CHARACTER & CITIZENSHIP EDUCATION (CCE)
SYLLABUS
Pre-University

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), are integral to the holistic development of our students, leading to positive life outcomes for them. 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
- All children have 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 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 how they can become their best selves. Through a variety of learning activities within and beyond the classroom, students experience being part of something larger than themselves and become cognisant 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, so as to enable students to live a life of purpose.

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 develop character, and to play an active role in society, the nation, and beyond.

Overview of CCE at the Pre-University Level

Late adolescence is an important stage for young people to develop competencies for adulthood. As older adolescents move into adulthood, they grow into greater independence and responsibility in all aspects of their lives. They face a plethora of possibilities and opportunities as they encounter multiple transitions in higher education, work, relationships and family, are confronted with differing worldviews and perspectives, and the need to make decisions that bear implications for the longer term.

Older adolescents need to develop the requisite competencies relating to *Identity, Relationships,* and *Choices* in order to navigate the transitions and complexities of adulthood effectively. Pedagogies employed need to develop students' metacognition, enable their synthesis of *complex* understandings and new knowledge, and facilitate connections and applications to real-life situations (Section 3). A stable sense of self, and dispositions for resilience and mental well-being, purpose development, and agency, are also crucial for the young adult, and have been woven throughout the syllabus (Section 4).

Through the CCE 2021 Pre-University Curriculum, students will develop knowledge, skills, and values related to *three focus areas: Nurturing Well-Being and Relationships, Engaging Singapore and the World Around Us, and Embracing the Future with Confidence*. The focus areas will help students lead themselves and others, navigate mental well-being and increasingly complex relationships, and be effective contributors in all aspects of life. Schools may design a variety of experiences in classroom and beyond according to these focus areas and Learning Outcomes, and in a way that best fits their student profiles.

SECTION 2:
CCE 2021 CURRICULUM FRAME

The 21CC Framework and CCE 2021
Guiding Principles
CCE Goals and Curriculum Content
Enactment of CCE
A Caring and Enabling School Environment

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**.
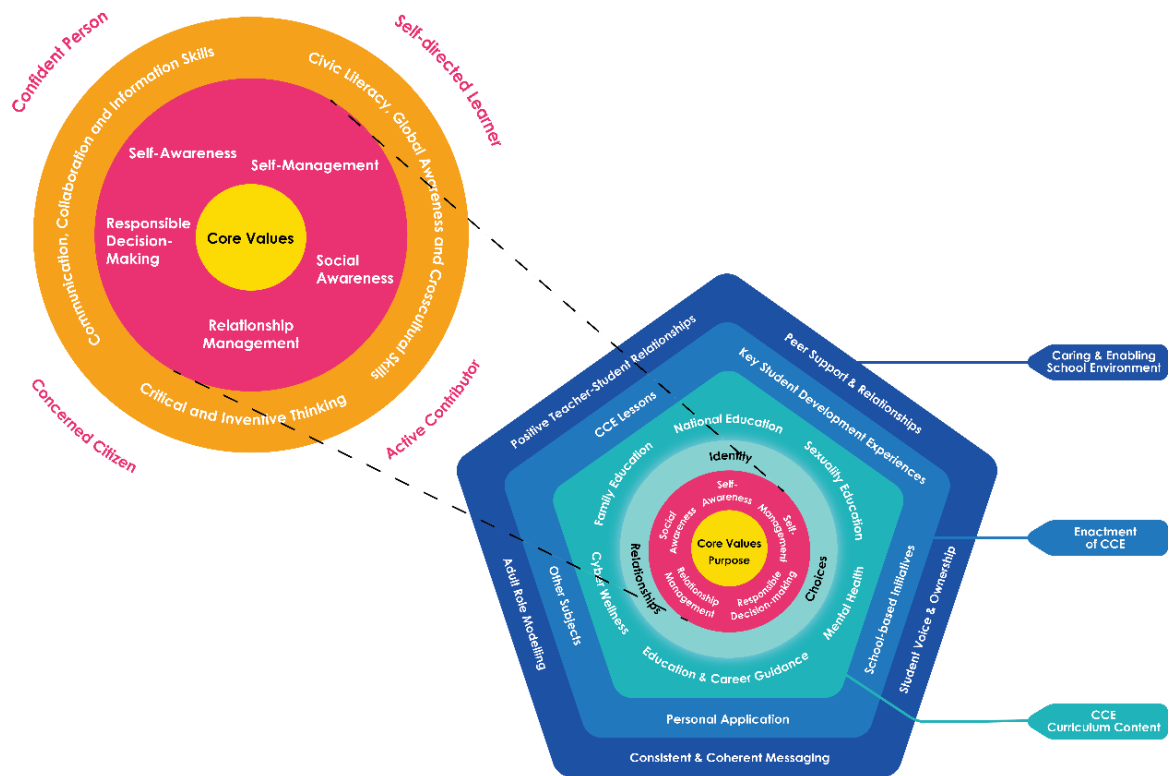

Figure 1: Relationship between 21CC Framework and CCE 2021

II. Guiding Principles

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

- *Student-centricity*
  We place students at the heart of all our efforts in CCE. We seek to understand students' developmental needs and interests when designing learning experiences, and consider how best to facilitate student engagement and voice so as to empower them to derive personal meaning from their learning experiences. We also consider the impact of CCE from the perspective of students, and regularly take stock of our efforts in light of their feedback and experiences.

