



Cedar Primary School

P3 Parents Engagement Webinar 2022

20 April 2022



P3 Parent Engagement Webinar

20 Apr 2022

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

Scope of Presentation

- Our CPS Team
- Our Vision, Mission and Values
- Removal of MYE for all primary and secondary levels by 2023
- Supporting your child: Suggestions for parents
- Building your child's resilience



School Vision, Mission, Values and Motto

School Motto

Effort Determines Success

School Vision

School Mission

Nurturing Minds.
Inspiring Hearts.
Empowering Lives.

WHY

Social
Emotional
Competencies

21st
Century
Competencies

WHAT



School Values

Kindness
Integrity
Resilience
Responsibility
Creativity

WHO

Respect
Resilience
Responsibility

Integrity
Care
Harmony

MOE CCE Values



**Removal of MYE for all primary
and secondary levels by 2023**

Overview

To provide more information on the removal of Mid-year Examinations (MYE) for all primary and secondary schools and how the change would help your child find the joy of learning.

The sharing will address 3 questions:

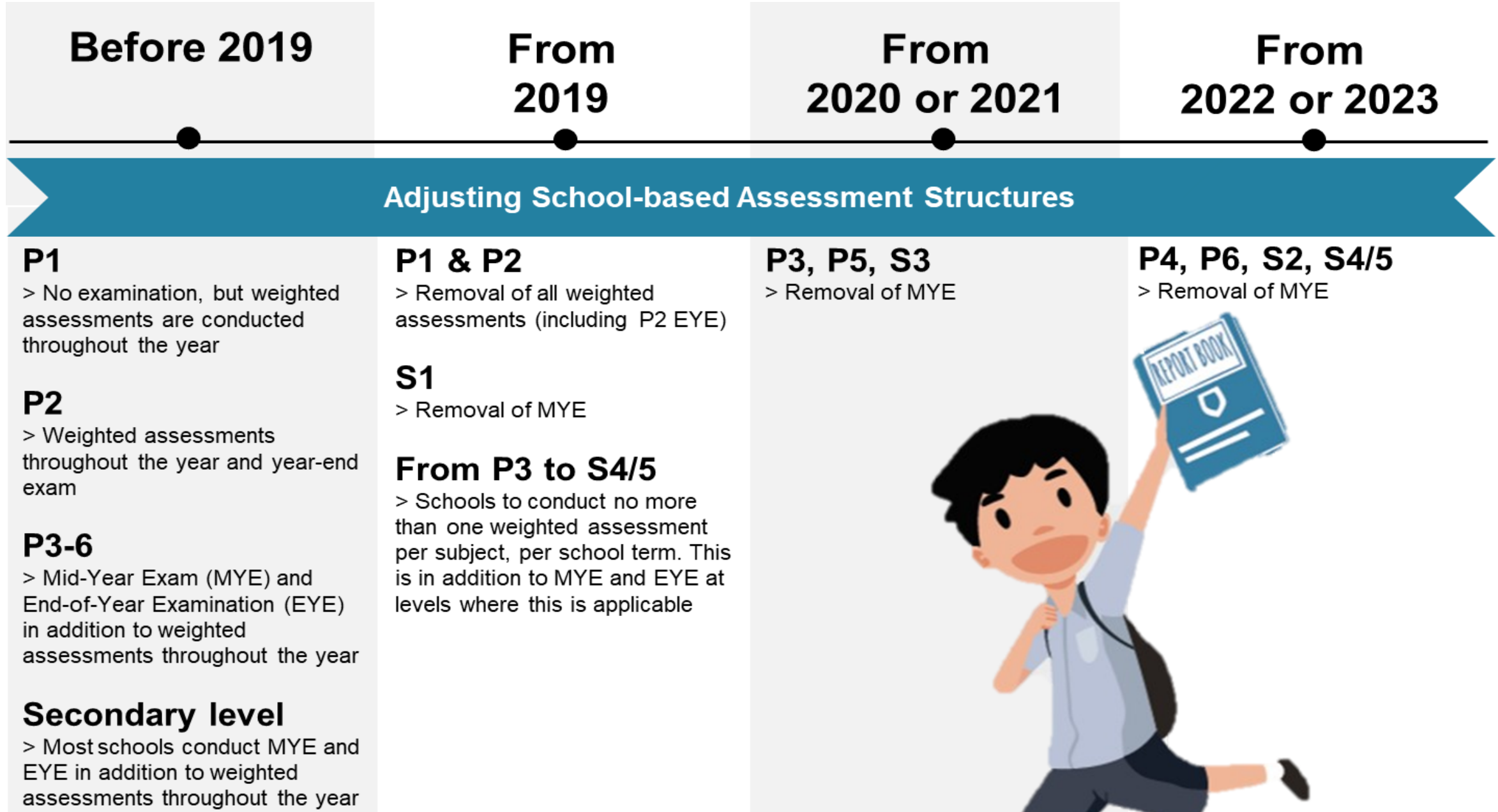
1. Why are we removing MYE for all primary and secondary levels?
2. How will my child's learning be enhanced with the removal of MYE?
3. How can I support my child in this transition?



