

The Joy Of Learning

The Joy Of Assessment

**CHIJ KCP P3 Parents' Assessment
Briefing**

Setting the context



Our Vision and Virtues

OUR MISSION STATEMENT

We, at CHIJ (Katong) Primary, believe in the creation of a Christ-centred school community where all work together for the promotion of truth, justice, freedom and love, with special reference to the needs of persons who are disadvantaged in any way.

OUR VISION

From girls to women of grace and substance

OUR MOTTO

“Simple in Virtue, Steadfast in Duty”

OUR VIRTUES

Self-Discipline

Compassion

Respect

Integrity

Women of Grace and Substance

Student Perspective		
Women of Grace	Respect	Is humble
		Respectful of self.
		Respectful of others.
		Respectful of school and environment.
Women of Substance	Self Discipline	– Faces challenges with resilience and adaptability.
		Has the discipline to stand up for what is right.
		Is prayerful.
		Has a strong sense of self.
		Is self – directed in what she wants to achieve for her life.
		Has a mindset of inquiry.
		Steps out of comfort zone and innovates to make a positive difference to the lives of others.
	Compassion	Supports all in the community regardless of their differences.
		Believes in the worth and dignity of each person.
		Is empathetic and sensitive to the feelings, thoughts, and experiences of another.
		Actively contributes to the community, especially to the last, the least, and the lost.
		Has a strong sense of service.
	Integrity	Has a strong moral compass and knows what is right and wrong.
Is honest.		
Has the moral courage to stand up for what is right.		
Communicates thoughts, opinions and ideas with passion and sincerity.		

**Important Changes
to the system to
support the holistic
development of our
children.**



Desired Outcomes of Education

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgement, think independently and critically, and communicate effectively.
- **Self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose.
- **Active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence.
- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation, and take active roles in improving the lives of others.

Future of Learning

A movement to transform what and how our students learn so that they are able to thrive and harness opportunities in our rapidly changing world.

**Strengthen
21st Century
Competencies**



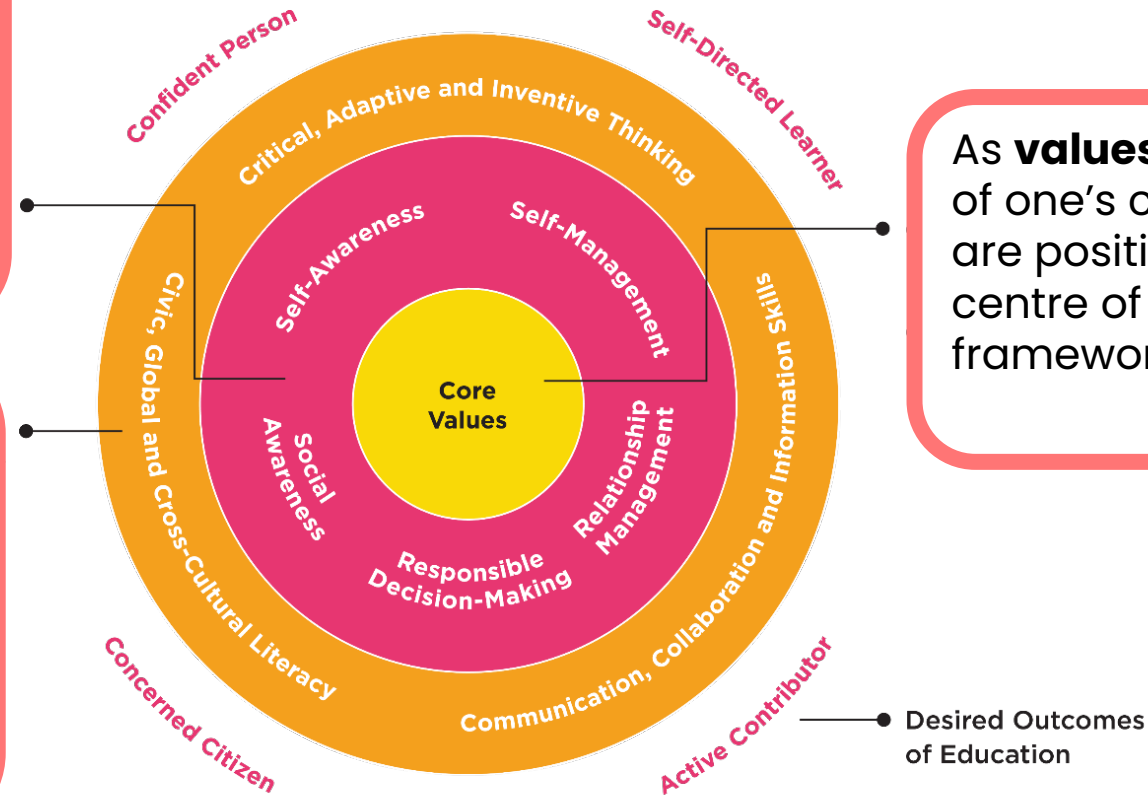
**Educational
Technology as
capability
multiplier**

