RADAR Logic

Assess and Review approaches & deployment

Determine Results required

Deploy Approaches

Plan and develop Approaches
Pupil Profile

Pupil enrolment: 1739
Race: 99.5% Chinese
Foreign student: 3.2%
Mean T-scores: 239 (2010 Cohort)
Parent’s Educational Level:
  62% Pre-U & above
  38% Secondary & below
Dwelling:
  89% live in 4-room flats or better
Our Philosophy

Excellence in Education for All

Our Values

With Passion We Learn    好学
With Perseverance We Strive 力行
With Integrity We Live    知耻
With Pride We Progress    自强
Vision and Mission

Our Vision
Institution of Eminence,
Generations of Leaders;
Grounded in Values,
Global in Outlook.

Our Mission
We are committed to Building Character,
Enhancing Confidence and
Nurturing Talents
Strategic Plan 2008-2012

Vision, Mission, Values

6 Strategic Thrusts

18 School Objectives
Strategic Thrusts

Building Capacity

Developing Character

Energising Curriculum

Empowering Staff

Strengthening Partnership

Organisational Excellence

Related school objectives

Grounded in values

Strong affinity to nation

Be leaders

Bicultural pupils who are confident in diverse cultural settings

All rounders
Unpacking the School Vision

Committed to excellence, Embrace challenges

All-Round Leaders in all fields

Uphold school values, Rooted to the nation

Socio-culturally savvy, Aware of global issues
Student All-Round Development Framework

Culture of Care

Leaders of Society

Positional Leaders

Personal Leaders

Level 1
Level 2
Level 3
Level 4
Level 5

Moral
Cognitive
Social
Physiological
Ethics

层级类比

领导能力的培养

全面发展的学生
Creating a Culture of Care

Level Master-Form Teacher System

- Needs Identification
- Mentor & Monitor
- Counselling & Discipline
- Safety & Security
- Partners Involvement

Needs Identification

Partners Involvement

Counselling & Discipline

Safety & Security

Mentor & Monitor

Level Master-Form Teacher System
Needs Identification
“Voices of Chung Cheng”

- Dialogue sessions with Class Leaders
- Chaired by Student Council
- Twice-yearly
Mentor & Monitor

Key Personnel and Senior Teachers as Sec 4 Mentors
Safety & Security

Student Safety Committee
Counselling & Discipline

Holistic approach through Level Master Form Teacher System
Partners Involvement

• PSG
  – Café & Food Sales
  – Support for school events
  – Befriending

• Alumni
  – Helping out in CCA
  – Transmitting Chung Cheng Values (e.g. 中正人, Alumni newsletter)
5 Domains of Student All-Round Development
• School Values as anchor
  – 好学，力行，知耻，自强
  – Analects of Confucius

• ‘Moral Thinking’
  – Kohlberg’s Theory of Moral Development
### Moral Domain

**Level 3 Integrity**

I do right even when no one is watching because it is the right thing to do.

<table>
<thead>
<tr>
<th>Task</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Rewards &amp; Consequences</strong></td>
<td>I do right because of the rewards and consequences that come along with the action.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Reflect on an incident where you made a decision to do right in view of the reward/consequence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Descriptor</strong></td>
<td>Reflect on an incident where you did right in view of the approval/opinion of others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 3 Integrity</strong></td>
<td>I do right even when no one is watching because it is the right thing to do.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Reflect on an incident when you had a chance to do wrong without being caught but you did not.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 4 Moral Courage</strong></td>
<td>Describe an experience where you stood up for what you believe is right despite facing disagreements from your peers. Or Reflect on some of the issues which you would stand up for and the outcome of what you have done based on these issues.</td>
<td></td>
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</tr>
<tr>
<td><strong>Level 5 Lead &amp; Inspire</strong></td>
<td>Discuss how you can inspire others to be morally upright and describe the outcome of what you have done.</td>
<td></td>
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</tr>
</tbody>
</table>

**Or**

Reflect on some of the issues which you would stand up for and the outcome of what you have done based on these issues.
Our ‘Roots & Wings’ Curriculum

Roots & Wings

Sexuality Education

Career Guidance

Civics & Moral Education

Cyber-Wellness

Social-Emotional Learning
Appreciation of Chinese Culture (ACC)
• School Values & SE Competencies as anchor
• Social/ National/ Global Consciousness
<table>
<thead>
<tr>
<th>Level 1</th>
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<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself (Self awareness)</td>
<td>My Family &amp; Friends</td>
<td>My School</td>
<td>My Community and Country</td>
<td>My World</td>
</tr>
</tbody>
</table>

**Level 3 My School**

I understand my role and responsibility as a member of my school community and contribute actively to school.