Why are we removing MYE for all primary and secondary levels?

Schools have progressively removed MYE

Why remove MYE?



Learn for Life

Nurturing confident, resilient learners
to thrive in the *test of life*, rather than a *life of tests*

*As [our students] progress through our schools, we build on fundamentals by giving our students greater **confidence in themselves and their abilities**, with more opportunities to explore their interests and cultivate their curiosity, so that they are unafraid to try. And if they fail, they pick themselves up and try again. We cannot shield our children from all uncertainties and imperfections of this world. Nor should it be our aim.*

*But we certainly can and want to equip them with the skills to manage the uncertainties and navigate the imperfections. This means creating **time and space for our students to develop the life skills they need for success, including the ability to deal with failure**, like inventive thinking, adaptability, and cross-cultural skills...*



Mr Chan Chun Sing
Minister for Education
Committee of Supply Debate Response
7 March 2022

Creating More Time and Space for Development of 21st Century Competencies



Objective: Creating more time and space for students to cultivate greater curiosity and enhance development of key competencies required for the future

Mid-year Examinations will be removed for all primary and secondary levels by 2023

- i. Further free up time and space for teachers to use more varied and engaging pedagogies; and to promote student-initiated learning and to enhance development of 21st Century Competencies (21CC) such as inventive thinking, adaptability, and cross-cultural skills
- ii. Signal our effort to reduce the excessive focus on testing and academic results and to place greater emphasis on learning

Positive impact on teaching and learning with the removal of MYE

*There was much **time saved** from MYE preparation. The time saved was spent **to improve learning** pertinent to my class and students instead of administrative matters like setting, vetting and checking of marks, and rushing to cover all learning gaps before the end of the term.... I could focus on **effective feedback through formative assessment in class** as well as conduct WA where needed, and **deepen learning**.*

*I was not ready for the MYE in May, and given more time to **pace out my learning**, I am not **overwhelmed**. I learnt a lot from my teacher's **teaching and feedback** in class, including from the WA. When I sat for my EYE, I was ready.*

Positive Impact on Teaching and Learning

- Teachers used more varied teaching and assessment approaches and data points to make educational decisions.
- Teachers had more opportunities for targeted feedback to close learning gaps, and to involve students in acting on their feedback. This helps cultivate in students more self-directedness for learning, instead of learning for examinations.
- Students experienced a more customised pace of learning catered to their needs and interests.
- Students were more engaged in learning and had more opportunities to learn through exploration and discover their passion.
- There was more time devoted to nurturing students' curiosity and learning dispositions via self-directed and collaborative activities.