**Reimagine learning spaces and partnerships to
provide rich learning contexts**

Intentional and holistic development of 21CC

The inner ring of **Social-Emotional Competencies (SEC)** are necessary for students to enact their values purposefully and demonstrate good character in all contexts of life.

The outer ring of **Emerging 21st Century Competencies (E21CC)** enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised and interconnected environments.



As **values** form the core of one's character, they are positioned at the centre of the framework.

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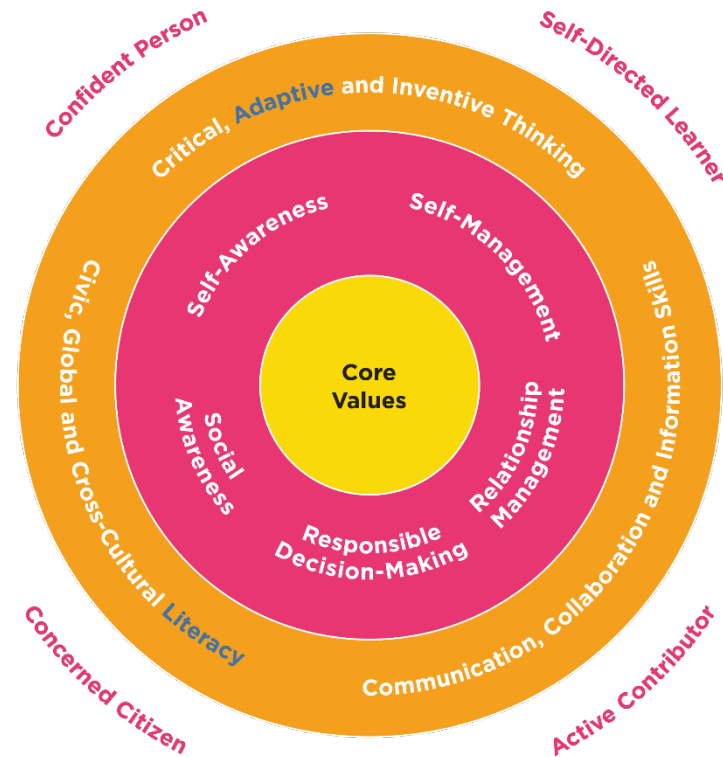
The development of values, SEC, and E21CC are (i) **complementary** and **mutually reinforce one another**; and (ii) should be **intentionally designed for and facilitated**.

To advance 21CC development in our system, our understanding of 21CC development has to evolve with the times

We have enhanced our **Framework for 21CC and Student Outcomes** to renew the understanding of how our students can be prepared for a more uncertain and complex world by:

Foregrounding Adaptive Thinking

- understanding the **variety of contexts, situations and environments** one is exposed to
- **managing complexity and ambiguity** more confidently



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Elevating the emphasis from awareness and skills to Literacy

- the **awareness** and **understanding** of social contexts
- **contributing constructively** to their community and nation, and **interacting respectfully** and **empathetically** with others in **diverse communities**

More information on the enhanced 21CC Framework can be found [here](#).

