

2. CO-CURRICULAR ACTIVITIES (CCA) PROGRAMME

A. PURPOSE OF CCA

- 2.1 The CCA Programme provides students with a platform to discover their interests and talents. Well-organised and implemented, they can fuel in the individual a life-long love for a particular activity, be it a sport or a musical pursuit. This helps the individual to lead a balanced life in adulthood.
- 2.2 Each CCA has its specific objectives. For instance, Physical Sports (PS) develop robustness, fair play and team spirit in pupils. The Visual and Performing Arts (VPA) instil in students a sense of graciousness and an appreciation for the rich culture and heritage of a multi-racial society. Uniformed Group (UG) activities aim to make good citizens of students by inculcating in them self-reliance, resilience, discipline and a spirit of service to others. Clubs and Societies (CS) allow students to explore and extend their interests in wide ranging and specialised areas which may be knowledge-based or skills-based. Students are honed in information, communication and technical skills as they strive to grow their mastery of the specialised areas.
- 2.3 Students progressively develop CCA-specific knowledge, skills, values and attitudes through sustained participation in any of the CCA groups. CCA also offer excellent platforms for students to learn core values, social and emotional competencies and the emerging 21st Century Competencies.
- 2.4 All CCA emphasise social interaction by providing a common space for friendships and social integration amongst students of diverse backgrounds. Through CCA, students develop a sense of identity and belonging to the school.
- 2.5 Schools enable all students to have active and meaningful CCA participation when they provide a balanced, inclusive and diverse CCA programme which caters to a broad spectrum of interests and talents.

B. LEARNING OUTCOMES

- 2.6 The learning outcomes for CCA are as follows:

Students will develop and demonstrate

- Passion
- Leadership and teamwork
- Friendship and belonging
- Spirit of service to the community
- Knowledge, skills and values related to their chosen CCA
- Core values, social and emotional competencies and the emerging 21st century competencies as articulated in the 21st Century Competencies Framework

C. TIERED APPROACH OF CCA

- 2.7 At the broad level, the conduct of CCA across the educational levels follows a tiered approach, with each tier undergirded by a specific focus. Students' participation at one level lays the foundation for their development in CCA at the next level. The tiered approach maps the developmental trajectory envisioned for students in CCA as they move through the education system.

Level	Focus	Rationale
Primary	Broad exposure to various CCA with opportunities for specialisation	Discovery of interests and talents
Secondary	Specialisation in CCA with opportunities for exposure	Development and application of interests and talents
Pre-University	Emphasis on CCA-based student-initiated pursuits, leadership development and service to community	

D. CCA POLICIES

- 2.8 The CCA Policies guide schools in operationalising CCA so that the desired learning outcomes will be realised. The policies are applicable to the primary, secondary and pre-university levels. Policies that only apply to the secondary level, such as those related to the mandatory CCA, will be indicated as such.

CCA Participation			
1.	<i>CCA participation of students</i>	1.1	CCA participation is compulsory for all students in secondary schools.
		1.2	Students in primary schools are encouraged to participate in CCA.
		1.3	Students at the pre-university level are encouraged to participate in CCA.
			<p><u>Rationale:</u> <i>CCA is made compulsory at the secondary school level as students are more independent as compared to primary school students and more able to participate in CCA. This aligns with the focus to allow for CCA specialisation which requires a greater extent of rigour and time commitment. As they approach adolescence, secondary students also enter a period of pliable character and identity formation particularly suited for</i></p>