- *Intentionality*
  We design and carry out programmes and learning experiences – both within and outside the classroom – with intentionality, and do not leave learning to chance. We clearly articulate the intended CCE Learning Outcomes of each experience, building on what students have learnt at Secondary level, in relation to specific knowledge, skills, and values, for our students. We also purposefully apply pedagogical approaches so as to engage students cognitively and affectively, and impact their learning.

- *Coherence*
  CCE cannot be perceived in a silo or taught as a subject. Instead, the educational experience in our schools needs to facilitate the coherent development of character and citizenship dispositions, and social-emotional competencies, across the total curriculum. Via a school-wide approach, all aspects of CCE should be implemented in ways which reinforce and transfer learning across different school contexts and experiences.

  Effective CCE implementation requires conviction and dedicated support from school leaders, key personnel, teachers, and other staff. We need to establish a shared vision and purpose for CCE in school through constructive and respectful dialogue and meaning-making with all teachers and staff. We use a common language to consistently communicate and reinforce the importance of CCE, and consider what it means to make every school activity a CCE lesson.

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
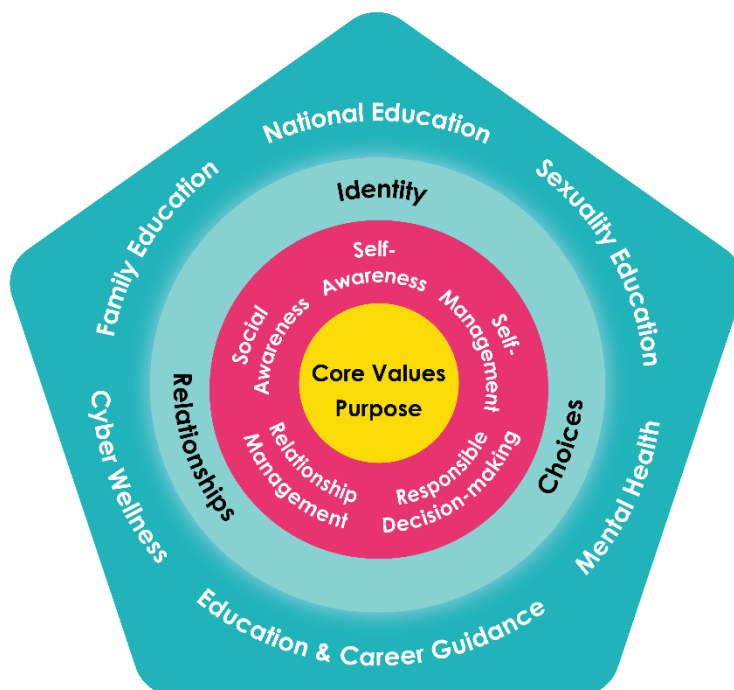
CCE Curriculum Content

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 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. ***As civic values develop and crystallise for many***

---

[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.

young people in late adolescence², schools play a pivotal role in the nurturance of these values.

Purpose development is especially important for older adolescents as they seriously consider future educational and career pathways, and partake in pursuits in relation to their interests and social interactions. Purpose can be seen from the perspective of a long-term and future-oriented life goal[3], inspired by a desire to make a difference in a way that is meaningful to the self and of consequence to the world[4]. It is associated with discovering how one's values, strengths, talents, and interests can be meaningfully applied, so as to develop a sense of personal significance in one's sphere of influence, and at the same time, also be able to contribute to the good of others. There is a need to intentionally develop and facilitate a sense of purpose among students.

Integrating a sense of purpose into one's identity is vital for the internalisation of values for character development and transformation[5]. A strong sense of purpose also contributes to the older adolescents' development of identity, positive affect and mental well-being, and future well-being, thus enabling them to better navigate transitions in adulthood[6].

b) **Social-emotional competencies**
Resilience is crucial for the young adult to thrive in life. Reinforcing older adolescents' capacity for adaptability, inventive thinking, and social-emotional competencies will allow them to navigate disruptions, manage uncertainties and the emotional impact of transitions, as well as the changing dynamics of social interactions in adulthood.

Social-emotional competencies refer to:
- The competencies related to developing **self-awareness**, which allow us to understand our emotions, thoughts, values, personal goals, and mindsets, and enable us to construct an understanding of who we are.
- The competencies related to **social awareness,** which enable us to develop cognitive and emotional empathy, understand the perspectives of people with different backgrounds or cultures, and become more sensitive to the social environment and the needs of others.

---

[2] Malin, H., Ballard, P.J., & Damon, W. (2015a). Civic purpose: An integrated construct for studying civic development in adolescence. *Human Development, 58*(2),103–130.

[3] Hatchimonji, D. R., Linsky, A. V., & Elias, M. J. (2017). Cultivating noble purpose in urban middle schools: A missing piece in school transformation. *Education, 138*(2), 162–178.

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

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

[6] 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.

- The competencies for **self-management,** which enable us to self-regulate our emotions, thoughts and behaviours, to achieve personal well-being, demonstrate pro-social behaviours, and choose to be our best selves.
- The competencies for **relationship management,** which 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,** which enables us to apply moral reasoning and sound values-based judgments in the choices we make.

Social-emotional 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.

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 process of human psychosocial development[7]. It is described by the fundamental questions, "Who am I?", "Who do I want to be?", and "What does my best self look like?". These questions prompt reflection on one's self-identity and self-concept, and empower individuals to shape their identity with a sense of purpose and awareness of their personal significance in the world around them[8].

