Teaching and Learning of 21st Century Competencies in Schools

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Presentation by Education Programmes Division / MOE
Mrs Chong-Mok Wan Yee, Senior Guidance Specialist
Outline of Presentation

- 21st Century Competencies Framework
  - Components of the Framework
  - Teaching & Learning of the 21CC through the Total Curriculum

- Teaching and Learning of the 21CC through
  - Co-curricular Activities (CCA)
  - Programme for Active Learning (PAL) in Primary schools

- Moving Forward
  - Building Capacity of Teachers
Values at the Core
• Respect
• Responsibility
• Resilience
• Integrity
• Care
• Harmony

Social and Emotional Learning
Emerging 21st Century Competencies
A CONFIDENT PERSON
- Has a strong sense of right and wrong
- Is adaptable and resilient
- Knows himself
- Is discerning in judgment
- Thinks independently and critically
- Communicates effectively

A SELF-DIRECTED LEARNER
- Questions
- Reflects
- Perseveres
- Takes responsibility for own learning

A CONCERNED CITIZEN
- Is rooted to Singapore
- Has a strong sense of civic responsibility
- Is informed about Singapore and the world
- Takes an active part in bettering the lives of others around him

AN ACTIVE CONTRIBUTOR
- Works effectively in teams
- Is innovative
- Exercises initiative
- Takes calculated risks
- Strives for excellence
## Domains and Components of the Emerging 21st Century Competencies

<table>
<thead>
<tr>
<th>Civic Literacy, Global Awareness Cross-Cultural Skills</th>
<th>Critical and Inventive Thinking</th>
<th>Information and Communication Skills</th>
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<tbody>
<tr>
<td>1. Active Community Life</td>
<td>1. Sound Reasoning and Decision-Making</td>
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<tr>
<td>2. National and Cultural Identity</td>
<td>2. Reflective Thinking</td>
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<td>1. Openness</td>
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<td>2. Management of Information</td>
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<td>3. Responsible use of information</td>
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<td>4. Communicating Effectively</td>
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Total Curriculum

C2015 Student Outcomes

21st Century Competencies (21CC)

Languages | Math | Sciences | Humanities | PE, Art & Music | CME, SEL, NE, Cyber wellness | CCAs, PAL | Assembly, School-based Programmes
Enhancing Development of 21st Century Competencies

- **Refining Curriculum, Pedagogy & Assessment**
  - Make explicit teaching and learning of 21st Century Competencies
  - Broaden assessment to include 21st Century Competencies
  - Emphasise 21st Century Competencies in CCA
  - Enhance delivery of Character and Citizenship Education (CCE)

- **Building Teacher Capacity**
  - Strengthen capacity to deliver 21st Century Competencies

- **Signalling Importance of 21st Century Competencies**
  - Highlight development of 21st Century Competencies in Teachers’ Work Review Forms
  - Recognise outstanding teachers
  - Refine SEM to reflect schools’ strategies for developing and evaluating 21st Century Competencies
Standards and Benchmarks for 21CC

- Objective:
  Form a common point of reference for MOE HQ and Schools
- Delineate what students should know and be able to do
- Articulate the competencies to be taught across the curriculum
- For use by all working groups in 21CC work
An Evaluation Framework for the 21CC

- **Objective:**
  Inform organisational learning and programme improvement

- Evaluation to be conceptualised at systemic level and the school level
Teaching and Learning of 21CC in Co-curricular Activities (CCA)
Fundamentals of CCA

- CCA is a core component of the total school experience
- CCA provides an authentic platform for learning to take place
- The CCA experience must be enjoyable, meaningful and experiential
- The CCA content comprises hardskills, softskills and values
Greater emphasis of 21CC in CCA

- CCA offer AUTHENTIC PLATFORMS for the development of 21CC
- Contexts for
  - Learning and living of moral values
  - Acquisition and practice of soft skills
  - Social integration - shared and common experiences for children from different backgrounds and ethnic groups
Greater emphasis of 21CC in CCA

- CCA offer **AUTHENTIC PLATFORMS** for the development of 21CC
- Safe learning environment where consequences or failure / mistakes are managed locally
- Opportunities for character and leadership development
- Lifelong pursuit of interests and greater freedom of outward expression
Infusion of 21CC into CCA

Guiding Principles

- The philosophy of CCA provides the overarching guide to the development of 21CC through CCA
- 21CC which are most appropriate to be infused through CCA be identified as anchor competencies
- 21CC should be woven into the entire CCA programme, not only taught during off-peak seasons
- The CCA ecosystem (comprising key stakeholders) is the key lever for effective development of 21CC through CCA
Infusion of 21CC into CCA

Approach

- Creating the desired culture
- Clarity on role of school leaders and teachers, and other stakeholders
- Determining baseline requirement for the development of 21CC through all co-curricular activities
Infusion of 21CC in CCA

Creating the Desired Culture

- Addressing the current award-driven culture by promoting a culture in CCA that
  - Supports student and teacher reflection (a reflective CCA culture)
  - Encourages personal excellence (excellence in CCA)
Infusion of 21CC in CCA

Role of School Leadership

- Building a shared vision for CCA in the school
- Providing the support structure for each CCA to succeed
- Managing the training and development process of teachers in CCA
- Serving as the link between HQ and CCA in school
Infusion of 21CC in CCA

