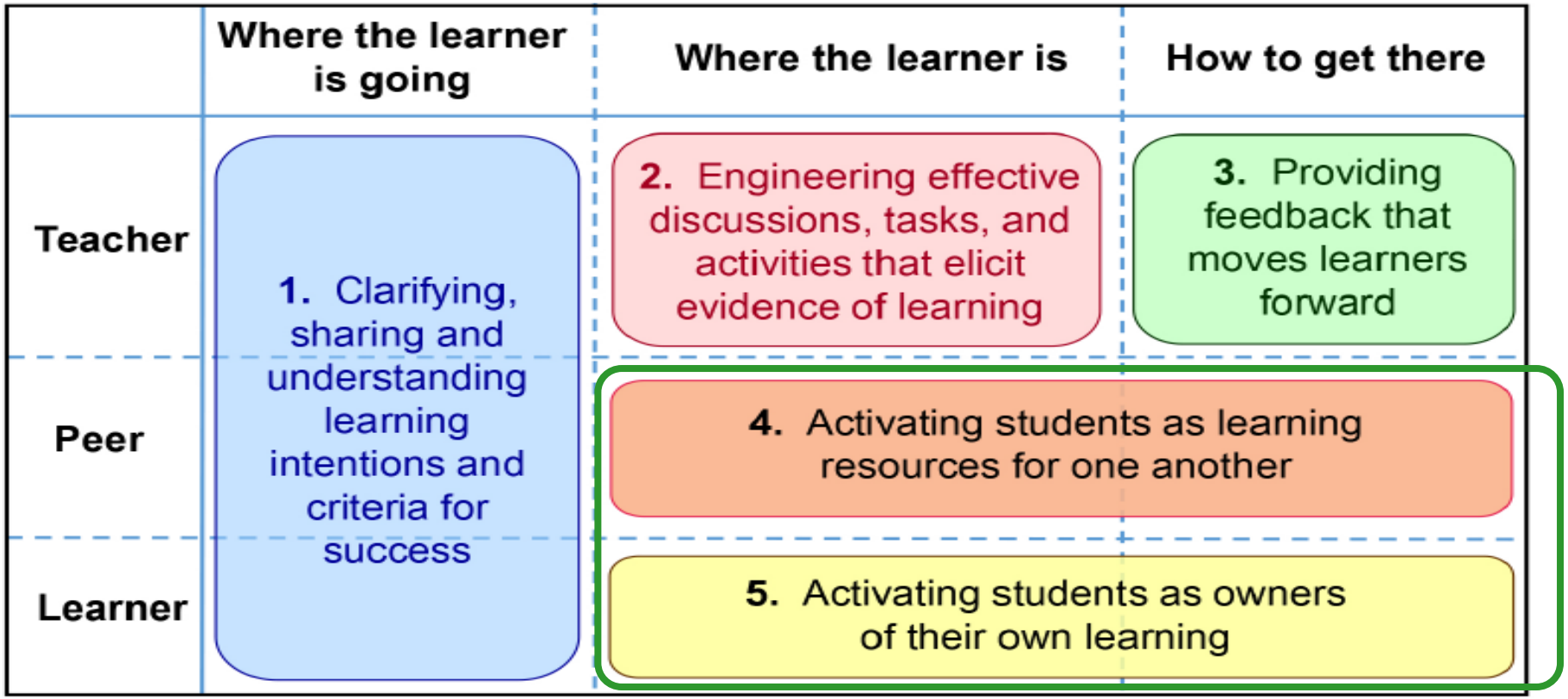

Source: Wiliam, D. (2012). *Stopping People Doing Good Things: The Essence of Effective Leadership* at the PERI HA Professional Learning Series, Singapore.

Applied Learning Programme (ALP)
Creative and Inventive Thinking Programme

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

A school-wide programme to develop and enhance students' learning dispositions and thinking skills, particularly in the areas of creativity and critical thinking.

Through weekly experiential learning, the students are encouraged to put in effort to:

- Seek out challenges and opportunities,
- Generate ideas, and
- Develop effective plans for solving problems and managing change.