Late adolescence offers opportunities for identity explorations in multiple domains[9]. Through these explorations, they go through an iterative process of identity assimilation and adaptation (i.e. maintaining sense of self, or making changes to the self, or both), until they develop a ***coherent identity***, characterised by stability in different facets of one's self[10] (e.g. belief systems, moral standards, purpose). ***Identity coherence will serve as a stable anchor for young people*** going through transitions and undertaking multiple roles in adulthood[11]. Reflections on what constitutes self-identity and self-concept across different life contexts will be facilitated through Pre-University CCE learning experiences.

---

[7] Oyserman, D. (2007). Social identity and self-regulation. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (2nd ed., pp. 432-453). New York: Guilford Press.

[8] Oyserman, D., Elmore, K. and Smith, G. (2014). Self, self-concept and identity. In M.R. Leary and J.P Price (Eds.). *Handbook of Self and Identity* (pp. 69-104). New York: The Guilford Press.

[9] Schwartz, S. (2007). The Structure of Identity Consolidation: Multiple Correlated Constructs or One Superordinate Construct? *Identity, 7*(1), 27-49.

[10] Arnett, J. J., Mitra, D., (2018). Are the Features of Emerging Adulthood Developmentally Distinctive? A Comparison of Ages 18–60 in the United States. *Emerging Adulthood,* 1-8.

[11] Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives, 1*, 68–73.

(ii)   Relationships

Humans are social beings. In particular, peer and romantic relationships exert a significant impact[12] on the identity development and mental well-being of older adolescents[13]. The big idea of "Relationships" is guided by the question, "How do I relate to myself, others and the world around me?". This question prompts self-reflection on the individual's interaction with others around him/her, and how he/she can strengthen competencies for positive and resilient relationships with others, in both online and offline interactions.

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. As adolescents' understanding of their role as citizens is internalised through cultural transmission along with a social, collaborative process of meaning-making, it is thus important for the school environment to provide students with a sense of belonging and social trust, as well as an understanding of the common good. This is established through positive peer relationships and a sense of community in their classrooms and schools, thus signifying the importance of building a positive school culture, strong teacher-student relationships, student-student relationships, and peer support networks.

Schools can also provide older adolescents with more opportunities to participate in groups and communities in the wider society, thus enabling them to gain a broader perspective about the lives of others, and encouraging their civic development. Youth who are involved in meaningful civic projects also experience positive psychosocial well-being and mental health. Such experiences allow young people to hone their competencies for managing relationships and teams[14]. When schools provide opportunities for civic development, they also strengthen our students' capacities for relating to and interacting with others.

(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. 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.

Internally, 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 contexts such as the home, school, cyberspace, neighbourhood, common public spaces, the nation, and the world; relationships with family, friends, fellow citizens, others, and the environment; situations involving moral dilemmas, multiple perspectives, and contentious issues. As older adolescents grow into adulthood, they will increasingly make decisions that impact others. They therefore need to be cognisant of the impact of

---

[12] Rosenblum, G.D., & Lewis, M. (2006). Emotional Development in Adolescence in *Blackwell Handbook of Adolescence,* Eds. G. Adams & M. Berzonsky. Blackwell Publishing.

[13] Bowker, J.C., Adam, R.E., Fredstrom, B.K., Gilman, R. (2014). Experiences of being ignored by peers during late adolescence: Linkages to psychological maladjustment. *Merrill-Quarterly, 60*(3).

[14] Oyserman, D., Elmore, K. and Smith, G. (2014). Self, self-concept and identity. In M.R. Leary and J.P Price (Eds.). *Handbook of Self and Identity* (pp. 69-104). New York: The Guilford Press

their decisions, navigate complexities and inherent tensions in decision-making, and develop an anchor for making sound values-based decisions in adulthood[15].

Schools can facilitate the development of decision-making skills through experiences that build skill mastery - that is, by intentionally giving students hands-on opportunities and empowering them to make decisions, organise resources, execute actions, and overcome challenges towards specific goals over a sustained period of time[16] (e.g. civic projects, CCA, co-creating experiences in school). These contribute to a sense of self-efficacy and *agency[17]*, which are critical for the young adult to navigate work, relationships, finances, and work independently. Students' involvement in these experiences would be best supported by mentors (e.g. teachers, community partners) who can provide ongoing coaching to strengthen students' agentic skills and decision-making efficacy[18].

d) CCE Curriculum Content Areas

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 immediate communities and in the nation. NE 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): Our adolescents and young adults are facing and managing more complex issues related to sexuality and relationship matters. 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): Transitioning to young adulthood is regarded with both excitement and apprehension by older adolescents. The prospect of increasing responsibilities, adapting to new and different environments, and coping with future uncertainties and greater independence can be stressful for many. To help maintain their mental well-being, students need to be able to manage these

---

[15] Schwartz, S. J., Zamboanga, B. L., Luyckx, K., Meca, A., & Ritchie, R. A. (2013). Identity in emerging adulthood: Reviewing the field and looking forward. *Emerging Adulthood, 1*, 96–113.

[16] Bandura, A. (2008a). Towards an Agentic Theory of the Self in Self-Processes, Learning, and Enabling Human Potential, Eds. H.W. Marsh, R.G. Craven, & Dennis M. McInerney. Information Age Publishing: 15-49

[17] Larson, R.W, & Angus, R.M. (2011) Adolescents' Development of Skills for Agency in Youth Programs: Learning to Think Strategically". *Child Development*, 82(1), Raising Healthy Children, 277-294.

