

2024 Primary 1
Students'
First Day of School

Principal's Welcome
Address
2 Jan 2024

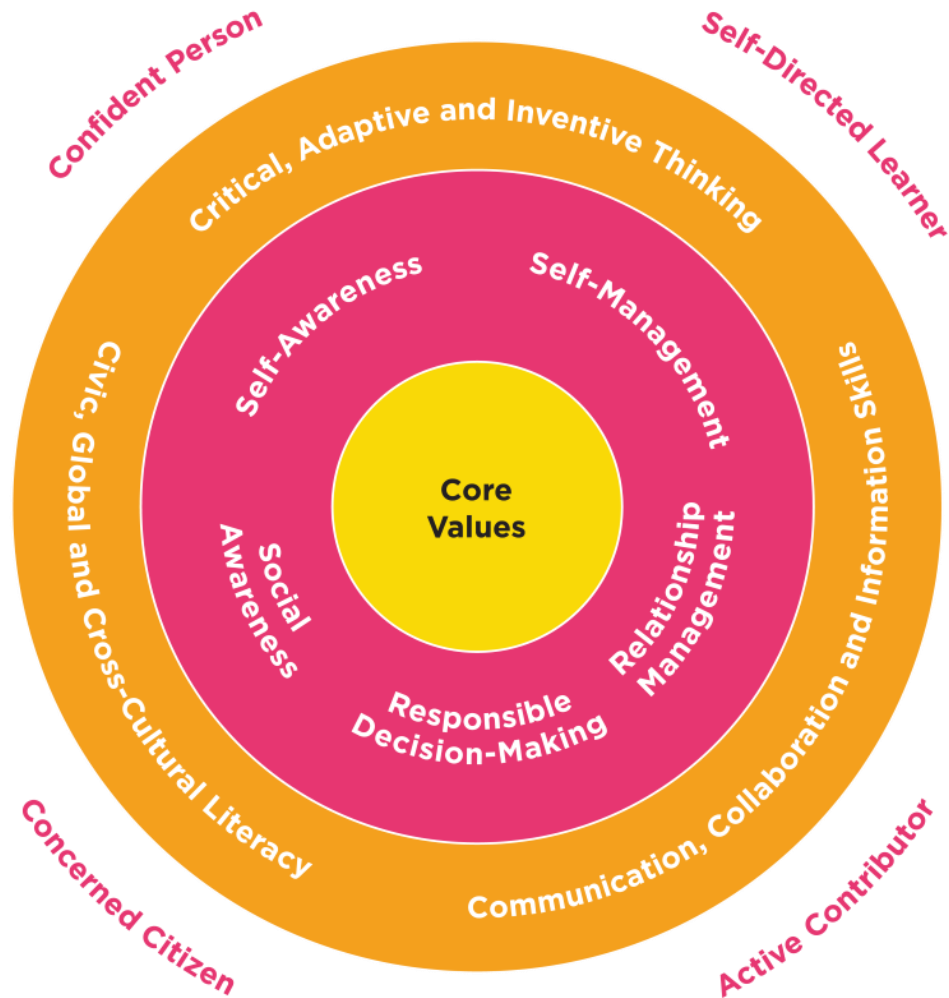


Our Beliefs

- We love, value and accept our students for who they are.
- We believe that every child is special and talented in his/her own way and seek to bring out the best in each of our students.
- We believe that, with effort, our students can learn and are capable of achieving their personal best.



MOE's Framework for 21st Century Competencies and Student Outcomes



Our School Vision, Mission and Values

- **Vision:** Leaders of Character, Critical and Creative Thinkers, Lifelong Learners.
- **Mission:** Nurture the whole child in a caring, innovative, collaborative and vibrant learning environment.
- **Values:** (RI²C²E) Resilience, Innovation, Integrity, Care, Collaboration & Excellence
- **Motto:** The Best that We Can Be

Our Focus:
Empowering Our Students To
Learn For Life &
Thrive In The 21st Century

Preparing Our Students For Life And
Lifelong Learning

Preparing Our Students For Life And Lifelong Learning: Students as Leaders and Learners

Leaders of Character

- Leaders of character and concerned citizens who contribute positively to the school, community and nation

Self-directed, Lifelong Learners

- Empowered, self-directed lifelong learners who take ownership of their learning and are able and willing to learn for life



SCHOOL-PARENT PARTNERSHIP

It takes a village to raise a child.