Positive impact on teaching and learning with the removal of MYE

*The teachers provided updates on [my child's] general learning attitude and **progress observed in class**, which allowed me to understand my child in a way that would not be possible if her learning had been condensed to a single grade.... away from the **stress of preparing for tests and examinations**, our parent-child chit chats have taken on a relaxed tone.*



Positive Impact on Teaching and Learning

- Parents are now better informed of their child's learning progress and disposition in Primary 1 and 2 through the use of Qualitative Descriptors and Learning Outcomes, in addition to the reporting of academic grades.
- More parents are convinced of the importance of developing life skills (interpersonal skills, resilience etc.) over academic grades (which may not provide the complete picture) in preparing their child for the future.

**How will my child's learning
be enhanced with the removal of MYE?**

Freed-up time and space

Question 1:

How will my child benefit from the removal of MYE?

- Strengthen the development of 21CC to nurture your child to be a lifelong learner (e.g., we can use the freed-up time to deliver learning experiences that develop 21CC such as inventive thinking, adaptability and cross-cultural skills).
- With the freed-up time, learning can be paced out and made more engaging with the use of more varied strategies to design learning experiences, using technology where appropriate.
- More opportunities for your child to cultivate greater curiosity to learn, and explore, and to discover and pursue their diverse passions through student-initiated learning and school-based programmes.
- Support our children's well-being through calibrating the learning pace and load.

Readiness

Question 2:

Will my child be adequately prepared for the examinations?

- Tests and examinations assess a more limited set of learning outcomes on your child's growth and readiness.
- Teachers will draw on multiple sources of assessment to provide more holistic and timelier feedback on your child's learning, and work with your child to act on feedback to improve their learning.
- With the freed-up time, teachers are also able to monitor a broader range of learning progress and customise the learning to your child's needs through a variety of teaching and assessment approaches (e.g., daily assignments and classroom interactions).

Readiness

Question 2:

Will my child be adequately prepared for the examinations?

- Without MYE, teachers will also have more time and space to provide your child with feedback to improve learning through daily work and in-class formative assessment. Your child will also have more time and space to follow up and act on teachers' feedback in their daily work to improve their learning.
- Your child can build their confidence, and be familiar with the examination format and conditions for the national examinations via timed practices.
- Please be assured that there is sufficient assessment opportunities to help your child be ready for the national examinations

What are some possible concerns?

Without MYE, it is more difficult to motivate my child to study.

Removing MYE means more WA and harder end-of-year examinations.

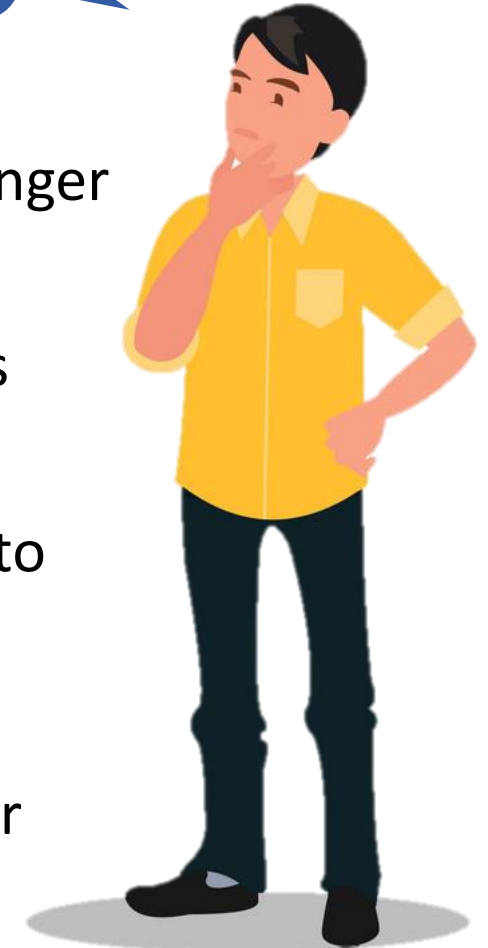
Without MYE, my child won't know about his/her learning progress.