I try to see things from the school’s perspective and understand the school’s needs.

Descriptors and tasks include:

- **Task 1:** Describe a particular aspect of your character that you would like to enhance it further.
- **Task 2:** Describe an experience where you have been confident in interacting with others of a different culture.
- **Task 3:** Reflect on an involvement where you have contributed/can contribute, as a global citizen, to global issues.
- **Task 4:** Reflect on an involvement in community work. How has your self-check on bias/prejudice help to make the involvement more rewarding?
- **Task 5:** Describe how you have overcome a difficult time or how you have improved on one of your own weaknesses. OR Describe a particular aspect of your character that you would like to enhance it further.
- **Task 6:** Reflect on an involvement in school projects/events. How has it met the needs of the school?
- **Task 7:** Describe some ways in which you have contributed positively to your family/friends. Explain how it has met their needs. How did you feel about that?
Platforms for Development
National Education Programme

CoNE recommendations

School Objectives

NE Vision: Responsible Member of the Community and Nation

School Values

Pupils who are able to interact confidently in diverse cultural settings

Pupils who are grounded in values

Pupils who have strong affinity with the nation
Sec.1 - Racial & Religious Harmony/Sense of Belonging

Sec.2 - Sense of Belonging/Willing to Defend Singapore

Sec.3 - No One Owes Singapore a Living/Meritocracy & Incorruptibility

Sec.4 - Meritocracy & Incorruptibility/We have Confidence in our Future

Thematic & Progressive NE Values (distilled from 6 NE Messages)
Racial & Religious Harmony through Katong Fieldtrip Series

Self-Designed & Conducted by Humanities Teachers & Pupils

HINDU TEMPLE

SIKH TEMPLE

CHINESE TEMPLE

5th Year Running

STUDENT DOCENTS

PARENT VOLUNTEERS
Sense of Belonging/ Willing to Defend Singapore
iNNOVATive & engaging approaches

NATIONAL DAY 2009
Don’t Forget the Lyrics (National Songs) Competition

Total Defence Survival Pack Competition

TOTAL DEFENCE 2010 Video Competition With Live SMS Voting

NATIONAL DAY 2009 ‘Who’s my Neighbour?’ Competition
iNNOVATive & engaging approaches

Use of Drama in the Humanities to promote Empathy / Respect for Others
Service Learning

• Concepts and understanding of the SL
• Engage pupils in meaningful service
• Compassion and initiative towards community
Overseas Service Learning

Service Learning in Cambodia
Local Service Learning

Basic IT Literacy Skills for the Elderly
• Beyond Academic Results
• Cognitive Development
  – Bloom’s Taxonomy & UbD’s 6 Facets of Understanding
<table>
<thead>
<tr>
<th>Task</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Explain, with the help of a piece of a piece of assignment or an experience, how you have explained a piece of information with interpretation.</strong></td>
<td>Explain &amp; Interpretation</td>
<td>Application</td>
<td>Analysis</td>
<td>Synthesis &amp; Evaluation</td>
<td>Lead &amp; Inspire with self-knowledge</td>
</tr>
<tr>
<td><strong>I am able to break down information and develop conclusions by identifying the key factors and causes and finding evidence to support such conclusions.</strong></td>
<td>I am able to explain the knowledge and information, which I have acquired, with regard to its importance to the respective context.</td>
<td>I am able to apply what I have learned to new situations to solve problems.</td>
<td>I am able to break down information and develop conclusions by identifying the key factors and causes and finding evidence to support such conclusions.</td>
<td>I am able to create and develop new ideas/concepts, based on knowledge and skills which I have learned and at the same time critique on it.</td>
<td>I am able to independently question myself and others to become more aware of our learning and thus explore different realms of knowledge and skills.</td>
</tr>
<tr>
<td><strong>Describe an experience when you had to create new ideas/concepts based on the knowledge and skills you learnt in ONE subject or across various subjects. AND How were you able to evaluate the success of that idea/concept?</strong></td>
<td>Describe an experience when you had to create new ideas/concepts based on the knowledge and skills you learnt in ONE subject or across various subjects. AND How were you able to evaluate the success of that idea/concept?</td>
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</tr>
<tr>
<td><strong>Describe an experience where you initiated an activity or programme to help others learn or serve others by using analysis, synthesis and evaluation. (e.g. peer tutoring prog, service learning prog) AND How would you evaluate the success of that activity or programme?</strong></td>
<td></td>
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</tbody>
</table>

**SARD rubrics (Cognitive Domain)**
Platforms for Development (Cognitive Domain)

Calligraphy
Platforms for Development (Cognitive Domain)

Traditional Chinese Medicine
Platforms for Development (Cognitive Domain)