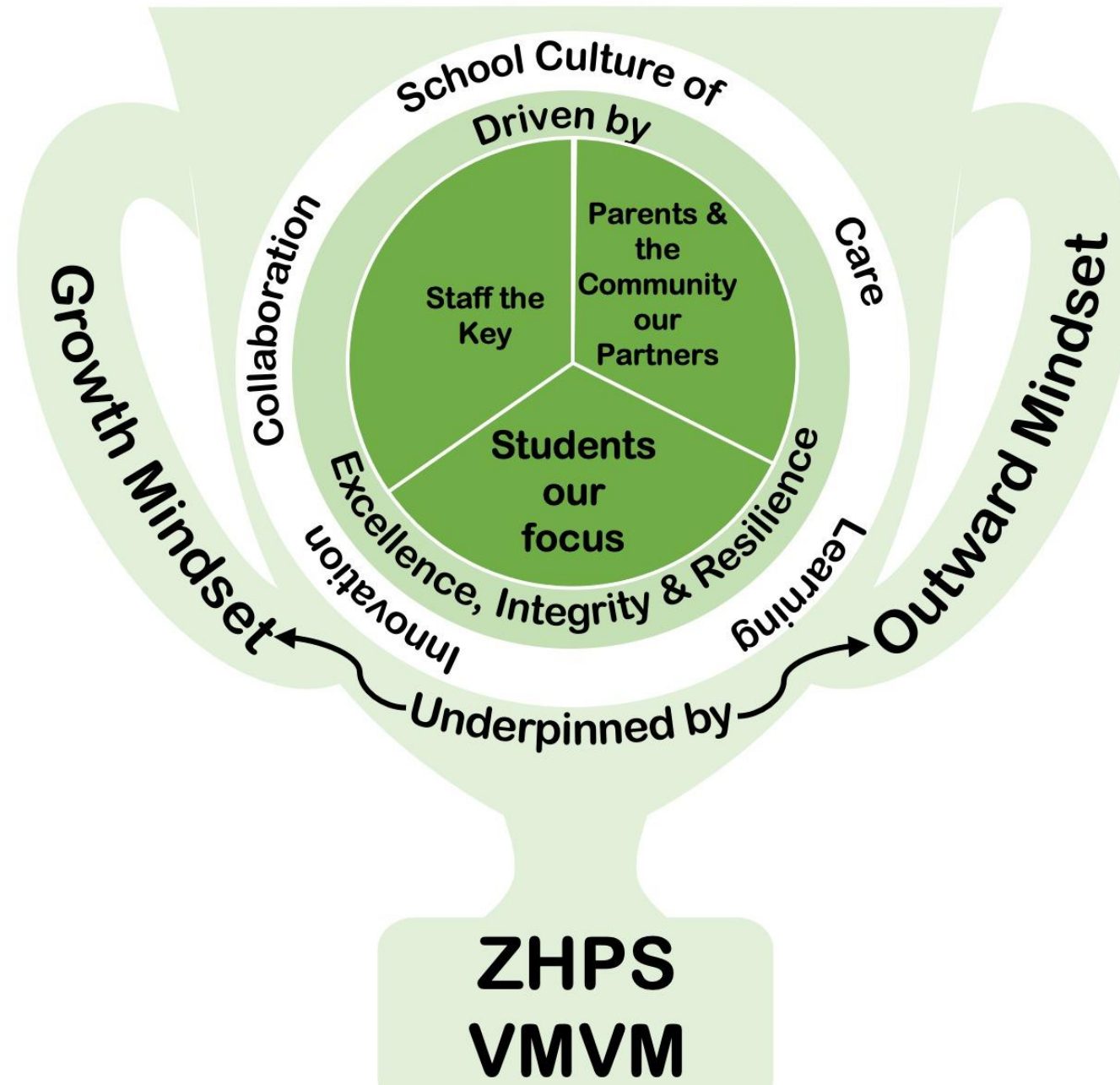




Our Zhenghua Philosophy

- Students our Focus
- Staff the Key
- Parents & the Community our Partners

Our CLIC Culture - Culture of Care, Learning, Innovation & Collaboration



Culture

: The way we do things here, in terms of behaviour, attitudes and beliefs.