Possible concern

Without MYE, it is more difficult
to motivate my child to study.

Don't worry!

- With time and space freed up from the removal of MYE, schools can provide a variety of learning experiences to nurture in students a stronger intrinsic motivation to learn.
- Your child will feel a greater sense of competence with learning that is better-paced and scaffolded to their learning needs and interests.
- With the time and space freed up, your child has more opportunities to discover, and demonstrate his or her strengths through school-based programmes, and student-initiated learning.
- A supportive learning environment will cultivate in your child a greater curiosity to learn, confidence to explore, and a sense of enjoyment or motivation in learning.



Possible concern

Removing MYE means more WA and harder end-of-year examinations.

Don't worry!

- Schools will continue to ensure that the scope and demand of the termly WA and EYE commensurate with the allocated assessment weighting.
- Each school will adjust the assessment weighting and the number of WA according to their students' needs and school context. Schools are mindful not to allow WA or EYE to take on disproportionate weighting in making these adjustments.
- All examinations will continue to be appropriately set based on what students have learnt and are ready for.

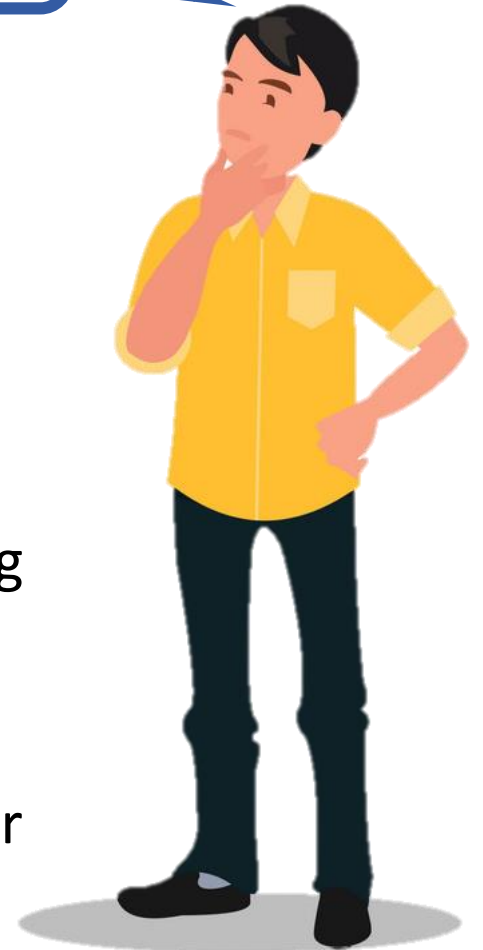


Possible concern

Without MYE, my child won't know about his/her learning progress.

Don't worry!

- Teachers will continue to monitor and gauge your child's learning and progress through a variety of teaching and assessment approaches (e.g., regular classwork, classroom observations and WA).
- Teachers will provide your child with feedback to improve learning through daily work and in-class formative assessment, and guide your child to make sense of, and act on feedback given.
- In addition, your child will receive teachers' feedback on his or her learning progress from timed practices if required, and act on the feedback to improve learning.



How can I support my child?

Possible concern

How can I support my child in adjusting to the removal of MYE?