[18] Bandura, A. (2008b). An agentic perspective on positive psychology. In S. J. Lopez (Ed.), Positive psychology: Expecting the best in people (Vol. 1). New York: Praeger.

stressors, as well as effectively manage multiple commitments by prioritising their time and energy. The revised Pre-University syllabus features coverage of MH to promote the development of positive mental well-being and resilience in all aspects that are critical for late adolescence, to help students differentiate between stress, distress (overwhelming stress) and illness, to enhance their help-seeking efficacy, as well as to destigmatise mental illnesses.

iv)   Education and Career Guidance (ECG): A changing global landscape, with geopolitical and economic disruptions, means that the future economy and world has become harder to predict. Students need help to process information and plan their educational and career pathways, as well as be equipped with the requisite skills to be adaptive and agile in navigating pathways that are increasingly dynamic and non-linear. A concerted effort is needed to address the related emotional concerns or anxieties associated with academic studies and future planning for Pre-University students. Through ECG, students explore their strengths and abilities, examine their life's purpose, develop a strategic mindset towards goal pursuits, whilst nurturing qualities of proactivity, adaptability, and resilience to embrace lifelong learning.

v)   Cyber Wellness (CW): Adolescents generally spend more time online than younger children, suggesting a higher possibility of exposure to various cyber threats. At the same time, many adolescents also create online content, suggesting the potential good of utilising digital platforms for positive peer influence and for spreading goodwill. Students need to develop mastery in the curation and creation of online content, and social-emotional skills to manage their visibility and identity in a digitally connected world. CW supports the well-being of our students, equipping them with the knowledge and skills to navigate the cyberspace and harness the power of Information and Communication Technology (ICT) for positive purposes, maintain a positive online presence, 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. Many older adolescents value building bonds and strengthening relationships through shared experiences, and regard the family as their primary source of support. Apart from knowing when and how to seek help, supportive relationships with family and friends help them cope with stress and anxieties better. Through fostering skills that build positive familial relationships, closer bonds and connections, the family provides a crucial haven for students in the rough seas of life. Students are encouraged to love and appreciate their families, despite imperfections, and to consider the importance of broadening their definition of success to include quality family life. These are critical for strengthening the resilience of the family.

Additional Content Module

Financial Literacy (FL): As Pre-University students prepare for their next stage in life, many key decisions will also involve financial decisions. FL will be an additional module catered specifically for Pre-University students and will reinforce what students have learned in FL in prior schooling years. FL will be premised on empowering Pre-University students with the necessary knowledge and skills to manage emerging adult responsibilities which require financial acumen, such as knowing how to fund their future education, setting financial goals, developing healthy money habits, setting a budget and managing digital financial transactions. Presented as an interactive experience, FL will increase the financial confidence and financial literacy levels of Pre-University students.

IV.   Enactment of CCE

There are several learning platforms where CCE can be enacted with intentionality.
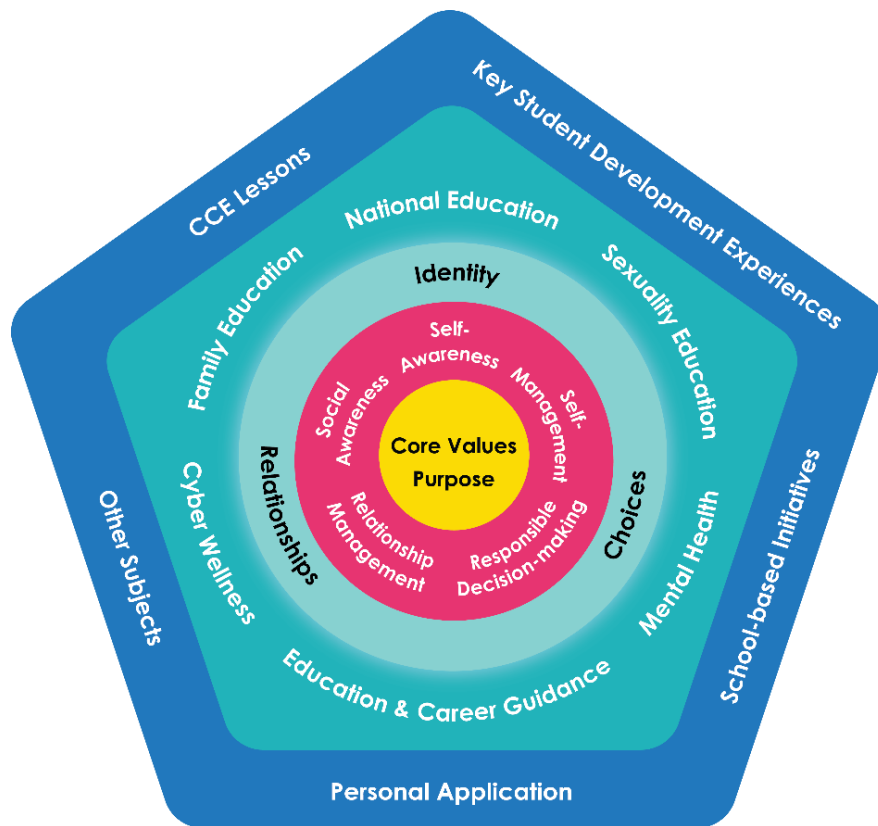

Figure 4: Enactment of CCE

These include CCE Lessons during curriculum time, Key Student Development Experiences (SDEs) beyond the classroom, school-based initiatives, 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 provide the time for teachers to engage and build relationships with their students through discussions and effective classroom strategies. Where possible, opportunities for student voice and participation should be afforded for students to design lessons and lead their peers for CCE lessons and Student Development Experiences.