: What we care about, believe in and value most

Students as Active, Self-Directed Learners & Collaborators

Learning Dispositions and Students' Role in the Learning & Assessment Process

Interactions with Teachers

- Listen attentively and take notes
- Ask questions to clarify understanding and extend learning
- Assess work against success criteria
- Be receptive to feedback and act on it for improvement
- Reflect on learning and take steps to improve learning

Interactions with Peers

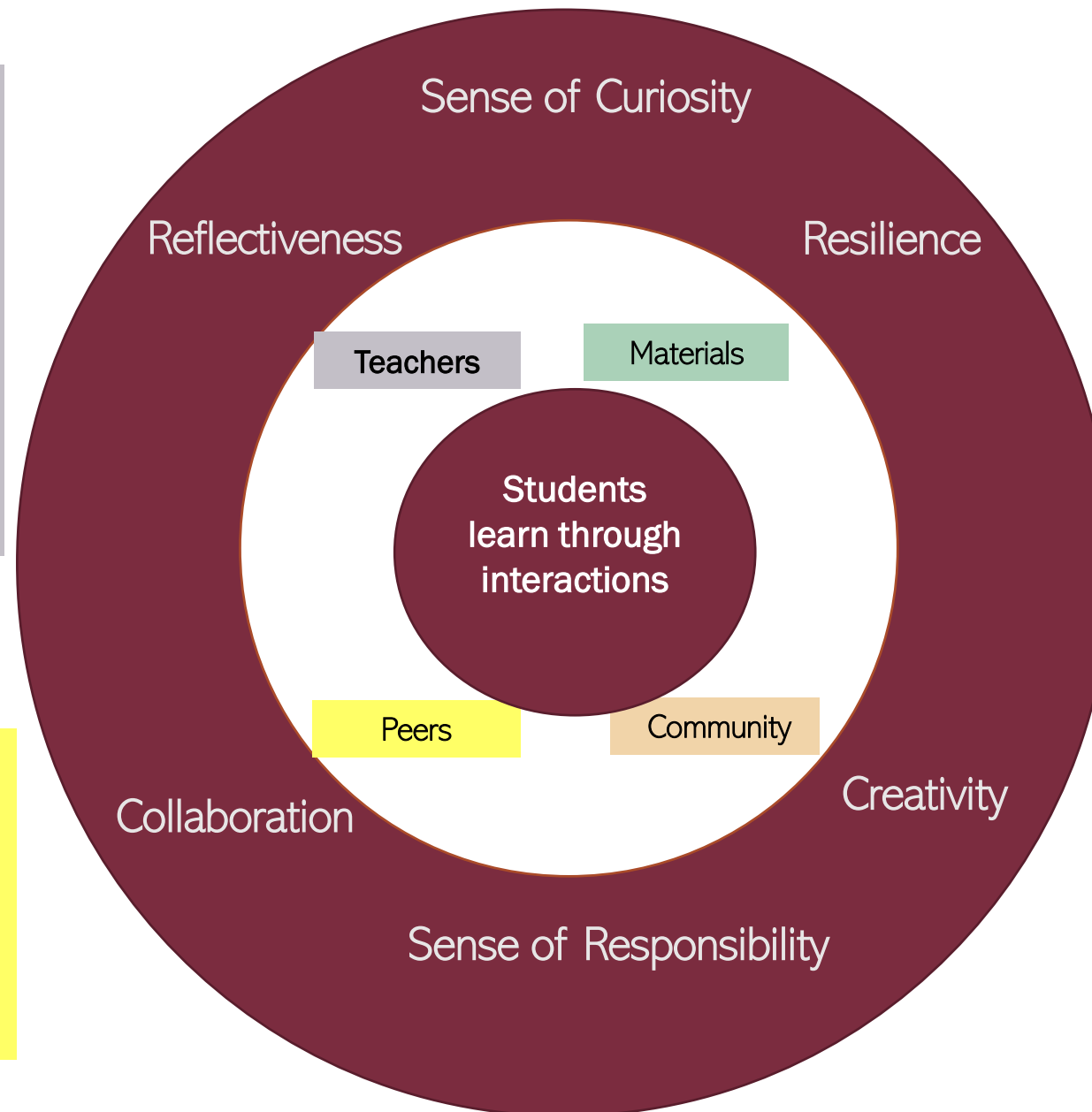
- Listen to peers and give constructive peer feedback respectfully
- Share with peers confidently
- Improve and build on one another's ideas