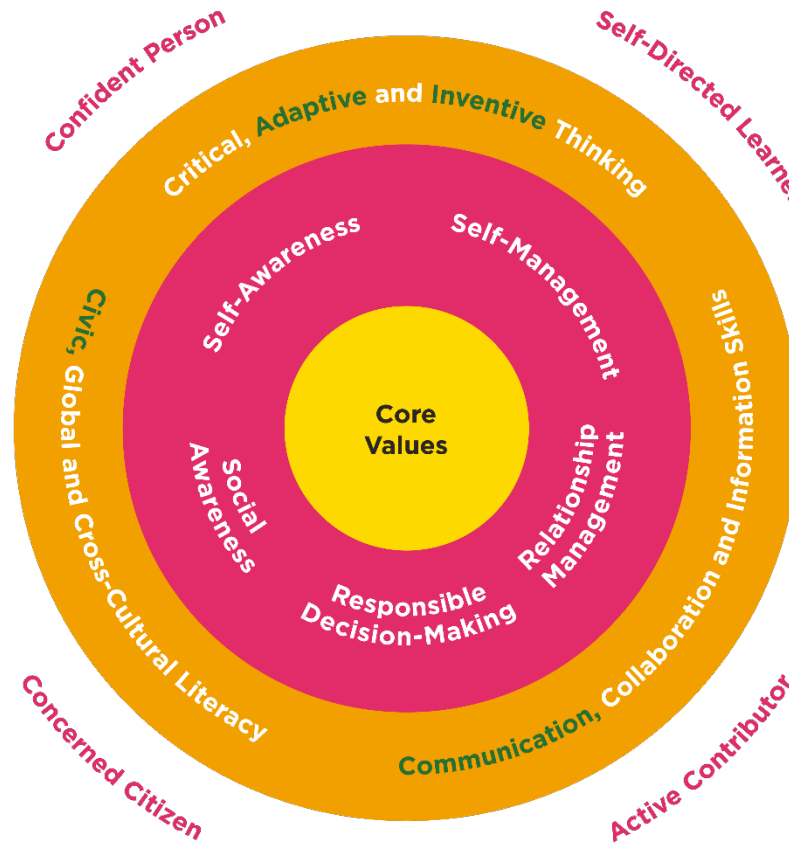
Room for further development of the following E21CC

Adaptive Thinking

- i. Assesses different contexts to make connections and draw new insights
- ii. Manages complexities and ambiguities

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of significance
- ii. Plays active and constructive roles



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives

*Schools have the autonomy to decide on their priority areas based on their school contexts

Within the E21CC priority areas, our students need to be...

Adaptive Thinking

- i. **confident** in situations in which they do not have established answers and **resilient** in the face of failure; and
- ii. able to respond to changing contexts **nimbly**

Inventive Thinking

- i. **curious** and **reflective** about what they learn, while being driven by a sense of purpose; and
- ii. cognitively **flexible** in approaching problem-solving