   Broadly, there are three ways CCE lesson time is used:
   (i) Explicit teaching of values and social and emotional skills to address the holistic developmental needs of students (e.g. understanding emotions and how to regulate them, learning how to manage relationships, learning about sexuality, developing a sense of purpose in life);

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

(iii) Discussions on contemporary issues to enable our students to appreciate current realities in our national, regional, and global contexts, develop civic consciousness, as well as learn social-emotional competencies and 21CC skills such as civic literacy, cross- cultural skills, and global awareness.

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. For Pre-University institutions, some of these key SDEs include:
− Co-Curricular Activities (CCA);
− Education and Career Guidance (ECG) Experiences;
− National Education (NE) Commemorative Days;
− Conversations on Public Policies and Contemporary Issues;
− Student Leadership Development (SLD) Programmes; and
− Values in Action (VIA).

At the Pre-University level, the CCE Learning Outcomes contribute to equipping Pre-University students with the foundational knowledge, skills, and values for *self, team, and thought leadership.* Self-leadership involves personal mastery and effectiveness, team leadership involves growing the capacity to lead others with competence and care, while thought leadership is defined by the capacity to influence and create value through quality insight and innovation. Intentional and structured opportunities for SLD will also stand them in good stead for personal growth, and enable them to better contribute and lead in their families, relationships, future workplaces, and communities.

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**

Besides the Key SDEs, there are also SDEs which are school-based initiatives. These are programmes and activities that cater to the needs and interests of students within the school, and may also target specific groups of students within the school.

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 should take reference from the CCE Learning Outcomes and apply the guiding principles of student-

centricity, intentionality, and coherence to ensure that students' learning experiences meaningfully blend in with the overall school-wide approach to CCE.

Student-initiated Learning Journeys (LJs) is an example of an SDE that enables students to pursue an area of interest in alignment to the CCE Learning Outcomes. For example, students may engage in exploratory learning by visiting communities, national sites and agencies, and other places of interest (e.g. relating to diversity, the environment). Their insights may be applied to devising community projects to create awareness of and impact on community and social issues.

d) Other Subjects

At Pre-University level, CCE complements other learning platforms and subjects in the development of students. Subjects such as General Paper (GP), Project Work (PW), Economics, Geography, History and China Studies in English (CSE) equip students with the knowledge and skills to understand contemporary local, regional and global issues, engage with different perspectives and develop critical thinking and communication skills. Subjects such as Biology, Physics, and Chemistry also encourage students to explore the real-world applications and ethical implications of scientific experimentation and discoveries. Collaborative learning is a pedagogy featured in many subjects, providing regular opportunities for students to gain confidence in working with others and leading teams of peers. Where relevant, some projects undertaken in other subjects and other student development experiences (e.g. CCA) could also be extended and implemented as part of VIA. In addition, Physical Education (PE) encourages responsible decision-making in the areas of active and healthy living.

Schools can draw intentional connections between CCE and subject Learning Outcomes, allowing different learning platforms to reinforce the development of knowledge, skills and values in our students. For example, skills taught in CCE lessons on information literacy and conflict management can be applied in subjects where students are engaged in collaborative learning; as such, CCE lessons can be organised to complement the PW cycle. CCE lessons could also build on the content and skills developed in the Humanities, Sciences and GP lessons to enable deeper and broader discussions of contemporary issues. For instance, in History, students learn about key political and economic events; in Geography, students are encouraged to discuss solutions and take actions to achieve a more sustainable world. In Biology, students consider the ethical dimension in the study of embryonic stem cells, and discuss principles such as respect for persons' right to make self-determining choices, acting to benefit and not to harm others, and justice.

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 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 our 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.

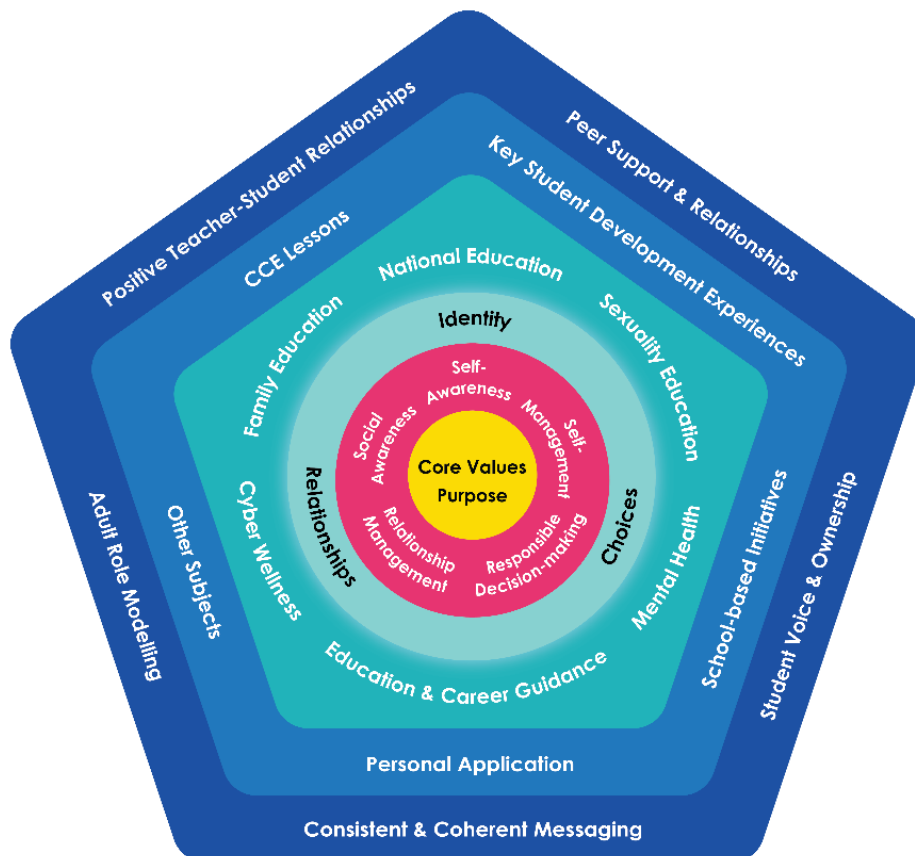### V.   A Caring and Enabling School Environment