Interactions with Materials

- Prepare materials needed before class
- Revise content
- Complete homework thoughtfully
- Apply strategies effectively
- Reflect on and connect learning

Interactions with the Community

- Approach expert others to extend and support learning (e.g. parents, internet, books)
- Create new knowledge/products of value to society



Zhenghua Learning Dispositions (LDs)	PRAISE Learning Dispositions (MK & Pre-Schools)
Resilience	Perseverance
Reflectiveness	Reflectiveness
Collaboration	Appreciation
Creativity	Inventiveness
Sense of Curiosity	Sense of wonder and curiosity
Sense of Responsibility	Engagement

Learning Dispositions are positive behaviours and attitudes that help children to become lifelong learners

Zhenghua Learning Dispositions

PRAISE Learning Dispositions (MK & Pre-Schools)

Resilience

- I am not afraid to make mistakes. Mistakes help me to learn.
- When I am learning something unfamiliar or hard, I will try my best and not give up.

Perseverance

- Children will keep working at a task to complete it.
- They do not give up even though it is challenging.

Reflectiveness

- I think about how I am learning.
- I take steps to improve my learning.
- I apply what I have learnt to new learning experiences / challenges.

Reflectiveness

- Children will think back about what they have done, seen, heard or felt in their experiences.
- They will generate alternative ideas, gain new knowledge to improve their learning

Zhenghua Learning Dispositions		PRAISE Learning Dispositions (MK & Pre-Schools)	
Collaboration	<ul style="list-style-type: none"> • I will listen to and learn from others. • I will share what I know with others and help them learn. 	Appreciation	<ul style="list-style-type: none"> • Children will be able to recognise individual qualities. • They will listen to and respect the views of others.
Creativity	<ul style="list-style-type: none"> • I am flexible in my way of thinking and way of doing things. • I explore various ideas and possibilities. • I generate different solutions to challenges. 	Inventiveness	<ul style="list-style-type: none"> • Children will be flexible in their thinking. • They are willing to try out something new or different and will explore doing things in different ways

Zhenghua Learning Dispositions		PRAISE Learning Dispositions (MK & Pre-Schools)	
Sense of Curiosity	<ul style="list-style-type: none"> • I am interested to find out more about the world around me. • I ask questions to understand why things happen and how things work. • I am interested to explore new experiences and learn new things. 	Sense of Wonder & Curiosity	<ul style="list-style-type: none"> • Children will show interest in the world they live in. • They are not afraid to ask questions and like to explore and discover new things.
Sense of Responsibility	<ul style="list-style-type: none"> • I ask questions, find solutions and seek help when I don't know something. • I complete my learning tasks to the best of my ability. 	Engagement	<ul style="list-style-type: none"> • Children will immerse in what they are doing and enjoy what they do. • They will take ownership of their learning and do the best they can.