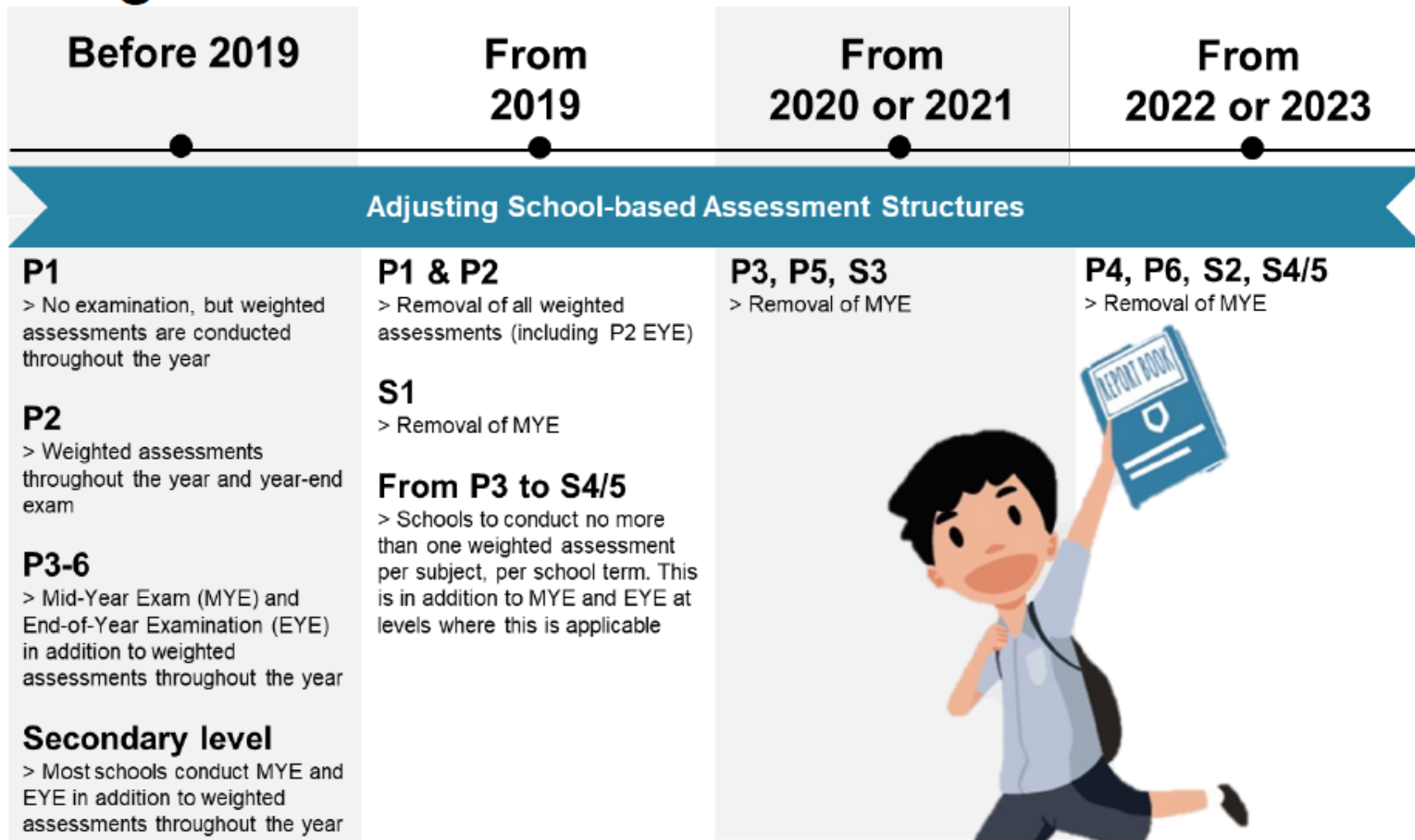
Civic Literacy

- i. **willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining grounded in the Singapore context; and
- ii. **discerning** enough to critically assess information that they encounter online and evaluate societal issues

Communication

- i. **courageous** and spontaneous in voicing new ideas and able to persuade others; and
- ii. **open-minded** and **empathetic** so that they can communicate and collaborate across different cultures

School-Based Assessment Changes: Through the Years



Understanding Full Subject-Based Banding (Full SBB)



What is Full SBB?

WHAT IS FULL SBB?

- Full SBB will be implemented in secondary schools from 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.



Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

FULL SUBJECT-BASED BANDING (FULL SBB)



2020

- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.



2022-2023

- Around 90 schools have implemented aspects of Full SBB by 2023.



2024

- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.