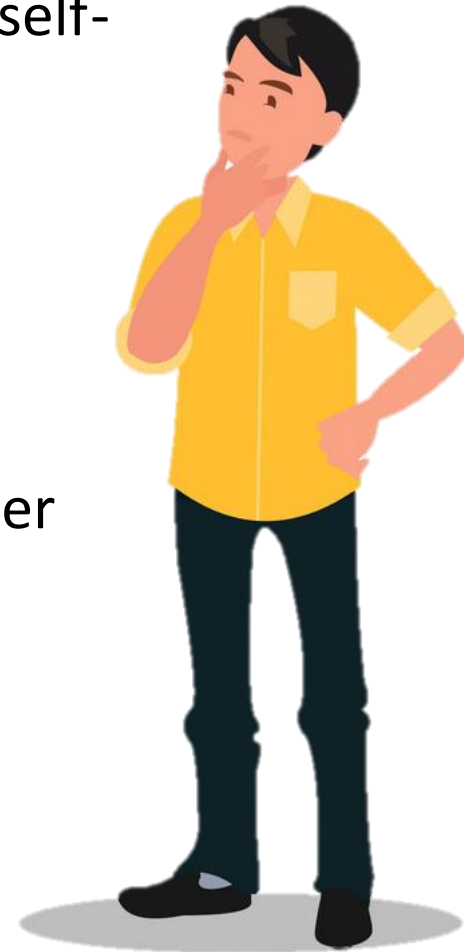
- Our children do best when schools and parents work hand-in-hand.
- Parents should work with the school to understand and support their child's learning progress.
- For instance, you can have conversations with your child's teachers in both academic and non-academic areas to better understand your child's myriad strengths and interests, so as to guide his or her development.



Possible concern

How can I support my child in adjusting to the removal of MYE?

- You can support your child by reinforcing the importance of learning for self-improvement, rather than learning for examinations or to out-perform others. You can also work with him or her to set realistic learning goals, manage his or her expectations towards learning, and enjoy a more balanced life.
- You can build your child's confidence to learn by discussing his or her learning in school, recognising the efforts put in, and celebrating his or her learning progress.
- If you detect signs of stress in your child, share your observations with teachers and provide time and space for your child to rest, relax and re-charge.





Supporting your child: 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 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.

Together, we can help our children gain self-confidence and independence to manage their learning and work towards their goals.

Support available for parents

Parents can refer to the following useful resources that provide practical tips and advice on supporting their child's learning and education journey:

<p><u>Guidelines for School-Home Partnership</u></p>	 <p>https://go.gov.sg/guidelines-school-home-partnership</p>
<p><u>Resources for Parents on Social and Emotional Learning</u></p>	 <p>https://go.gov.sg/sel-resources-for-parents</p>
<p><u>Parent Kit issues</u></p>	 <p>https://go.gov.sg/parent-kit-moe</p>
<p><u>Parents Gateway – Parenting Resources Portal</u></p>	 <p>https://go.gov.sg/parents-gateway</p>



Building your Child's Resilience – 7Cs

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

- **Competence** is the ability or know-how to handle situation effectively
- **Confidence**, *the solid belief in one's own abilities, is rooted in competence*
- **Connection** - *close ties to family, friends, school, and community*
- **Character** – *a fundamental sense of right and wrong to ensure children are prepared to make wise choices*
- **Contribution** – *A powerful lesson when children realize that they can help to make the world a better place.*
- **Coping** *through a variety of healthy resilience strategies*
- **Control** – *When children realize they can control the outcomes of their decisions and actions, they're more likely to know that they have the ability to do what it takes to bounce back.*



Building your Child's Resilience:



*Resilience-oriented values,
beliefs and attitudes*

GRIT

**GROWTH
MINDSET**

POSITIVITY

I AM...

- Grateful
- Learning from failure
- Confident in myself
- Improving with practice
- Hopeful for the future
- Living out my values

*Skills and Strategies that
support personal resilience*

**EMOTIONAL
REGULATION**

**PROBLEM
SOLVING**

**TASK
MANAGEMENT**

I CAN...

- Think flexibly
- Problem-solve
- Manage my emotions
- Cope positively
- Seek help

**RELATIONSHIP
MANAGEMENT**

*Support network one can tap on
when facing challenges*

I HAVE...

- Parents/family/caregivers
- Friends
- Teachers
- School Counsellor





Thank You

Nature is painting for us, day after day, pictures of infinite beauty if only we have the eyes to see them.
- John Ruskin

