

# Touch-Base Parent-Teacher-Meet

Primary 2

5 Jan 2024



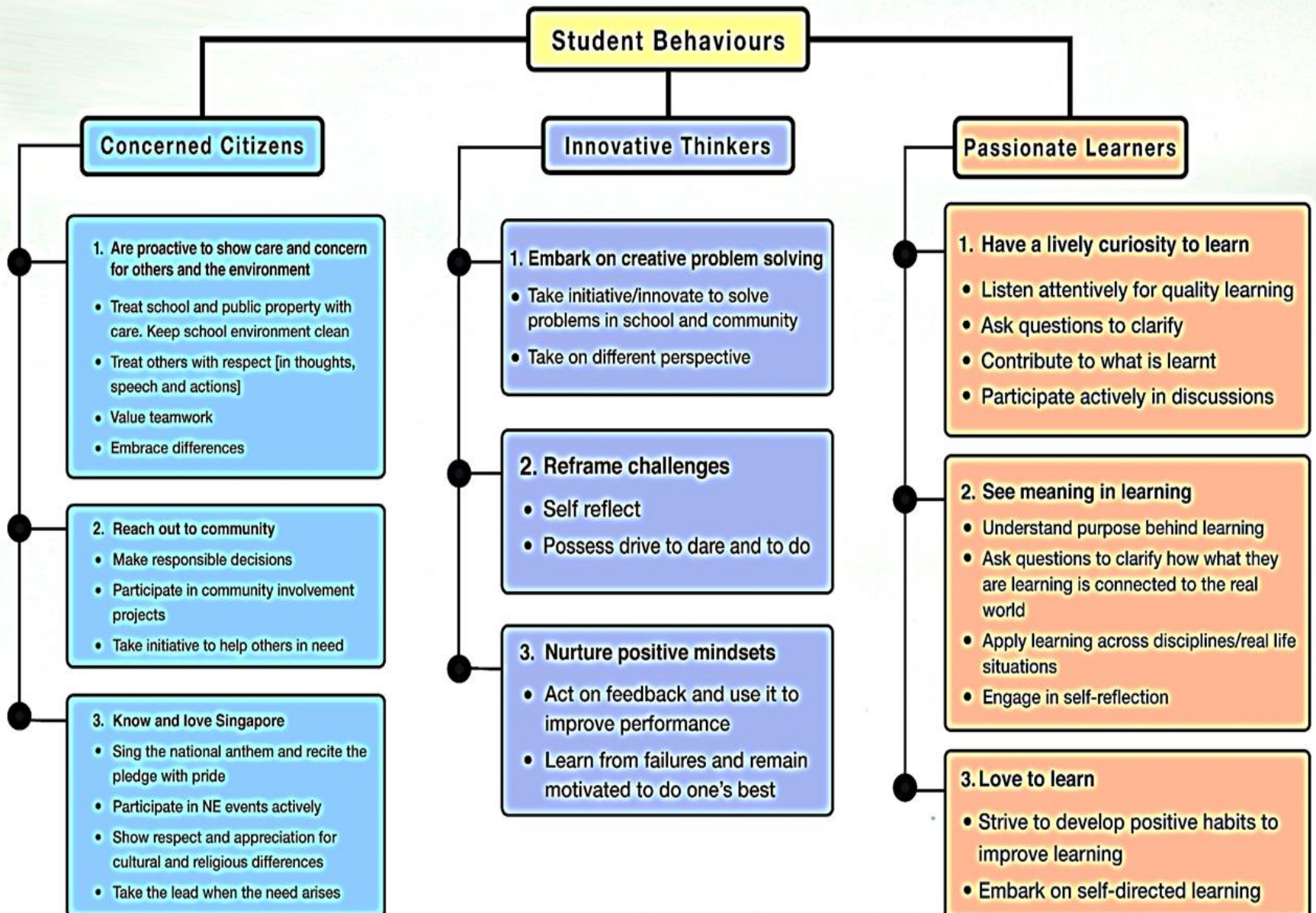
**CANTONMENT**  
PRIMARY SCHOOL





# Cantonment Primary School

## Actualising Our Vision



# Holistic Development

- Building Good Character
- School Expectations and School Practices
- Class Expectations, Class Rules and Routines
- Report of Learning Progress
  - Learning Outcomes
  - Learning Dispositions
- Home-School Partnership

