

Guidelines for eCCA

This document presents information for **coaches and instructors** on the guidelines, broad learning areas and ideas provided to schools for the implementation of eCCA. A list of resources and professional development opportunities is also provided for coaches and instructors who wish to upskill to conduct CCA effectively via e-modes.

A. BROAD GUIDELINES TO IMPLEMENT eCCA

Quality of Learning Experiences	<p>Online activities, synchronous¹, asynchronous², or a blend of both, should provide meaningful and engaging learning experiences to achieve relevant CCA learning outcomes.</p> <p><u>All eCCA activities</u>, whether synchronous or asynchronous, should be duly endorsed by the school before they are conducted/implemented.</p>
Safety of Students	<p>To ensure the physical and emotional well-being of students, simple routines and parameters such as proper attire, online etiquette, sufficient space for safe physical activities etc. should be put in place.</p> <p>Where activities involve synchronous learning online using video conferencing tools, teachers will host the session. Instructors are not allowed to engage the students privately without teachers' presence.</p>
Expectations of Instructors	<p>All instructors are expected to adhere to the guidelines under "Expectation of Instructors" when conducting and planning activities for students during eCCA.</p>
ICT & IP Matters	<p>Instructors are to work closely with schools to decide on suitable online platforms. Common online platforms used by schools include Google Meet and Zoom.</p> <p>Instructors should also comply with intellectual property (IP) regulations when using content from other sources in synchronous or asynchronous online delivery of CCA.</p>

¹ Synchronous engagement includes real-time interaction (i.e. live streaming, video conferencing etc) with teachers/instructors in a group setting using suitable online platforms such as Google Meet and Zoom.

² Asynchronous engagement taps on pre-recorded resources and content that allow students to learn at their own pace, with no real-time interaction with teachers/instructors.

<p>Payment of Services</p>	<p>Contract variation for digital delivery of CCA must be duly completed due to the change in scope of service from face-to-face to digital delivery.</p> <ul style="list-style-type: none"> • For instructors on Mode I, this is covered under the Variation Agreement (VA) for Initial Payment (IPT). If instructors accept the VA offer, the provisions are included. • Instructors that are not eligible for IPT (e.g. Mode II) or have rejected the IPT offer, will need to complete a separate VA for digital delivery. <p>Instructors should be paid for hours, at contracted rates, equivalent to the duration of planned student activities via alternative modes.</p> <p>The planned student activities could include synchronous online activities (through video conferencing) or asynchronous activities (e.g. going through content or resources online). Instructors and schools should agree on the duration of these planned activities.</p>
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B. STUDENTS' LEARNING IN eCCA

1. Modes of Delivery

eCCA can be conducted using a combination of synchronous and asynchronous modes of delivery to engage students meaningfully. The following activities can be considered:

- Videos, readings and other materials to engage students to learn at their own pace and/or through meaningful asynchronous or synchronous discussions.
- Student projects / presentations on CCA-related areas to extend student awareness of matters related to their CCA.
- Activities that are feasible to be conducted by teachers, instructors or CCA leaders through "live" online lessons for students at home
- Activities for students to record performances or facilitate self-reflection on training progress through e-Journals or other online platforms.

2. Broad Learning Areas for eCCA

In designing students' learning in eCCA, the following broad learning areas for the respective CCA types can be considered:

CCA	Broad Learning Areas
Physical Sports	<p>In designing and delivering online Physical Sports CCA experiences, teachers/instructors can consider students' <u>Psychomotor development</u> and focus on students' sport-specific techniques and skills, or strength & conditioning, agility, balance and coordination or fundamental movement skills.</p> <p>In addition, teachers/instructors can consider students' <u>Cognitive development</u> in sports, which covers the knowledge, skills and application of training principles (e.g. FITT), sport-specific rules, regulations and tactics.</p> <p>Students' <u>Character and Social-emotional development</u> can also be covered to enhance students' growth mindset, sportsmanship (e.g. values of integrity, respect, and resilience) or sport-specific etiquettes during trainings and competitions.</p>
Visual & Performing Arts (VPA)	<p>In designing and delivering online VPA CCA experiences, teachers/instructors should continue to provide opportunities for students to <u>Present, Respond, Appreciate and Create</u>.</p> <p>In Presenting and Responding, students demonstrate their skills in the Art form, think critically about artistic works and use various modes to express their views, through the online space.</p> <p>In Appreciating, students can relate aesthetically, affectively and cognitively to the Art form and the context of artistic works that are available online. In Creating, students can be encouraged to explore, experiment and express themselves, digitally, using the Art Form and its conventions.</p>
Clubs & Societies	<p>In designing and delivering online Clubs & Societies CCA experience, teachers/instructors can explore and extend students' interests in wide and/or specialised areas as aligned to their school-based learning foci and CCA learning outcomes.</p> <p>Teachers-in-charge of Clubs & Societies can leverage the affordances of technological platforms to engage students actively to new ideas and experiences so that they are able to articulate, apply and reflect on their understanding of knowledge and skills of CCA content in real life.</p>