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 the development of dispositions, skills, competencies and values. Schools are places where fundamental needs[19] can be met by building a caring community through positive relationships among staff and students, where there is mutual respect, care, and support for one another. When these needs are met, students feel more connected to their school and are motivated to own their learning, together.

---

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

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.

a) **Consistent and Coherent Messaging:** For schools to provide a conducive environment for learning in CCE, it is of critical importance that the messaging about values, character, social-emotional well-being, and citizenship is consistently and coherently communicated through various school experiences which the student encounters. 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 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, the students 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[20]. 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 and especially so for adolescents as they are more likely to turn to their friends rather than adults for help[21]. Within a school culture that engenders Peer Support and Relationships (PSR), students participate in fostering strong bonds of friendship 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, pro-social behaviours both online and offline, well-being and role-model good character (peer influencing). Taken together, these efforts contribute to the building of a caring and supportive peer culture, by students for students.

---

[20] Bowers, J.R., Rosch, D.M. & Collier, D.A. (2016). Examining the Relationship Between Role Models and Leadership Growth During the Transition to Adulthood. *Journal of Adolescent Research, 31*(1) 96-118

[21] Moran, S., Bundick, M., Malin, H., & Reilly, T.S. (2013). How supportive of their specific purposes do youth believe their family and friends are? *Journal of Adolescent Research, 28*, 348–377

e) **Student Voice and Ownership:** To establish an effective learning environment for CCE, it is critical to take into account student voice, and co-design learning approaches and activities that cater to their needs and interests. Creating space for students to be heard and ways for them to play an active role in what and how they learn, provide 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 (CCA), outdoor activities, Cyber Wellness, peer-support initiatives) 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.

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. 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. It also promotes positive attitudes towards learning, as students continue to grow based on discovery of new knowledge and insights. Effective CCE learning experiences provide students with opportunities to think, dialogue, reflect on, rationalise, and express their opinions, emotions, choices, and actions – especially on tensions and complexities that will become more apparent in adult life. 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 engagement and 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. Human

thinking is essentially dialogic and present in our everyday lives[22]. We are constantly sharing thoughts, knowledge, different viewpoints which, in dialogue, can serve us to develop our own – and our communities' – arguments and ideas and to advance in the construction of new knowledge. Thinking and reasoning necessarily requires listening to each other's ideas and learning from different perspectives in dialogue with each other and with ourselves[23]. Through facilitation and inquiry, 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, and is particularly important as it allows Pre-University students to build on CCE learning from their earlier schooling years.

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, 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.

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[24]. 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"[25]. 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

---

[22] Wegerif, R. (2011). *Towards a dialogic theory of how children learn to think.* Thinking Skills and Creativity. 6 (3) 179-190

[23] Wegerif, R. (2011). *Towards a dialogic theory of how children learn to think.* Thinking Skills and Creativity. 6 (3) 179-190

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

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

concrete experiences such as Student Development Experiences (e.g. CCA, SLD, VIA), as well as through approaches such as Game-Based Learning (e.g. use of simulations, card games, digital games). 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.

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. When considering local and global issues, Pre-University students should be encouraged to consider the context of those issues (e.g. cultural background, systems involved, history of those issues), develop clarity on their own ethical and moral positions, as well as understand that views may change over time. 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 and 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 / Civics Tutor 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 CCE Focus Areas, Lessons, Contemporary Issues and
Student Development Experiences (Pre-University)

4. CCE SYLLABUS CONTENT

The content of CCE is premised on the three big ideas of **Identity**, **Relationships** and **Choices**, and anchored on the teaching of core values and social-emotional competencies and citizenship dispositions to help students find a sense of purpose.

Overview of CCE Focus Areas, Lessons, Contemporary Issues and Key Student Development Experiences (Pre-University)

The content is organised around three focus areas and seven modules.

Focus Areas	Modules
Nurturing Well-being and Relationships	▪ Taking Care of our Mental Well-being ▪ Thriving in a Digital World ▪ Developing Healthy Relationships
Engaging Singapore and the World Around Us	▪ Moving Singapore Forward ▪ Making a Difference
Embracing the Future with Confidence	▪ Learning for Life ▪ Managing our Finances

The focus areas and modules represent learning contexts that are most relevant for Pre-University students. The acquiring of knowledge, skills, and values specific to these areas are crucial in helping our students prepare for adulthood.

As students develop and acquire the relevant knowledge, skills, values, and attitudes, they would be acquiring baseline competencies for self, team, and thought *leadership* for effective contribution in their spheres of influence.

Table 1 provides an overview of what students learn in their Pre-University experience.