# Building Good Character

## Character and Citizenship Education (CCE)

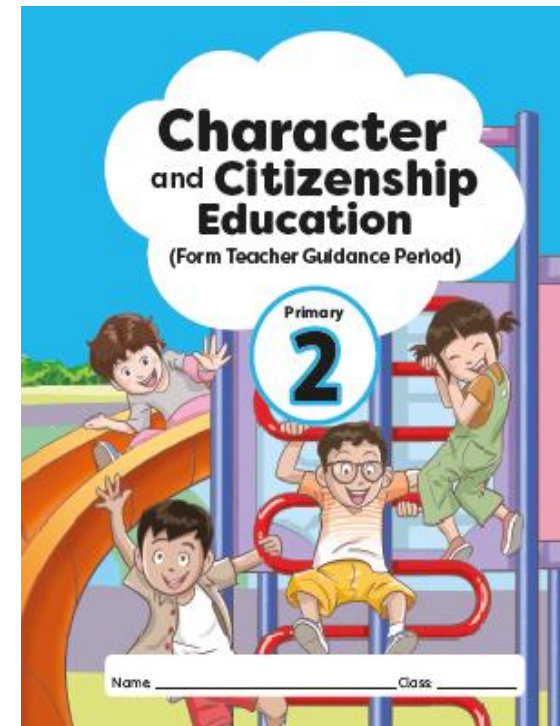
We believe that:

- **Every child** has the propensity to be a person of **good character**;
- Every child should be given the **opportunity** to **serve** and **lead** others; and
- The **school, home** and **community** play **equally important** roles in shaping the child.

# Building Good Character

## Form Teacher Guidance Period (FTGP)

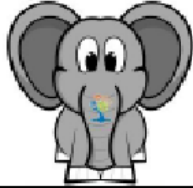




- FTGP lessons are conducted to build better teacher-student relations.
- Good Values, Social & Emotional Competencies are explicitly taught through scenario discussion, story telling etc.
- Both Form Teachers will conduct FTGP lessons





# Building Good Character

## School Values

SCHOOL VALUES CHART				
Desired Behavioural Indicators				
<p><b>RESPECT</b></p> 	<p><b>GRACIOUSNESS</b></p> 	<p><b>INTEGRITY</b></p> 	<p><b>CARE</b></p> 	<p><b>RESILIENCE</b></p> 
<ol style="list-style-type: none"> <li>1. Be polite to everyone.</li> <li>2. Be in good behaviour at all times.</li> <li>3. Be appreciative of others.</li> <li>4. Listen when others are speaking.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practise good manners at all times.</li> <li>2. Consider the feelings of others before self.</li> <li>3. Speak well of others.</li> <li>4. Treat others the way I want to be treated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be honest.</li> <li>2. Distinguish right from wrong.</li> <li>3. Do the right thing even when no one is watching.</li> <li>4. Make responsible decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be kind to self and to others.</li> <li>2. Care for and share with others readily.</li> <li>3. Be generous and help others in need.</li> <li>4. Look after self, the school's property and the environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn from failure and remain motivated to achieve my best.</li> <li>2. Manage my emotions calmly.</li> <li>3. Explore alternative solutions when faced with challenging situations.</li> <li>4. Be committed when I have a goal.</li> </ol>

*\*This can also be found in your child's school handbook.*

# Building Good Character

## Programme for Active Learning (PAL)

- An integral part of developing socio-emotional competencies.



**Programme For Active Learning**  
**(PAL)**

# Our Leader in Me® Journey

The “Leader in Me” programme, espoused from the “7 Habits of Effective People”, aims at introducing good habits to our students to help them be leaders of self and of others.

Starting 2021, it is introduced to CPS students of all levels and conducted weekly in our lower primary classrooms and through termly activities for the other levels.