Teachers – in a learning partnership with students

- Motivator [*Care*]
 - Encourage students to believe in themselves, stay resilient and see challenges as opportunities for learning and growth.
 - Pay attention to the affective dimension of feedback and affirm students for their effort, progress and small successes, e.g. when they act on feedback.
- Culture-Builder [*Care*]
 - Connect learning to values and social-emotional learning and build a positive classroom culture in which students' voices are heard and students feel safe to share their thoughts and feelings, contribute ideas, give and receive feedback.

Teachers – in a learning partnership with students

- Enabler [*Learning*]
 - Equip & empower students to be active agents in the learning process by building their assessment literacy and involving them in the assessment process.
 - Equip students to set goals, understand learning intentions and success criteria and develop their ‘nose for quality’
 - Develop students’ capacity to monitor, evaluate and advance their learning by
 - providing opportunities to reflect on learning
 - equipping students to
 - assess their work against success criteria,
 - give and receive peer feedback constructively and
 - understand and act on teacher/self/peer feedback.

Teachers – in a learning partnership with students

- Learner & Designer [*Learning & Innovation*]
 - Model lifelong learning, reflect on and improve pedagogical and assessment practices.
 - Apply professional learning to design learning experiences and assessment practices that meet students' needs and involve them as active, self-directed learners.
- Collaborator [*Collaboration*]
 - Co-construct learning goals, success criteria and learning experiences with students, value students' opinions and involve them in decision-making as collaborators in the learning process.
 - Provide opportunities for students to discuss their learning and learning gaps with teachers, peers and parents.
 - Collaborate with parents to support students in their learning.

School Leaders & Key Personnel

- Culture-Builders [*CLIC*]
 - Shape the culture of assessment within the school / department and set assessment directions and priorities that support assessment practices and plans aligned to our assessment vision, culture and beliefs
- Learners & Change Agents [*Learning and Innovation*]
 - Model lifelong learning (keep abreast of good assessment practices and assessment research, learn from knowledgeable others) and share and apply the learning to drive change and growth in the school community

School Leaders & Key Personnel

- Collaborators & Critical Friends [*Care & Collaboration*]
 - Work alongside teachers to design, review and improve learner-centred assessment practices
 - Engage in conversations to build shared understanding, seed ideas, clarify questions, make connections and provide support
 - Engage parents to promote a better understanding of the school's approach to learner-centred assessment and stronger school-parent partnership to support the child's holistic learning and development
- Resource Provider [*Care and Collaboration*]
 - Protect time for sustained collaborative professional learning and innovation
 - Connect colleagues with external knowledgeable others to impact teacher development and student learning

Parents as Partners

Parents partner teachers and the child to develop their child's skills, habits and learning dispositions to be a self-directed lifelong learner.

■ Motivator (Care)

- Encourage your child to persevere and demonstrate values and learning dispositions when he/she encounters difficulties.
- Affirm your child when he/she puts in effort, makes progress and demonstrates values and learning dispositions.
- Affirm your child when you see him/her
 - learning something new and not giving up even when it's difficult
 - being self-directed in his/her learning

Parents as Partners

Parents partner teachers and the child to develop their child's skills, habits and learning dispositions to be a self-directed lifelong learner.

- Lifelong Learner & Culture-Builder – shaping a culture for learning in the home
 - Be a role model to your child as a lifelong learner, e.g.
 - share your stories as a lifelong learner such as learning new skills, retraining for new jobs
 - Encourage your child to be curious and observant and develop a love for reading and learning
 - If you don't know the answers to his/her, questions, say: “let's learn and find out together”
 - Help your child see connections between what he/she learns and everyday life
 - Provide a quiet, conducive space at home for study and homework
 - Help your child to practice good study habits and develop routines for study, play and hobbies

Parents as Partners

Parents partner teachers and the child to develop their child's skills, habits and learning dispositions to be a self-directed lifelong learner.