Internet Broadcasting
Physical Domain

- Based on Holistic Health Framework
  - Importance of Health and Fitness
- Sports and Games skills
  - Competence and life-long affinity
## SARD rubrics (Physical Domain)

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and Adopt</td>
<td>Participate &amp; Understand</td>
<td>Ownership and Advance</td>
<td>Master &amp; Excel</td>
<td>Lead &amp; Inspire</td>
</tr>
</tbody>
</table>

### Level 3 Ownership and Advance

**I lead a balanced and healthy lifestyle, and improve my fitness and sports/games skills independently beyond organized school activities.**

### Descriptor

- I try to lead a balanced and healthy lifestyle, and understand the importance of physical fitness.
- I lead a balanced and healthy lifestyle, and improve my fitness and sports skills through school activities. (PE, CCAs)
- I lead a balanced and healthy lifestyle, and improve my fitness and sports/games skills independently beyond organized school activities.
- I lead a balanced and healthy lifestyle, and am involved in playing competitively. (school or organization representation)
- I lead a balanced and healthy lifestyle, and am able to help others improve their fitness and sports/games skills. (coaching the sport)

### Indicators:

- At least NAPFA Bronze
- At least NAPFA Silver
- NAPFA Gold

### Task

- Describe 2 key aspects of your balanced and healthy lifestyle, and explain the importance of physical fitness.
- Describe a physical activity / skill that you have learnt through organized school activity and explain how it can help you lead a healthy lifestyle.
- Describe a physical activity that you're involved in regularly outside the school context and explain why it is important to you.
- Highlight a time when you were involved in a competition and describe how your preparation process has helped you to attain this level of competency.
- Describe how you organise clinics/workshop (sports) for coaching or helping others learn a sport AND How would you evaluate that clinic / workshop?
Platforms for Development
(Physical Domain)

PE Modular Sports Programme
• Holistic perspective in aesthetics development

• Based on 4 main Aesthetics Outcomes
  • Creating
  • Presenting
  • Appreciating
  • Evaluating
<table>
<thead>
<tr>
<th><strong>LEVEL 1</strong></th>
<th><strong>LEVEL 2</strong></th>
<th><strong>LEVEL 3</strong></th>
<th><strong>LEVEL 4</strong></th>
<th><strong>LEVEL 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciate</td>
<td>Create &amp; Present</td>
<td>Communicate</td>
<td>Master and Critique</td>
<td>Lead &amp; Inspire</td>
</tr>
</tbody>
</table>

**Descriptor**

- **I am inspired by work(s) of arts and enjoy being an audience at aesthetics performances or presentations.**
- I am able to use elements of an art form to create and present a performance or presentation to an audience.
- I am able to communicate my thoughts, ideas and feelings through creating and presenting a performance or presentation to an audience.
- I am able to create and present original works of art, in a particular art form, using a range of skills and styles. AND/OR I can analyse technical aspects of an art form, make informed judgments and express personal opinions on my own and others' works.
- I am able to impart, with passion, my knowledge/skills in a particular art form to others and lead others to better understanding and development of art. Indicators: Your work has been showcased beyond school level (eg lead player/solo shows/art exhibition) AND you have been coaching others in your area of expertise.

**Task**

- Describe an experience as an audience which has inspired you.
- Describe an experience where you have the opportunity to perform/present (may be in class) and the elements of the art forms which you have used.
- Describe an experience where you created and presented a performance/presentation (individually or as a group), which communicated a thought, idea or feeling effectively.
- Highlight a time when you were involved in a performance where you have used a range of skills/styles in creating and presenting an original work of art confidently AND describe how your preparation process has helped you to attain this level of competency.
- Describe how you organise clinics/workshop (aesthetics) for coaching or helping others learn an art form AND How would you evaluate that clinic/workshop?
Creative Arts Programme

• Sec.3 Structured Programme
• Electives covering various art forms offered to students
CCA Programme

• Character Development
  – Teachable moments
  – Service Learning

• Leadership Development
  – Positional Leadership Programmes

• Talent Development
  – DSA Teacher Mentor Scheme
Level Camps

Sec 2 Level Camp

Sec 3 Overseas Trip – Oriental Land, Shanghai
Twinning Schools – Chongqing, Suzhou

Global Exposure
Aligned with School Vision – Global in Outlook
Nanyang - Chung Cheng Collaboration@Fudan

6 week programme
Curriculum Related Overseas Trips to Korea, Taiwan, Malaysia
Co-curriculum Overseas Trips to China, Taiwan, Malaysia
Hosting visits by schools from Indonesia, Hong Kong, China
Student Leadership Development