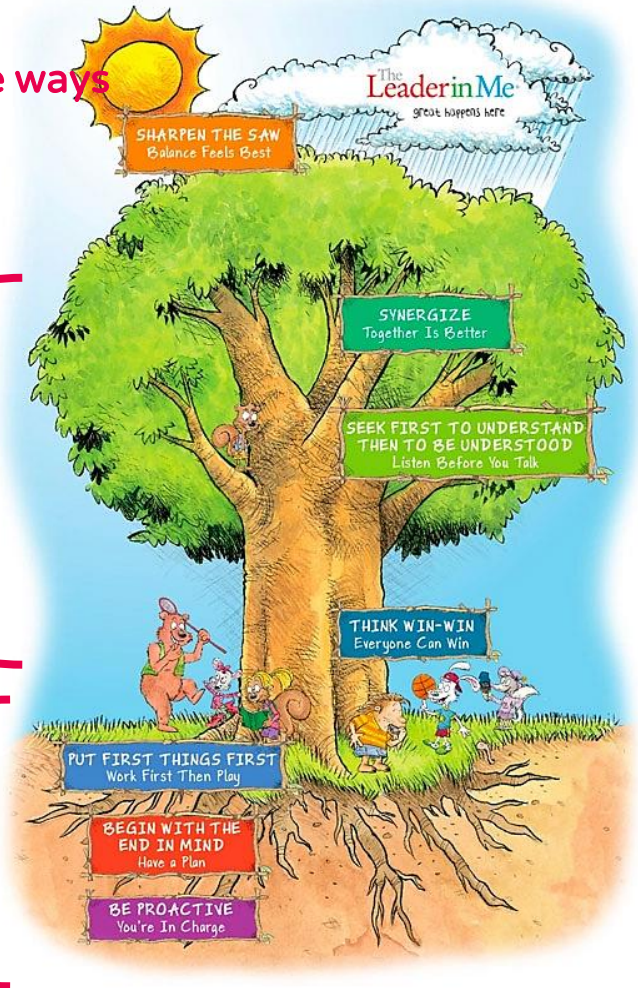
Students are engaged in activities and discussions and spend time reflecting on different ways they can exhibit the habit.

Teachers go through trainings and workshops, conducted by Franklin Covey, so that they can effectively facilitate the learning and discussion of these habits.