Table 1: Overview of CCE Content

Focus Area	Pre-University
Nurturing Well-being and Relationships	**CCE Lessons**
	Transition to adulthood can be a difficult process. A coherent identity, positive self-identity, and healthy relationships will equip young persons to manage the realities of life. This focus area emphasises the importance of building and sustaining strong peer and family relationships, positive social interactions online and offline, and nurturing positive mental well-being. In this focus area, students learn to examine and manage factors that influence life purpose and sense of self, and strengthen sense of hope and well-being. They explore the difference between mental health problems and illnesses, and how to look out for and take better care of themselves and others, advocate against personal and social stigmas related to mental health, and actively co-create a caring and enabling environment in their schools, families, and communities. They learn how to navigate the help-seeking landscape, and take steps to deal with challenges, increasing responsibilities and future uncertainties. Students will also be equipped with values and skills to critically evaluate and discern online content and behaviours, better manage their personal information, and strengthen their proficiency in distinguishing fact and opinion, especially in the online domain. In addition, students consider the importance of respect for boundaries when building healthy relationships, and issues in sexual health and behaviours. Students learn how to mediate interpersonal conflicts, exercise skills to keep safe physically and psychologically from unhealthy relationships, and exercise sound judgment when managing relationships, both online and offline. Furthermore, students develop critical skills and dispositions that strengthen one's regard for the family and familial relationships, whilst recognising that no family is perfect, and one can aspire towards positive familial experiences for themselves in future.

	Contemporary Issues
	Discussions on current and relevant issues within this focus area could include these topics:
	• National and global trends in mental health
	• Online dangers and cyber security (e.g. fake news)
	• Impact of digital technologies on self and society
	• Emerging societal, cultural, and legal influences on sexual behaviours and expressions
	Student Development Experiences
	With reference to a Resilience Learning Tool, students reflect on their school experiences, such as classroom-based CCE lessons, CCA, VIA, Orientation, and identify the mindsets and skills to tap on, as well as support networks from the caring and enabling environment they are in, to overcome challenges These will enable students to strengthen personal resilience and nurture positive mental well-being, while building and sustaining strong relationships with their peers. As Pre-University students would have developed greater personal capacity and resources to manage complexities and navigate changes, there will be more student-led initiatives as teachers empower students to take on greater ownership of learning, while providing guidance and support. Through class dialogues, forums or social media campaigns, students will engage in discussions on building individual, class, school and community resilience, sharing and co-creating of approaches towards overcoming real-life challenges, as well as advocating and raising awareness for mental well-being, help-seeking efficacy and de-stigmatisation. As Pre-University students spend more time interacting with their peers, school experiences, such as CCA and Orientation, provide platforms for cross-level interactions. Seniors could share their personal stories, experiences, and tips, provide support and mentorship for their juniors as they transit from Secondary schools to Pre-University institutions, and guide them to explore their strengths, building resilience in the process. These efforts enable the development of a positive self-identity and healthy relationships with peers, thus equipping students to manage the realities of life.

Focus Area	Pre-University
Engaging Singapore and the World Around Us	**CCE Lessons**
	Pre-University students will be young adult members of society in the near future. It is important for them to cultivate an understanding and appreciation of local and global issues, explore what it means to be a citizen and member of the society, and to develop a sense of agency and purpose to respond to the needs of their communities and the larger society. In this focus area, students strengthen their competencies for engaging in conversations with others and their capacity to consider different perspectives on a range of contemporary issues and public policies. They celebrate Singapore's rich diversity, explore the values and stories that have made Singapore what it is today, and consider how they may continue to build Singapore and the world of tomorrow. Students learn to cultivate an interest in social and community issues, participate in community-building, and develop the values and competencies needed to become active, contributing members of society. In interacting with others, they develop empathy and understanding of different sectors and individuals in the community, and learn to develop interpersonal and communication skills. Students have opportunities to develop leadership skills and agency through the process of managing and implementing projects, rallying, and collaborating with others, and overcoming setbacks and conflicts in the course of their projects.
	Contemporary Issues
	Discussions on current and relevant issues within this focus area could include these topics: • Social cohesion, diversity, and harmony • Environmental sustainability • Population issues • Local and global economy • National security and defence • Foreign policy and diplomacy • Other policies (e.g. housing, healthcare, land use, manpower)

	Student Development Experiences
	National Education (NE) Commemorative Days provide opportunities for students to develop civic consciousness, an appreciation for socio-cultural diversity, and an understanding of their national values and identity. Through activities and discussions related to the four Commemorative Days (i.e. Total Defence Day, International Friendship Day, Racial Harmony Day, and National Day), students deepen their appreciation of our shared past, develop critical knowledge of Singapore's realities, and strengthen students' sense of ownership towards co-creating our future. Conversations on public policies and contemporary issues, such as dialogue sessions with leaders across society, help students consider the impact of contemporary social, economic, environmental, and security issues on a personal, community, and national level. They are exposed to the considerations and complexities in such issues, and also consider a range of perspectives from different stakeholders. Schools could also organise on-site or digital Learning Journeys (LJs) to develop in students an appreciation of the people, places, and perspectives on Singapore. As part of Blended Learning, students could conduct their own field trips, to complement their CCE learning in school. This may include visits to sites of interest, or pre-arranged interviews or interactions with community groups, which provide authentic opportunities to connect with different communities and stakeholders, as well as explore perspectives on contemporary issues and public policies. Values in Action (VIA) and other service-learning or student-initiated projects, enable students to take the initiative to lead and contribute to change. In the process of their involvements and projects, students also develop leadership and networking competencies, such as rallying their team members and other stakeholders towards effecting positive change, as well as managing and making decisions along the course of their projects. Student leadership opportunities, such as camps, formal and informal leadership appointments (e.g. through CCA, class committee, or for school events such as Orientation), and structured mentoring opportunities, also enable students to develop leadership competencies, thus contributing to their capacity to bring about positive influence and change in various spheres of life. Schools could organise talks, seminars, and share case studies on inspiring leaders and individuals who can motivate students towards team and thought leadership, and to contribute towards positive outcomes wherever they are.