School Directions and Foci 2025

Strategic Move 2: *Building* ***People-to-People Connections***

Strategic Move 3: *Enabling* ***People-to-Community Connections***

- **Adopt Effective Student Development Strategies**

❑ CCE 2021 - Caring & Enabling School Environment

- ❑ ***Foster*** **Positive Teacher-Student Relationships**
- ❑ ***Strengthen*** **Peer Support and Relationships**
- ❑ ***Leverage good*** **Adult Role Modelling**
- ❑ ***Encourage*** **Student Voice and Ownership**
- ❑ ***Collaborate for*** **Consistent and Coherent Messaging**

❑ CCE 2021 - Coherent Curriculum

- ❑ ***Learning, Applying and Reflecting on*** **Values and SE competencies**

School Directions 2025

Strategic Move 2: *Building* ***People-to-People Connections***

Student Development: Student Management

- **Adopt Effective Student Development Strategies**
  - ❑ **CCE 2021 - Caring & Enabling School Environment**
    - ❑ ***Foster*** **Positive TSR and** ***Strengthen*** **PSR** through
      - ❑ **Applying Growth Mindset** and **Positive Discipline principles** in classrooms
      - ❑ **Peer Support** and **Relationships skills development**
      - ❑ **Strengthening Student's Resilience Mindsets** through school-wide Positive Psychology initiatives focussing on
        - ❑ Mental Wellness Practices and Growth Mindset stories

The Mark of a Cedarian

Ways to demonstrate ***our School Values***

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

KINDNESS	INTEGRITY	RESILIENCE	RESPONSIBILITY	CREATIVITY
I speak gently and kindly	I always speak the truth	I persevere / keep trying in the face of challenges.	I set my targets and monitor my own progress.	I express myself and share my views openly and respectfully.
I think of others' feelings before I act.	I own up when I make a mistake, and learn from it.	I adapt to changes that come my way.	I do the right thing at the right time at the right place.	I am eager to learn new things and try out new ideas with others.
I show care and concern for people, animals and the environment.	I have the moral courage to make the right decisions	I pick myself up and become stronger when the going gets tough.	I do everything to the best of my ability.	I think of different ways to solve a challenge or make things better.
I am compassionate and help others in need without asking for anything in return.	I choose to do what is morally right even when no one is watching.	I know I will reach my goal when I try hard enough.	I know that my action has an impact on others and will think before I act.	I turn new ideas into reality that benefits the class, school and the community.

School Directions and Foci 2025

Strategic Move 3: Enabling People-to-Community Connections

- **Adopt Effective Student Development Strategies**

  - ❑ **CCE 2021 - Coherent Curriculum**
    - ❑ ***Learning, Applying and Reflecting on*** **Values and SE competencies**
    - ❑ **School-based Student Leadership Curriculum and VIA Initiatives**
      - ❑ PACE outcomes and Growth Mindset in leaders
      - ❑ School-wide VIA programmes focussing on Service to Others
      - ❑ Service and Leadership opportunities and experiences in the community

    - ❑ **Cedar Discipline Framework**

      - ❑ Based on **Positive Discipline Principles**
      - ❑ Use **STEER Actions** in Discipline Case Management to guide students toward self-discipline