Habit 7: More ways to lead

Habits 4 – 6: Leading Others

Habits 1 to 3: Leading Self





# 7 Habits of LeaderinMe®



***You're in Charge.***



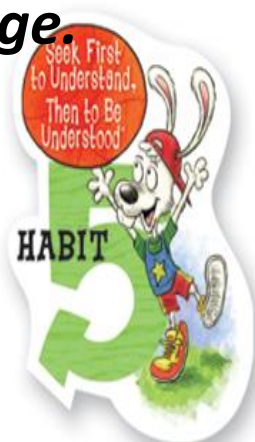
***Have a Plan.***



***Work First, Then Play.***



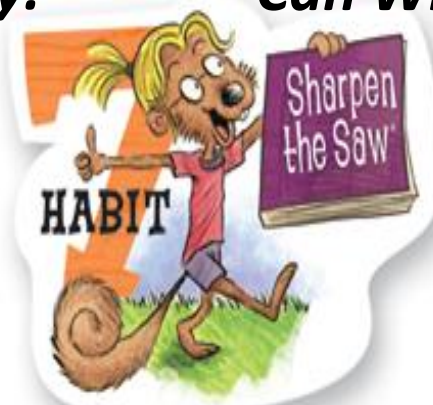
***Everyone Can Win.***



***Listen Before You Talk.***



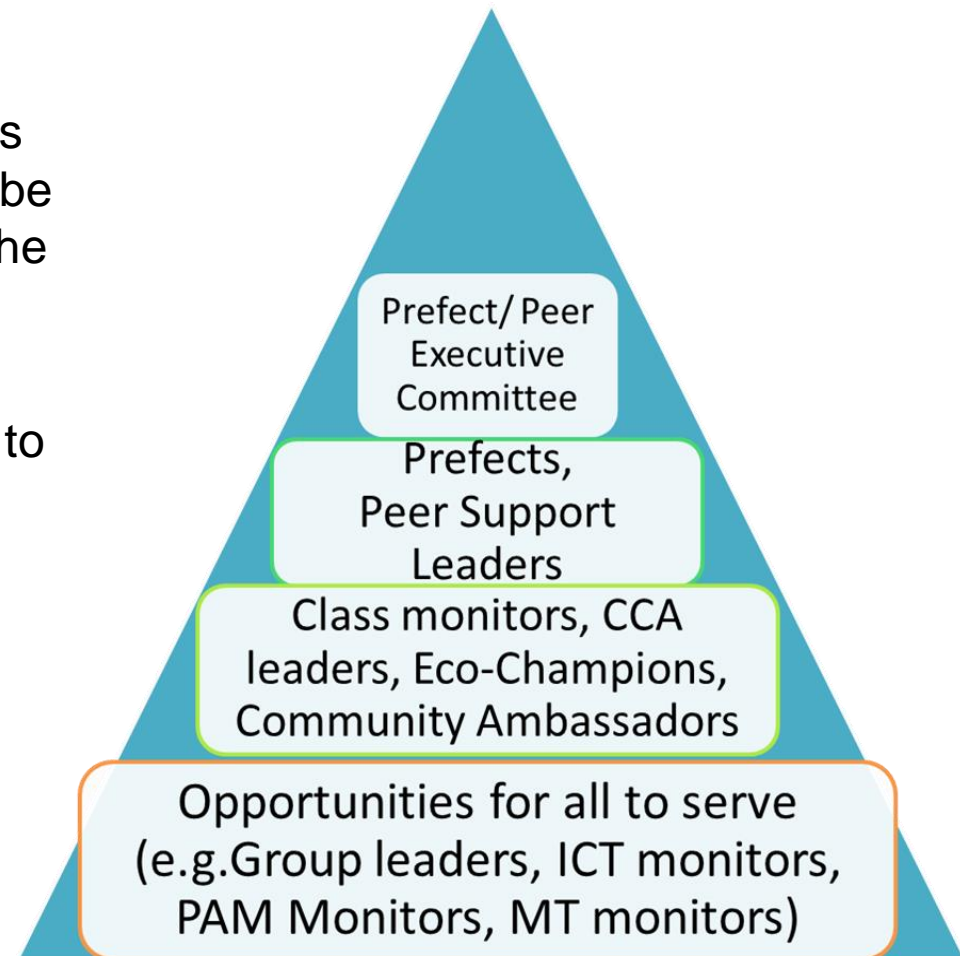
***Together is Stronger. We not I.***



***Balance is Best.***

# Student Leadership Structure

- Leaders of Self (P1-2), Others (P3-4), Community (P5-6)
- All students to be leaders of themselves (be good role models) before they can be expected to be leaders of others or in the community
- Tiers to represent the scope of service to the school according to developmental expectations
- Servant Leadership framework to help students understand the reason for service.
- Leadership opportunities in CPS



# School Expectations

- School Uniform and Personal Hygiene
- Punctuality
- Attendance
- Homework Policy



\*For more information, please refer to the Student Handbook.

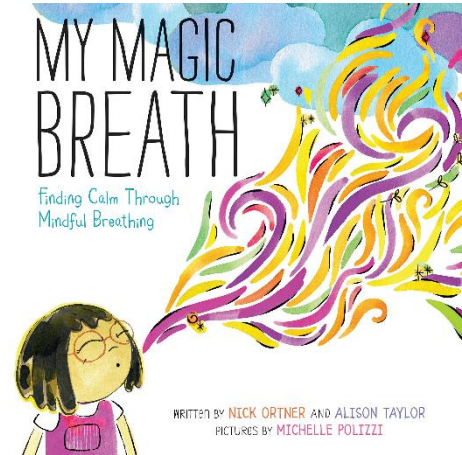
# School Expectations

- Parents should refrain from bringing water bottles/ books for their children when they have forgotten to do so.
- Students are not to bring toys, electronic gadgets and mobile phones to school. The school will confiscate these items, if found. The school will not be held responsible for the loss of any of these items. The use of mobile phones is not allowed on the school premises.