Role of the Teachers

- Teachers are key in inculcating values in CCA
- Teachers lead in creating the desired culture (for cultivation of the dispositions for 21CC) through:
  - Ensuring alignment of volunteers/coaches and instructors to the common goals
  - Structuring and organising the CCA to build the desired culture
Infusion of 21CC into CCA

Implementation Support

EPD will collaborate with partner schools to co-construct the school’s approach to infuse 21CC into the CCA:

- Identify opportunities for infusion of 21CC in the various CCA types
- Co-develop processes at the programme level in CCA to develop 21CC in students
- Provide explicit guidance on infusion of 21CC in CCAs through provision of programme/activity exemplars (e.g., 20-week plan, CCA activity exemplars)
## Infusion of 21CC into CCA

### An illustration for Uniformed Groups

When students are **aware of global issues & trends**, they participate actively in national events and display awareness and appreciation of the culture of other countries through teacher-led discussions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>Upper Pri</td>
<td>They participate actively in national events and display awareness and appreciation of the culture of other countries through teacher-led discussions</td>
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<tr>
<td>Lower Sec</td>
<td>They demonstrate pride in Singapore while appreciating other cultures through interactions with overseas visitors</td>
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<tr>
<td>Upper Sec</td>
<td>The actively participate in international experiences, e.g. school exchanges and overseas trips</td>
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An illustration for **Performing Arts**

When students are **aware of global issues & trends**, they are able to:

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<td>Upper Pri.</td>
<td>They are able to give suggestions on themes or contents of art works related to global or local issues</td>
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<tr>
<td>Lower Sec.</td>
<td>They are able to draw examples from global and local communities in their creative exploration, such as, exploration on a theme, content or expression style of an art works</td>
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<tr>
<td>Upper Sec.</td>
<td>They show awareness of the international trend of the performing arts in the 21(^{st}) Century, through their presentation of art works or discussion of the contemporary issues</td>
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### Activity Exemplar: Performing Arts (Dance) for Lower Sec 21C Competencies: Global Awareness; and Critical and Inventive Thinking

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<tr>
<th>Lesson Objective</th>
<th>To create a dance that portrays an environmental issue either by creative movement or other dance forms that students have acquired the dance technique from the previous dance classes.</th>
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| Description of Activities |  - Screen documentary / show pictures and/or newspaper articles on slides on an environmental issue  
  - Explore and discuss the issue  
  - Select theme for the dance  
  - Create movement motifs, dance sentences and dance structure  
  - Presentation and critique |
Teaching and Learning of 21CC in Programme for Active Learning (PAL)
One of PERI’s Recommendations

• Introduction of Programme for Active Learning (PAL) to achieve a more balanced and holistic primary education
Why PAL?

Objectives of PAL

1) Provide pupils with broad exposure and experiences through fun and varied activities in:
   i) Sports and Games & Outdoor Education,
   ii) Performing Arts (Music and Dance) & Visual Arts

2) Facilitate all-rounded development of pupils

3) Provide varied avenues for pupils to develop social and emotional competencies
What is PAL?

**Characteristics**
- Experiential in nature
- Encompass learning in a creative way
- Provide opportunities for children to create
- Incorporate values education and SEL
- Provide enjoyment and fun

**Design**
- For P1 & P2 pupils (with extension to P3 to P6 pupils)
- 7- to 10-week modules
- 2 hours a week conducted within curriculum time
- 3 to 4 modules a year in the broad areas of Sports and Games & Outdoor Education, Performing Arts & Visual Arts
MOE’s Support for PAL

Financial support

- To engage vendors/instructors to conduct PAL modules
- To co-develop PAL modules
- To provide conducive learning areas for PAL

Manpower support

- To assist in planning, design and implementation of PAL
PAL and 21CC

PAL incorporates

- Values
- Social and Emotional Learning

**Learning Outcomes of PAL**

- Exhibit *confidence* in what they do and express themselves effectively
- Exhibit *curiosity* and positive attitudes to learn
- Enjoy group experiences and teamwork (*cooperation*)
Moving Forward
Building Teachers’ Competencies

21st Century teachers needed to teach students who would acquire the 21CC

- Teachers and school leaders are key to development of competencies
- Aligning the training for new and existing teachers with the 21CC Framework to equip teachers with pedagogical and assessment approaches to teach and evaluate the 21CC
- Developing 21CC beyond the academic curriculum to the delivery of CCA
Building Teachers’ Competencies

Key Milestones

- Mutual understanding of MOE 21CC Framework and NIE TE21 Model
- Mapping of NIE V³SK and GTC with MOE 21CC
- Agreement of broad principles for pre-service and in-service training in the area of 21CC
The Next Steps

Dovetailing of In-service with Pre-service Training:

- MOE personnel invited to participate in GESL/Meranti courses
- Seeking clarifications with NIE course coordinators
Summary

- Teaching & Learning 21CC through the Total Curriculum
- Teaching & Learning 21CC through CCA and PAL
- Equipping teachers with 21CC to teach students 21CC
Q & A

Integrity, the Foundation ● People, our Focus ● Learning, our Passion ● Excellence, our Pursuit