Focus Area	Pre-University
Embracing the Future with Confidence	**CCE Lessons**
	We live in an evolving and dynamic world. Students need to be able to navigate complexity, as well as be adaptable and agile, to embrace a future that is very different from that of their predecessors. This focus area anchors in developing students' competencies for lifelong learning, responsible stewardship, and independent decision-making. It also emphasises the importance of broadening one's view of success, and respecting all forms of work. In this focus area, students are equipped with the necessary knowledge, skills, and values to make informed decisions at each key stage of their lives for transition from school to further education or work, and to manage their career pathways and lifelong learning throughout their lives. With a greater understanding of their strengths, abilities, and life's purpose, they can develop qualities of proactivity, adaptability, and resilience to prepare themselves to learn for life. With impending adult responsibilities, students will also need to be grounded in their values, be aware of their priorities, and be equipped to manage various aspects of personal finance and digital transactions. In understanding the importance of setting financial goals, creating a budget, the uses and risks of credit, these knowledge will provide a foundation for applying values of prudence and stewardship as they exercise accountabilities in planning for their future through investments.
	Contemporary Issues
	Discussions on current and relevant issues within this focus area could include these topics: • Understanding one's identity and life purpose • Developing career and -life planning and decision-making readiness in light of labour market statistics and emerging industries • Diversity at the workplace • Growth and adaptability for a changing landscape

	Student Development Experiences
	Education and Career (ECG) Experiences enable students to gain greater awareness about higher education and career pathways, learn work preparatory skills, work values and familiarise themselves with the world of work. These experiences enable them to make informed decisions in their transition to higher education, and from higher education to work. Examples of such experiences include cohort experiences such as Education and Career Talks, visits to Institutes of Higher Learning, Industry Organisations, and Career Exhibitions and Education Fairs. Schools may also organise small group or cohort workshops on work preparatory skills such as Interview Skills, Grooming and the Building of Career Portfolios.

APPENDIX A: REFERENCES

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

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

Arnett, J. J., Mitra, D., (2018). Are the Features of Emerging Adulthood Developmentally Distinctive? A Comparison of Ages 18–60 in the United States. *Emerging Adulthood,* 1-8.

Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives, 1*, 68–73.

Bandura, A. (2008a). Towards an Agentic Theory of the Self in Self-Processes, Learning, and Enabling Human Potential, Eds. H.W. Marsh, R.G. Craven, & Dennis M. McInerney. Information Age Publishing: 15-49

Bandura, A. (2008b). An agentic perspective on positive psychology. In S. J. Lopez (Ed.), Positive psychology: Expecting the best in people (Vol. 1). New York: Praeger.

Bowers, J.R., Rosch, D.M. & Collier, D.A. (2016). Examining the Relationship Between Role Models and Leadership Growth During the Transition to Adulthood. *Journal of Adolescent Research, 31*(1) 96-118.

Bowker, J.C., Adam, R.E., Fredstrom, B.K., Gilman, R. (2014). Experiences of being ignored by peers during late adolescence: Linkages to psychological maladjustment. *Merrill-Quarterly, 60*(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.

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

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

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

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

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.

Hatchimonji, D. R., Linsky, A. V., & Elias, M. J. (2017). Cultivating noble purpose in urban middle schools: A missing piece in school transformation. Education, 138(2), 162–178.

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.

Kohlberg, L., and Hersh, R.H. (1977). Moral development: A review of theory. *Theory into Practice*, *16*(2), pp. 53-59.

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

Larson, R.W, & Angus, R.M. (2011) Adolescents' Development of Skills for Agency in Youth Programs: Learning to Think Strategically". *Child Development*, 82(1), Raising Healthy Children, 277-294.

Malin, H., Ballard, P.J., & Damon, W. (2015a). Civic purpose: An integrated construct for studying civic development in adolescence. *Human Development, 58*(2),103–130.

Moran, S., Bundick, M., Malin, H., & Reilly, T.S. (2013). How supportive of their specific purposes do youth believe their family and friends are? *Journal of Adolescent Research, 28*, 348–377

Oyserman, D., Elmore, K. and Smith, G. (2014). Self, self-concept and identity. In M.R. Leary and J.P Price (Eds.). *Handbook of Self and Identity* (pp. 69-104). New York: The Guilford Press

Oyserman, D. (2007). Social identity and self-regulation. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (2nd ed., pp. 432-453). New York: Guilford Press.

Rosenblum, G.D., & Lewis, M. (2006). Emotional Development in Adolescence in *Blackwell Handbook of Adolescence,* Eds. G. Adams & M. Berzonsky. Blackwell Publishing.

Schwartz, S. J., Zamboanga, B. L., Luyckx, K., Meca, A., & Ritchie, R. A. (2013). Identity in emerging adulthood: Reviewing the field and looking forward. *Emerging Adulthood, 1*, 96–113.

Schwartz, S. (2007). The Structure of Identity Consolidation: Multiple Correlated Constructs or One Superordinate Construct? *Identity, 7*(1), 27-49.

Wegerif, R. (2011). *Towards a dialogic theory of how children learn to think.* Thinking Skills and Creativity. 6 (3) 179-190