# School Practices

- Mindful Breathing After Recess
- Stop Think Do
- Voice Levels
- Snack Breaks



 <b>Stop-Think-Do</b>		
ACTION	WHAT IT MEANS	ASK YOURSELF
<b>STOP</b>	<ul style="list-style-type: none"> <li>• Stop what I am doing.</li> <li>• Calm down &amp; breathe.</li> <li>• Reflect on my feelings.</li> <li>• Clarify the problem.</li> </ul>	<ul style="list-style-type: none"> <li>• How am I feeling?</li> <li>• Why do I feel this way?</li> </ul>
<b>THANK</b>	<ul style="list-style-type: none"> <li>• Think of different choices.</li> <li>• Consider the different consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• What can I try without hurting myself, others or things?</li> </ul>
<b>DO</b>	<ul style="list-style-type: none"> <li>• Choose the responsible decision.</li> <li>• Seek help when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the right thing to do?</li> <li>• Who can help me?</li> </ul>

 <b>Classroom Voice Levels</b>	
TYPE OF VOICE	WHAT IT MEANS
<b>LEADER VOICE</b>	I use my leader voice when I need to present or share something important with the whole class.
<b>GROUP VOICE</b>	I use my group voice to speak with my group members; only those in my group should be able to hear me.
<b>WHISPER VOICE</b>	I use my whisper voice to speak with my partner; only my partner should be able to hear me.
<b>NO VOICE</b>	I will not talk as it is time to listen to the speaker or it is time to concentrate on my own work.



# Class Expectations

- **Birthdays**

While birthdays are important days to remember, holding birthday parties in the school is not allowed. A culture of appreciation can be cultivated through simple and meaningful gestures like singing a birthday song in class. We want our students to build quality relationships with one another and avoid comparing the haves and have-nots.

- **Showing Appreciation**

Appreciation can be shown to teachers through simple ways such as gifting a card. Please do not buy expensive gifts for teachers.

# Class Expectations

- (FT to update their own class expectations and routines)

# Class Rules and Routines

- (FT to update their own class expectations and routines)

# Report of Learning Progress

- Holistic Development Portfolio
- Holistic Development Profile

These will be given out during our Parent-Child-Teacher Conference (PCTC) which happens twice a year.

# Focus on Learning

- Policy change to **reduce academic stress** and **refocus on the joy of learning**.
- No Weighted Assessments for P1 and P2. Teachers are given more time and space to create opportunities to understand and improve student learning.
- There will be non-weighted assessments. Dates will not be given.

*“If we can use assessment to affirm our children’s progress, we can ignite their passion and confidence in their ability to learn. This early positive experience can set children on the right path for their subsequent years of schooling, and for life”*

**PERI Report**  
**Ministry of Education, Singapore**



# Learning Outcomes

**Learning outcomes** are statements of intended learning that can be found in the curriculum documents of the subject.

# Learning Dispositions

Positive behaviours and attitudes that help lay a strong foundation for students to become lifelong learners who find joy in learning.

# School Vision, School Values and Learning Dispositions

VISION & VALUES	LEARNING DISPOSITIONS
<p><b>PASSIONATE LEARNERS</b></p> <p><u>Values</u> Resilience Integrity</p>	<p><b>JOY OF LEARNING</b></p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>• Students possess the curiosity to learn.</li> <li>• They derive satisfaction from learning new skills or discovering new ideas.</li> <li>• They are resilient and do not give up easily when the problem is challenging.</li> </ul>
<p><b>INNOVATIVE THINKERS</b></p> <p><u>Values</u> Respect Resilience Integrity</p>	<p><b>OPEN-MINDEDNESS</b></p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>• Students who are inventive are flexible in their thinking and can-do things in different ways.</li> <li>• They possess a growth mind-set and reframe challenges.</li> </ul>
<p><b>CONCERNED CITIZENS</b></p> <p><u>Values</u> Respect Graciousness Care</p>	<p><b>EMPATHY</b></p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>• Students recognise that everyone is different and has unique qualities.</li> <li>• They embrace differences and show respect for others.</li> </ul>