2027

- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects** at **Lower Secondary**.
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

After PSLE

Start of Sec

End of Sec

Post Sec

From 2023:
Entry to S1
through 1 of 3
Posting Groups

From 2027:
Singapore-Cambridge
Secondary Education
Certificate (SEC)
examination

Updated post-
secondary admission
criteria

CHIJ KCP Curriculum




A Curriculum that Empowers and Engages

- **Authentic Learning Experiences that bring about the Joy Of Learning.**
- **Innovative and Engaging teaching strategies that engage learners.**
- **Assessment AS Learning.**
 - Assessment as part of Teaching and Learning in the classroom.
 - A balanced assessment system should have both Assessment of Learning (such as mid – year examinations) as well as Assessment For Learning (classroom assignments and assessments).
 - Assessment should lead to meaningful learning.
 - The continuous use of assessment information guide teachers in improving their teaching so as to address the needs of their students.
 - This can come in the form of formative assessment strategies such as feedback; one to one consultation; exit card; journals; reflections and detailed rubrics.



Assessment changes aimed to Empower and Engage our students

- As we reduce the assessment load, the aim is not to erode the pursuit of excellence. We are starting from a high point of rigour.
 - Have more time and space to deepen their learning.
 - Better enjoy the process of learning and develop dispositions for lifelong learning.
- 

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Assessment and Student Well - Being

Assessment and Student Well - Being

Performance mindset

I rather just study once and score for that exam....

Lack of confidence and anxiety

Without examinations... I don't know if I am learning well

Fear of national examinations

I feel scared...



'Huntum'
(‘Anyhow hit’)

I guess I just keep drilling examination questions... (the more I do correctly the better)

Assessment and Student Well - Being

Fixed mindset

I am always bad in learning...

Indifference about examinations

I won't do well anyway...

Negative self-worth

I am always lousier than my friends

'Bochap'
(learned helplessness)

Study already still like that...



Assessment and Student Well - Being

Primary school children need to feel competent to build confidence and self esteem

Erikson's 8 stages of Psychosocial Development

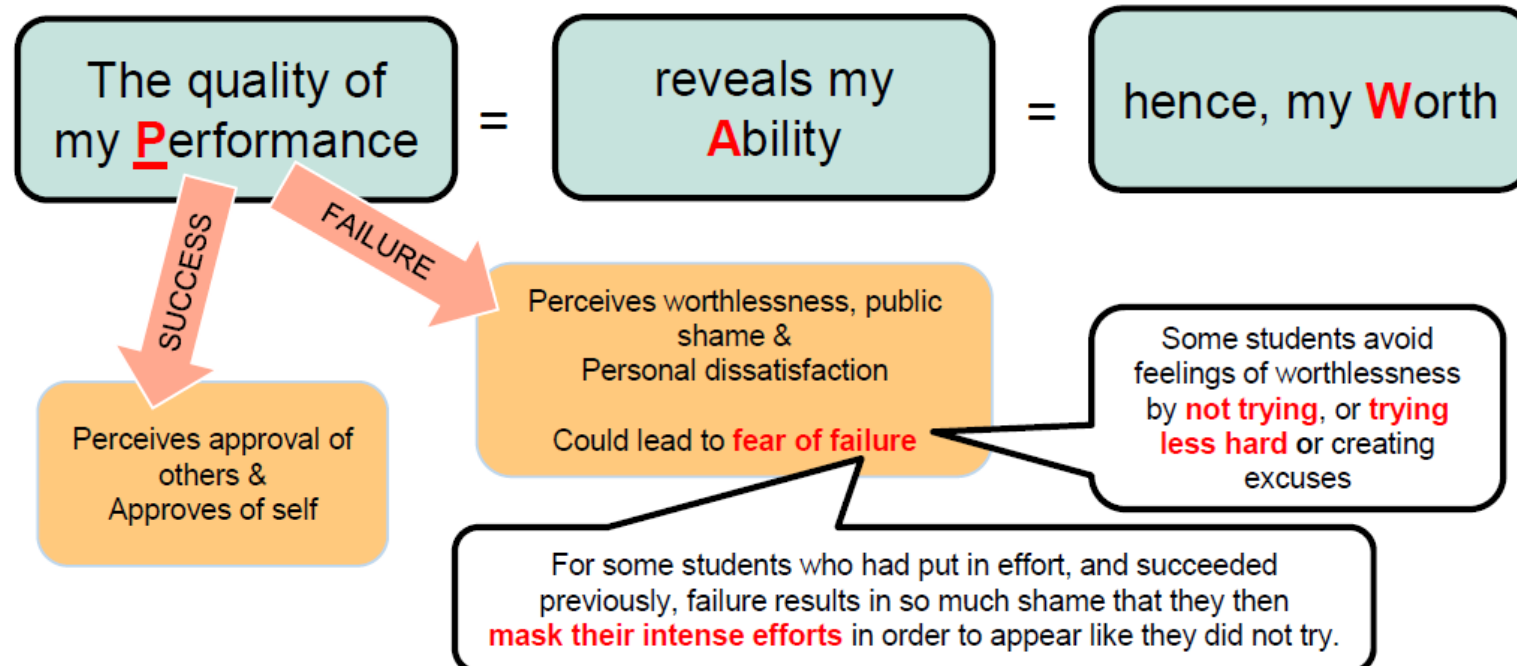
Conflict	Age
Basic Trust vs. Mistrust	Infancy (0-1 year old)
Autonomy vs. Shame	Early childhood (1-3 years)
Initiative vs. Guilt	Play age (3 – 6 years)
Industry vs. Inferiority	School age (6-12 years)
Identity vs. Confusion	Adolescence (12-19 years)
Intimacy vs. Isolation	Early adulthood (20-25 years)
Generativity vs. Stagnation	Adulthood (26 – 64 years)
Integrity vs. Despair	Old age (65 years and older)