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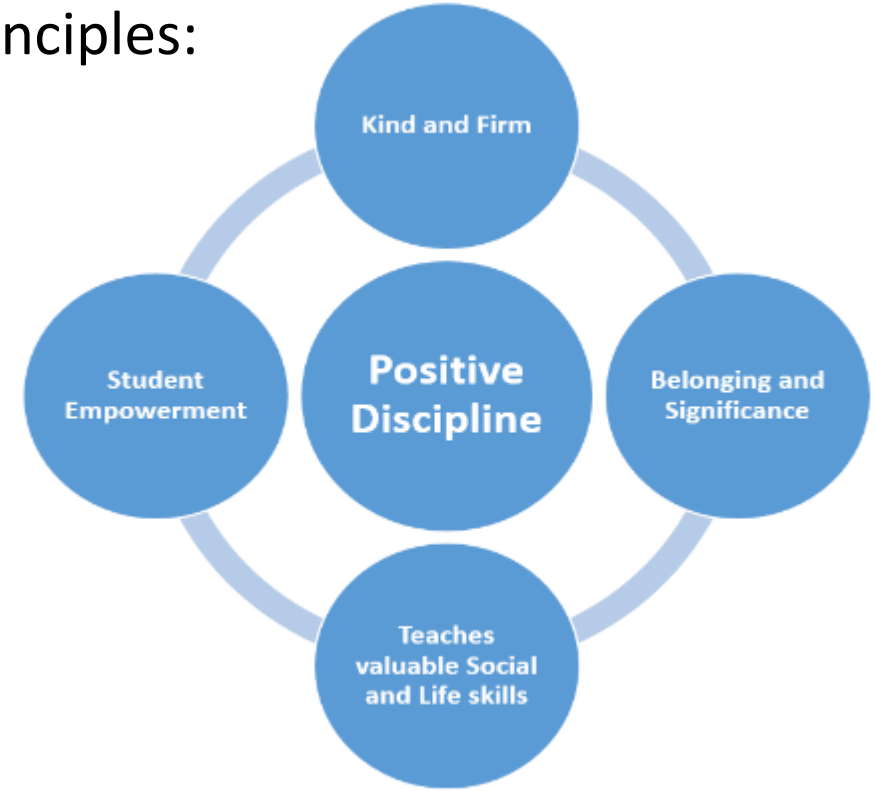
School Directions 2025

Strategic Move 2: *Building* ***People-to-People Connections***

Strategic Move 3: *Enabling* ***People-to-Community Connections***

Cedar Discipline Framework

Cedar Discipline Model anchors on the following 4 **Positive Discipline** principles:



Cedar Discipline Case Management is driven by the **STEER** actions:

Sense

Teach

Engage

Enforce

Restore

Learning for Life Programme (LLP)
Student Leadership in Community Service and Sports

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

Student Leadership Programme to imbue our Student Leaders with four attributes – PACE – through community service and sports:

- **Positive Role Models**
- **Active Contributors**
- **Creative Thinkers**
- **Effective Communicators**

School Directions 2025

Strategic Move 2: *Building* ***People-to-People Connections***

Strategic Move 3: *Enabling* ***People-to-Community Connections***

Growth Mindset

A person with a growth mindset is someone who:

- Believes that skills and intelligence can be grown and developed.
- Embraces challenges and sees them as opportunities to grow.
- Values effort as essential on the path towards mastery.
- Is receptive to feedback and sees mistakes as learning opportunities.
- Is inspired by the success of others

A person with a growth mindset is set for life. He or she is a lifelong learner.

Developing your child's Growth Mindset

- **Compliment Growth.** Don't Praise Ability Or Intelligence: That promotes a fixed mindset. **Compliment effort, process and choices.**
- **Tie Good Outcomes To Effort:** Don't Ignore Outcome. You can be happy when your child succeeds, but attribute it to effort.
- **Respond Positively To Failure**: They need to know that failure isn't bad, it's a tool for improving.
- **Help Your Child Set Goals**: Don't Just Say "Try Hard." Blind repetition doesn't work. Help Your Child Strategize.
- **Teach Growth Mindset In All Areas Of Life**: There's no area where they cannot improve with hard work.
- **Role Model Growth Mindset.** Talk To Your Child About Your Own Growth Mindset Efforts: Practice it yourself and share your results.

Studying at home: Suggestions for parents

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

- **Create a study corner at home**; away from distracting things, to allow he/she to concentrate on this school work and revisions.
- **Develop a Study Plan with your child.** Ensure that there is a good balance of study, play and rest.
- **Supervise** and **provide support** for child's learning; encourage the child or praise him or her when appropriate.
- Encourage your child to **revise with classmates who are good role models** of learning .
- **Reinforce good study habits** and attitudes; for example by handing in homework on time and participating actively in class and to ask when in doubt.
- **Be mindful of the relative stress** arising from school homework and out-of-school activities, and help your child prioritise his/her time among these activities; and
- **Work in partnership with teachers** to support your child's learning and development.

Be GREAT!
Give.
Relate, Read, Reflect, Rest.
Exercise. Stay healthy.
Appreciate. Be Grateful.
Try. Learn something positive and new.
Thank You