# Edusave Merit Bursary (EMB)

Revising criteria for the Edusave Merit Bursary (EMB) for P1 and P2 and Edusave Good Progress Award (GPA) for P2 and P3



## EMB for P1 & P2

- > Singapore Citizen
- > Top 25% of school's level and course in terms of academic performance.
- > Good conduct
- > Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)

## GPA for P2 & P3

- > Singapore Citizen
- > Top 10% of school's level and course in terms of improvement in academic performance
- > Good conduct

## EMB for P1 & P2

- > Singapore Citizen
- > EMB will be adjusted to award students who consistently demonstrate good learning dispositions
- > Good conduct will continue to be a criterion
- > Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)

## GPA for P2

- > Singapore Citizen
- > GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- > Good conduct will continue to be a criterion

## GPA for P3

- > Singapore Citizen
- > GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- > Good conduct will continue to be a criterion

# Parent-Child-Teacher Conference (PCTC)

## Rationale for PCTC

PCTC provides an opportunity for **students to demonstrate their learning and understanding, as well as share their reflections.** With this, parents have a **fuller picture of their child's learning progress and holistic development**, and are better able to support their child at home. For the child, it is an opportunity to develop his/her confidence as a learner. This also further enhances the parent child bonding, teacher-student relationship and improves teacher-parent partnership.

- Twice a year
- First session scheduled in May
  - 15 min per child
  - Slot to be booked online
  - More details will be sent to you closer to date of conference



# P3 Class Allocation

- Every class will be a **mixed ability class**.
- When allocated, your child will likely have a new set of classmates with a few from the same class this year.
- Profile of class will be similar across the level.
- Distribution of students is based on a basket of indicators such as students' social needs, group dynamics and gender mix to ensure social mixing.

# Mother Tongue Programmes offered in P3

Our school has different types of programmes for MTL in P3 to better cater to the needs of the different learners.

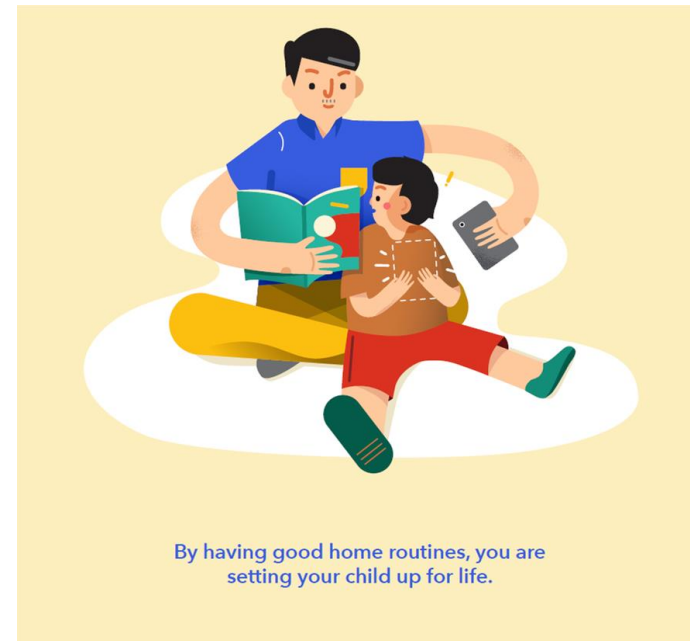
<b>Programme</b>	<b>Description</b>
P3 Higher Mother Tongue Languages (HMTL)	<p>Higher Mother Tongue Languages (HMTL) has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).</p> <p>To further strengthen the learning of MTL from an early age, CPS offers HMTL across the 3 official MTLs from P3 onwards.</p>
P3 Mother Tongue Support Programme (MTSP)	<p>Mother Tongue Support Programme (MTSP) is a customised programme that will provide more individualised support for your child in learning MTL. It will be offered at P3 and P4 levels to students who require additional support in learning MTL.</p>

# Home-School Partnership

## Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning.

