

## INFOSHEET ON KEY CHANGES UNDER CCE 2021

| <b>Key Change 1: Integrating CCE into school lessons and activities</b> |  |
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| Key Student Development Experiences                                     | <p>These shared experiences provide students with authentic, structured learning beyond the classroom.</p> <p>To deepen students' exploration of their Singaporean identity through heritage, culture and the arts, MOE and the National Heritage Board (NHB) have introduced enhancements to Museum-Based Learning (MBL)* as part of cohort Learning Journeys, from 2020.</p> <p>*MCCY will share more details on MBL at their COS.</p>   |
| CCA Experiences   | <p>In line with our ongoing efforts to redefine CCA experiences, MOE will embark on the following changes:</p> <p>a) <b><u>Piloting the removal of CCA selection trials for primary schools</u></b></p> <p>The pilot, with three different models of CCA allocations, started in eight schools in 2020:</p> <ul style="list-style-type: none"> <li>• Model 1: Students are allocated their first choice CCA (<i>Pilot schools: Alexandra Primary School, Ang Mo Kio Primary School, and Rivervale Primary School</i>)</li> <li>• Model 2: Students are allocated their first choice CCA for selected CCAs (<i>Pilot school: Yumin Primary School</i>)</li> <li>• Model 3: Students allocated a CCA within their top-ranking choices<sup>1</sup>, based on other criteria beyond aptitude (<i>Pilot schools: Clementi Primary School, Gongshang Primary School, Huamin Primary School, and Pei Chun Public School</i>)</li> </ul> <p>b) <b><u>Piloting the Strategic Partnership-CCA (SP-CCA) for Secondary Schools</u></b>, in partnership with MCCY, to provide students with the opportunity to participate in CCAs that are not offered by their schools.</p> <ul style="list-style-type: none"> <li>• Since the pilot started in 2019, 40 students have participated in the programme. Currently, Athletics and Ethnic Dance SP-CCAs have been piloted.</li> </ul> |

<sup>1</sup> Schools can decide on the range of top-ranking choices, within which students can be allocated a CCA. For example, some schools may allow students to be allocated a CCA within their top three choices.

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|   | <ul style="list-style-type: none"> <li>• We are exploring the possibility of including a team sport as part of the pilot.</li> </ul> <p>c) <b>Piloting of combined teams</b> for schools with small enrolment for certain CCAs, or schools looking to provide their students with more opportunities for social mixing:</p> <ul style="list-style-type: none"> <li>• Pilot schools include (i) Alexandra Primary School and Blangah Rise Primary School for Senior Girls Basketball; (ii) Ang Mo Kio Secondary School and Peirce Secondary School for 'C' Girls Table Tennis; (iii) ACS(I) and Anglo-Chinese Junior College for 'A' Boys Waterpolo; and (iv) ACS (Barker) and Queensway Secondary School for 'C' Boys Hockey.</li> </ul> |
| <b>Key Change 2: Enhancing Mental Health and Cyber Wellness Education</b> |  |
| Mental Health Education   | <p>We will <b>explicitly feature Mental Health education in CCE lessons</b>, beyond equipping students with social emotional competencies.</p> <p>Students will be explicitly taught how to maintain their well-being, better understand common mental health problems and their symptoms, recognise signs of mental distress, know when and how to seek help and support, and develop empathy and care towards people with mental illness.</p>  |
| Cyber Wellness Education  | <p>We will feature Cyber Wellness education more strongly across the curriculum, with <b>an average of 50% more time spent on discussion of Cyber Wellness issues during CCE lessons for primary and secondary levels.</b></p> <p>The new curriculum will emphasise equipping students with the skills to recognise risks in the digital space, identifying and discerning negative influences and inappropriate websites, and managing excessive use of social media, using authentic scenarios, such as interactive video discussions.</p>   |
| Peer Support Structure  | <p><b>By 2022, all schools will establish a peer support structure and culture.</b></p> <p>Students will actively learn how they can better support one another emotionally and socially, promote mental well-being and cyber wellness, and advocate for a more supportive environment, while still having teachers and school counsellors whom they can escalate the issues to.</p> <p>This will be done through the following:</p>   |

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|   | <ul style="list-style-type: none"> <li>• Broad-based education for all students on what it means to give peer support (e.g. how to look out for one another, have empathy).</li> <li>• Selection of a group of peer support leaders to take on a more active role in supporting and looking out for peers.</li> <li>• Building up teacher capacity to role model a culture of care by building strong relationships with and among students.</li> </ul>                             |
| <b>Key Change 3: Greater Emphasis on Teaching of Moral Values in Primary Schools</b>              |   |
| CCE (MTL)   | <p>There will be <b>greater emphasis on the teaching and learning of moral values</b> using cultural stories, practices, songs, idioms and proverbs unique to each MTL.</p> <p>Students will explore how values are lived in the past in our communities, and the relevance of these values to our lives and today's context.</p>   |
| Form Teacher Guidance Period (FTGP)   | <p>FTGP will be broadened to include topics related to National Education and citizenship, which are currently part of the CCE (MTL) curriculum.</p> <p>These topics are more effectively taught and learned in a multicultural setting, where students are exposed to different cultural perspectives and personal stories, and are better able to develop deeper inter-ethnic understanding and appreciation.</p>   |
| <b>Key Change 4: Facilitating Regular Discussions on Contemporary Issues in Secondary Schools</b> |   |
| Facilitating Discussions on Contemporary Issues   | <p><b>Contemporary issues will be discussed in CCE lessons at least once a fortnight in secondary schools.</b> Through discussions on issues such as bullying, online media, environmental sustainability, and race and religion. Students will learn to listen actively, converse respectfully, and develop openness to perspectives that differ from their own.</p>   |
| Professional Development of Teachers  | <p>With regular discussions of contemporary issues in CCE lessons, some topics which are complex or sensitive, may require specialised skills and competencies to facilitate.</p> <p><b>By 2022, a select group of specialised CCE teachers in every secondary school will be equipped with skills to facilitate the learning of complex and sensitive topics in CCE.</b> They will co-facilitate these lessons with Form Teachers (FTs) and coach the FTs through the process.</p> |