C. PROFESSIONAL SUPPORT FOR CCA INSTRUCTORS

Instructors may require additional skillsets to conduct meaningful activities through eCCA. A list of training grants and Professional Development (PD) programmes offered by our partners (e.g. CoachSG, NAC and NICA.) can be found below:

Relevant Professional Development Programmes	Links
<p>Art Resource Hub (ARH) The ARH set up by NAC to provides arts freelancer with a range of resources, including information on training programmes to enable arts practitioners to continue and sustain their practice.</p>	Click here
<p>CoachSG Learning Resources: Step by step document on various topics on delivering e-coaching and more</p>	Click here
<p>CoachSG e-Workshops: Step by Step video clips on various topics on delivering e-coaching sessions and updates on latest Home Based Learning Packages via Facebook or Instagram.</p>	Facebook link Instagram link
<p>CoachSG Learning Resources: How to Design an E-Coaching Session Bringing our coaching online may seem foreign to most but it has many similar principles as coaching physically. This guide will enable you to prepare your online coaching sessions through step-by-step guidance and provides questions that you can ask yourself to ensure an enjoyable and effective coaching experience both for you and your athletes.</p>	Click here Click here for video
<p>CoachSG Learning Resources: Quick-Starter Guide on Using Video-Conferencing Tools for E-Coaching CoachSG has compiled a quick starter guide on available video-conferencing platforms that you can use to conduct your coaching online. Included in this guide are quick starter videos, features of the respective platforms and also price plans. Most of the mentioned platforms provide free features that are sufficient to kickstart online coaching sessions.</p>	Click here Click here for video
<p>CoachSG Learning Resources: Designing a Word Up Challenge CoachSG shares the ways to record your videos and how to convert them into gifs so that you will be able to create your own Word Up Challenge.</p>	Click here Click here for video
<p>CoachSG Home Based Learning: Fundamental Movement Skills (FMS) The ABCs of Physical Literacy are really the FUNdamental Movement Skills (FMS). They are the building blocks of more complex and specialised movement skills that we see performed in sports. CoachSG has partnered with Activesg NurtureKids Team to develop the FMS Word Up Challenge. Coaches, Parents and Teachers can use this resource to engage their kids in creating words and sequence of skills. Make them FUN and add music to the movements so that our kids are excited, engaged and enjoy the activity whilst improving their physical literacy</p>	Click here Click here for video
Training Grants	Links
<p>NAC Capability Development Grant The Capability Development Grant (CD Grant) encourages and supports the continuous professional development of the people who work in the Singapore arts and culture sector. The CD grant can be used for workshops, masterclasses, seminars, conferences, residences and other professional training and skills development programmes.</p>	Click here
<p>CoachSG Coach Development Grant The Coach Development Grant (CDG) provides financial assistance to individual sports coaches who wish to upgrade their coaching knowledge and skills via attending coaching attachments, conferences, short-term courses, workshops and seminars as well as obtaining a Degree or Diploma, both locally and overseas</p>	Click here
Additional Support	Links
<p>National Instructors and Coaches Association (NICA) NICA supports coaches and instructors from sports, outdoor learning and adventure, visual and performing arts, and fitness, in strengthening skills, standards and opportunities. We welcome coaches and instructors to join in NICA's programmes and workshops that equip coaches & instructors to deliver new ways of learning.</p>	Click here Facebook link Email