- **Home routine**
  - *Have a specific place for items to be signed by parents*
  - *Set an early bedtime*
  - *Read with your child*
  - *Set them housework etc.*
- **Study area**
  - *Set up a conducive home environment e.g. set up a well-lit desk and a study area at home*



By having good home routines, you are setting your child up for life.

- **Home learning support**

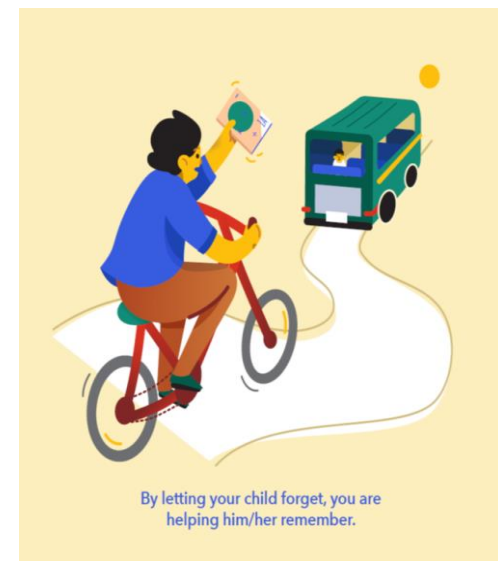
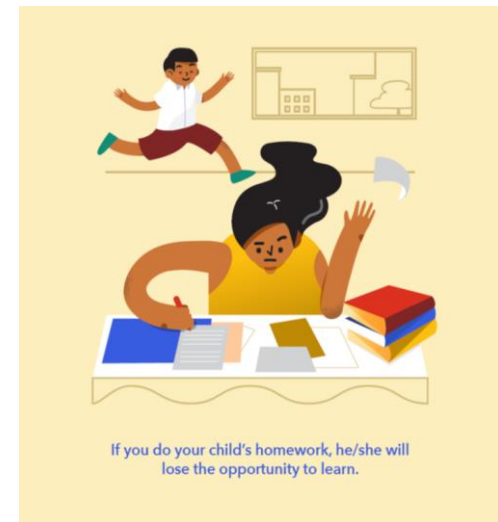
- *Parents complement school practices in terms of homework and learning support (if the child needs it)*

- **Nurture independent learner**

- *By nurturing an independent learner. e.g. Parents should ask child about what he/she has jotted down in his/her Student Handbook instead of asking the teacher*

- **Allow failure**

- *If your child forgets to bring something to school, do not panic, do not worry. Your child will not face harsh punishment i.e. **Do not bring items to school for your child if he/she has forgotten it.***



# Communication

## Platforms for Communication with Teachers

- Students' Handbook
- Email
- Whatsapp Biz
- Parents Gateway

We seek your cooperation to use the official communication platforms and limit communication to term time during school hours, 0730 to 1730 hours, unless it is an emergency (e. g. medical, behavioural).

Please email [cantonment\\_ps@moe.edu.sg](mailto:cantonment_ps@moe.edu.sg) for feedback and communication with School Leaders. You may also contact the Year Head via email.

# Parent Support Group@Cantonment

- Organises parent education programmes
- Supports enrichment or learning support programmes, in collaboration with teachers across disciplines
- Organises and assists in school-wide events such as International Friendship Day; Mothers' Day celebrations; Think Hub; Lower Primary Sports Day
- Look out for the upcoming letter from our Parent Support Group on how to join their activities and sign up as a volunteer.



# Montfort Care

## Parenting Support Team

- Montfort Care is a Social Service Agency dedicated to improving the lives of individuals, families and the community facing transitional challenges
- The Parenting Support Team team of Montfort Care was appointed by the Ministry of Family Development (MSF) to deliver Evidence-Based Programmes within the Kreta Ayer / Bukit Merah region.
- For any enquiries, you can contact them at [parenting@montfortcare.org.sg](mailto:parenting@montfortcare.org.sg)



**Please scan to give feedback. Thank you!**



Feedback on Touch Base Meeting