Assessment and Student Well - Being

Students' motivation and efforts in their studies are related to their sense of self-worth.

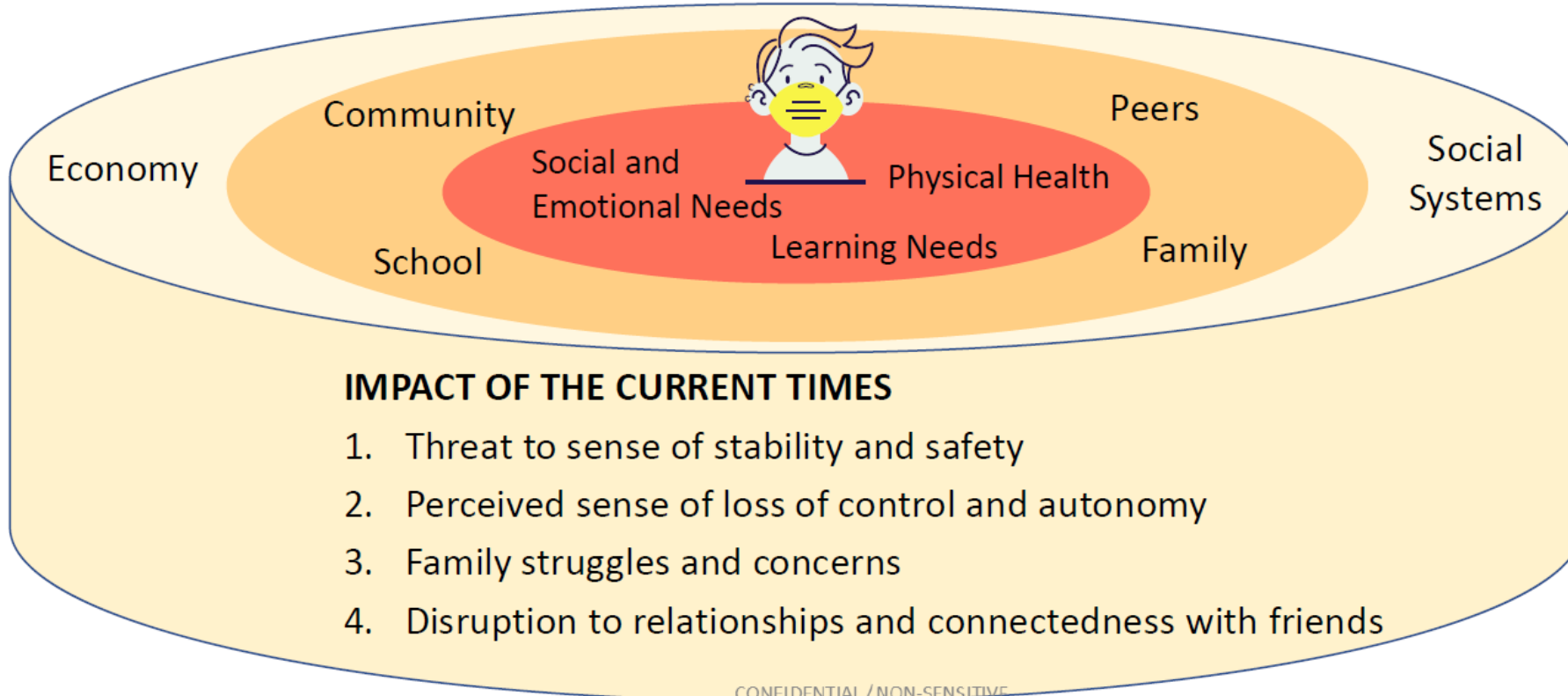
Self-Worth Theory

individuals strive to give their lives meaning by *seeking the approval* of others. Which usually means *accomplishing things that are valued* by the larger group that one belongs to or hopes to belong to.



Assessment and Student Well - Being

Recognize the unique factors in the child's ecosystem that can negatively impact the learning and well-being of the child.



Assessment and Student Well - Being

**Assessment is an inherently
social and emotional process**

**Impact of assessment experiences
on students**

Students need to **feel competent** to build
confidence and self esteem

Students' **motivation and efforts** in their
studies are related to their sense of
self-worth.



Parent's Support



- Support and partnership of parents are crucial in realising these changes.
- These changes provide more time and space to deepen students' learning, help them enjoy the process of learning and develop dispositions for lifelong learning.
- Parents can play a part to encourage Joy of Learning, and Learn for Life.

Encourage Joy of Learning!

Encourage Joy of Learning by

- not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.



Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



Don't compare

celebrate their successes instead of comparing with others.

Give our children the time and space to deepen learning

I'M NOT WASTING TIME...




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...I'M PLANNING MY FIRST NOVEL!

Learning happens in different ways.

I'M NOT DISTRACTED...



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...I'M LEARNING HOW PLANES FLY!

Learning happens in different ways.

I'M NOT IDLE...




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...I'M DESIGNING A FUTURE CITY!

Learning happens in different ways.



What is success in CHIJ (Katong) Primary?

Over the years, as parents and as a school, we have defined success very much in terms of academic results. We are still very much in that mode. When I speak to the girls, I can sense their stress and their fear over subjects that they are weak in, over not doing well for tests and exams. Some of them tell us that they have tuition for every subject, that they have tuition homework to complete over and above school homework. While we can use academic excellence as a success criteria for our daughters/girls, it cannot and should not be how we define success for them.

Success in an IJ school is to be of service to others and to care for the last, the least and the lost. If your daughters are able to do this, even at Primary 3, then they have already succeeded in our eyes. It means that they are kind, generous, giving, and not self – centered. They are able to accept with gratitude the many gifts and talents that God has given them. We want to teach them to be hardworking, resilient and to be able to work and get along with others. These are skills and values that they will need for life, not just for an exam.

And if they have this, then everything else will follow, including excellence in the academics.

Let's work together, parents and school to truly make this a reality – women of grace and substance – regardless of academic and examination results.