LEADERS OF SOCIETY

POSITIONAL LEADERS

PERSONAL LEADERS
Positional Leadership – CCHMS Leadership Ethos

Aligned to our school values

C ommitted : With passion we learn 好学
C onfident : With pride we progress 力行
H onorable : With integrity we live 知耻
M entally tough : With perseverance we strive 自强

S ervant Leader
<table>
<thead>
<tr>
<th>Leadership Quality</th>
<th>Committed (1)</th>
<th>Developing (2)</th>
<th>Competent (3)</th>
<th>Exceeding (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Values:</strong></td>
<td>好学，力行</td>
<td>Leader <em>seldom</em> displays a spirit of excellence and seeks continual growth and development</td>
<td>Leader displays a spirit of excellence and seeks continual growth and development <em>most of the time</em></td>
<td>Leader <em>always</em> displays a spirit of excellence and seeks continual growth and development</td>
</tr>
<tr>
<td>Committed 12 pts</td>
<td>Leader <em>seldom</em> portrays a positive learning/teachable attitude</td>
<td>Leader <em>sometimes</em> portrays a positive learning/teachable attitude</td>
<td>Leader <em>always</em> portrays a positive learning/teachable attitude</td>
<td></td>
</tr>
<tr>
<td>Confident 12 pts</td>
<td>Leader <em>seldom</em> takes pride and ownership of school</td>
<td>Leader <em>sometimes</em> takes pride and ownership of school <em>most of the time</em></td>
<td>Leader <em>always</em> takes pride and ownership of school</td>
<td>Leader <em>always</em> takes pride and ownership of school</td>
</tr>
<tr>
<td>School Value:</td>
<td>自强</td>
<td>Leader <em>sometimes</em> takes ownership and initiative at accomplishing tasks</td>
<td>Leader <em>always</em> takes ownership and initiative at accomplishing tasks</td>
<td>Leader <em>always</em> takes ownership and initiative at accomplishing tasks</td>
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</table>
Leaders of Society - Exemplars

- Leaders of Society
  - Positional Leaders
  - Personal Leaders
Stories of “Generations of Leaders”, prominent Alumni members.

Model Leaders of Society

His is the story of the Chinese荣光.

【Stories of “Generations of Leaders”, prominent Alumni members.】

【Model Leaders of Society】

"假如没有70年前的中国, 以及假如没有70年前的中国领袖的教诲，可能就没有今天的胡适之光。"

林子平先生在华中科技大学，教诲我们对历史的尊重。

林子平先生在华中科技大学，教诲我们对历史的尊重。

分享国际学校办学经验

苏州工业园区中欧公司执行副总裁吴仁仁
Implementation of the SARD Rubrics

Piloted with Sec 1-3 pupils in 2009

Refined rubrics and tasks

E-portfolio (2010): Enhance pupils’ self-ownership in personal development
Implementation of Eportfolio
(Sample of Moral Domain)

Student to rate his own level of development

Eg Level 3 Integrity
I do right even when no one is watching because it is the right thing to do.

Student to complete reflection to show evidence of level of development

Reflect on an incident when you had a chance to do wrong without being caught but you did not.
## Evaluation: SARD - Moral Domain

Select the score for each item below. Enter any evaluation remarks. When complete, click [Submit].

Please rate the level and then type in your evidence for the rating you have chosen.

<table>
<thead>
<tr>
<th>1 Rewards &amp; Consequences</th>
<th>2 Interpersonal</th>
<th>3 Integrity</th>
<th>4 Moral Courage</th>
<th>5 Lead &amp; Inspire</th>
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<tr>
<td>I do right because of the rewards and consequences that come along with the action.</td>
<td>I do right as this is what others expect of me.</td>
<td>I do right even when no one is watching because it is the right thing to do.</td>
<td>I stand up what is right and have the moral courage to make unpopular decisions.</td>
<td>I inspire others to do what is right</td>
</tr>
</tbody>
</table>

Submit

*NR: Not relevant.

Evaluation remarks (if any):
Moral Domain

Rating 3 – Reflect on an incident when you had a chance to do wrong without being caught but you did not
Challenges

• Students’ rating of themselves
• Preparation for teachers to discuss with students their development
• Parents to be involved
The Journey So Far

Key Success Factors

• Teachers as key
  – Commitment to students’ development
  – Driven by purpose

• Active Partners
  – Opportunities presented
  – Support to students’ development
Future Direction

SAP School

• Traditional Values
• National Education

Our Vision:

Institution of Eminence, Generations of Leaders;
Grounded in Values, Global in Outlook
The 5 Domains of Our Holistic Education

Physical  Cognitive  Moral  Social  Aesthetic

Thank You!