- Collaborator – Collaborating with your child and the school in the learning process
 - Have a conversation with your child about his/her learning goals and progress. This could take place
 - each term, when your child sets and reviews his/her learning goals and progress and shares them with you
 - during PCTC, when your child shares reflections on learning progress, character growth and the support needed
 - Make time for your child and take an interest in your child's learning
 - Some questions you can ask: What was something interesting you learnt today? What questions did you ask? What ideas did you contribute to the class discussion? How are you becoming more self-directed as a learner?
 - If your child is interested in something, support him/her in exploring it further, e.g. borrow books, look up websites or videos together, take your child on a field trip.

Parents as Partners

Parents partner teachers and the child to develop their child's skills, habits and learning dispositions to be a self-directed lifelong learner.

- Collaborator – Collaborating with your child and the school in the learning process
 - If your child does not understand the teacher or has difficulties completing homework, alert the teacher and encourage your child to seek clarification and support from the teacher.
 - We do not expect parents to check homework completion or help them to complete their homework.
 - Partner the school to reinforce values and social-emotional skills with your child.

Character & Citizenship Education (CCE): Developing Leaders of Character

School-Parent Partnership

Values are both taught and caught

- Let us be good role models for our children and lead by example – our children are watching us
 - Let us speak to all staff with respect and courtesy
 - If we are upset about something, let us be mindful of our language and express our concerns tactfully via the appropriate channels
 - do acts of kindness and practise care for the environment with your children so that they have opportunities to live out our school values: e.g.
 - spending time with grandparents, showing kindness to neighbours, giving care packs to migrant workers
 - practising the 3Rs (Reduce-Reuse-Recycle), returning trays and wiping down the table at the hawker centre

CCE: Developing Leaders of Character

School-Parent Partnership

- encourage your children to be responsible learners and show care for their teachers by doing their homework without being reminded and putting in their best effort
- this will definitely make a difference to the teachers' workload and well-being
- lead by example and show care towards our teachers
 - teachers will respond to parents' emails or calls on weekdays between 7.00 am to 5.00 pm, unless there is an emergency or a serious matter
 - please respect teachers' personal time and do not send text messages or call them at night or on weekends unless it is an emergency or a serious matter

Our teachers work very hard to keep our students safe, take care of them and help them to learn well

Allow your child to enjoy his/her childhood

Don't be 'kiasu'

- allow your child to enjoy his/her childhood
 - Time for play and hobbies
- take a long-term view:
 - How will he/she best be prepared for life? What is best for his/her growth & development?
 - Stimulate your child's curiosity and love for reading & learning
 - Values education, developing social-emotional skills

SINGAPORE



Give children space to grow and be independent: Chan Chun Sing



Amelia Teng
Assistant News Editor
The Straits Times



UPDATED: 2 hours ago



Give Children Space To Grow & Be Independent

- “Many Singapore parents today are highly educated and more involved in their children’s lives than ever, and this is natural, said Education Minister Chan Chun Sing.
- But they need to find a delicate balance between being overly controlling and being completely hands-off, he said in a sit-down interview with The Straits Times on Dec 27, ahead of the new school year.

<https://www.straitstimes.com/singapore/give-children-space-to-grow-and-be-independent-chan-chun-sing>

SINGAPORE



Give children space to grow and be independent: Chan Chun Sing



Amelia Teng
Assistant News Editor
The Straits Times



UPDATED: 2 hours ago ▾




Give Children Space To Grow & Be Independent

- His hope is that parents can work together with teachers to give children the space to grow and the chance to be independent.
- “Just because you have a master’s and PhD doesn’t mean that you are a better teacher... Teaching is an art and science. It’s not (about) your academic qualification,” he said.”

<https://www.straitstimes.com/singapore/give-children-space-to-grow-and-be-independent-chan-chun-sing>

Re-defining Success

- Re-defining Success: what we tell our students
 - 1. a successful personal life: healthy, meaningful relationships with family and friends
 - 2. a successful school life: improvement and growth, being the best that you can be;
 - 3. the good that you leave behind: how do you want your friends and teachers to remember you? Have you done something positive and meaningful for others?

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- Believe in your child
 - Encourage and Affirm your child
 - catch him/her doing right
 - Make time for your child, Manage your own expectations
 - BEAM more, compare less



THE BEST THAT WE CAN BE