			<p><i>fostering the CCA learning outcomes.</i></p> <p><i>The focus for CCA at the primary level is to provide opportunities for broad exposure while at the pre-university level, students are given greater autonomy to learn and pursue their interests and passions independently.</i></p>
Planning of CCA			
2.	Co-Curriculum Philosophy and Principles, Purpose of CCA	2.1 2.2	<p>Schools are to be guided by the Co-Curriculum philosophy and principles as well as the purpose of CCA when planning and implementing CCA programmes to achieve the learning outcomes.</p> <p>The selection of CCA programmes offered should be consistent with the school's mission and appeal to the diverse interests of students. It should also take into consideration available manpower and material resources. Schools that wish to introduce any new CCA not offered in the School Cockpit listing should seek the endorsement of the Co-Curricular Activities Office (CCAO) to ensure that the activities introduced are consistent with MOE's policies (see <i>Annex A</i>).</p> <p><i><u>Rationale:</u> Planning with alignment to broad Co-Curriculum and CCA considerations as well as specific school factors ensure purposeful development of learning outcomes while catering to student-centricity.</i></p>
3.	CCA Student Development Plan	3.1 3.2 3.3	<p>Each CCA should be guided by a CCA Student Development Plan (SDP). The SDP should design the CCA experience towards progressive development and attainment of CCA learning outcomes as students move from one level to the next. The CCA SDP should provide students with an all year involvement in CCA.</p> <p>Provision should be made for all students to be exposed to the basics of the CCA, with the more advanced students supported to excel and develop their talents. A variety of programmes and activities should be offered to provide for holistic development and to broaden students' learning.</p> <p>Each CCA is encouraged to incorporate CCA-based VIA activities or projects which are teacher-led or student-initiated in their planning of activities for the year.</p> <p><i><u>Rationale:</u> It is important to be purposeful in planning CCA programmes and activities to ensure that students</i></p>

			<i>are meaningfully developed in accordance with CCA learning outcomes.</i>
4.	<i>CCA hours</i>	4.1	<p>The recommended <u>average</u> CCA hours for primary school are 2-3 hours per week per CCA, and the recommended <u>average</u> hours for secondary school and pre-university level are 5-6 hours per week per CCA. Schools have the autonomy to vary the hours within reasonable limits to cater to their students' age-group, abilities, interests, talents and well-being.</p> <p><i>Rationale: The recommended average hours are intended as <u>planning norms</u> for schools when they design the CCA programme. The hours are based on the (i) typical operation of a CCA around the student development plan (ii) needs of different CCA types (iii) consideration of peak and non-peak seasons. It is recognised that <u>schools may need to deviate meaningfully from the guidelines</u>. For instance, more time may be required for peak-season involvement while less time may be needed for certain CCA in accordance with the nature of their activities.</i></p>
Role of Teachers, Coaches and Instructors			
5.	<i>Facilitating learning outcomes</i>	5.1	Teachers should play an active role in as well as work with coaches and instructors towards fostering the desired learning outcomes in students.
		5.2	<p>At the upper secondary and pre-university levels, greater autonomy should be given to students to initiate, propose and conduct activities, while the teachers provide guidance on overall programme design to achieve the learning outcomes.</p> <p><i>Rationale: Both teachers as well as coaches and instructors are pivotal to ensuring the quality of learning in CCA. They should work hand in hand in the delivery of CCA to facilitate the desired learning outcomes in students. See <u>Annex B</u> and <u>Annex C</u> for the roles of teachers as well as coaches and instructors in CCA respectively.</i></p>
Mandatory CCA (for Secondary Schools)			
6.	<i>Mandatory CCA</i>	6.1	The School Band and the National Uniformed Groups, comprising the National Cadet Corps (NCC), National Civil Defence Cadet Corps (NCDCC), and National Police Cadet Corps (NPCC) are mandatory CCA in secondary schools.

		6.2	Schools with enrolment above 1000 should have at least two of these three national UG.
		6.3	Schools with enrolment of 1000 and below should have at least one of these three national UG. <i><u>Rationale:</u> These policies have been in place since 1974 to ensure the emergence of Singapore as an independent and sovereign nation through imbuing our youth with a sense of patriotism and developing qualities of leadership, character and discipline via UG training. They continue to be relevant.</i>
7.	<i>Ratio for UG participation</i>	7.1	Secondary schools should plan to have one-quarter of their students in the Uniformed Groups. <i><u>Rationale:</u> The UG are recognised as a strong character-building platform, as it helps to instil in students commitment and loyalty to the nation, develop ruggedness of body and mind as well as cultivate leadership qualities and inculcate discipline and esprit de corps. It is important that a significant proportion of our students continue to benefit from the UG.</i>
Broadening CCA experiences			
8.	<i>Participation in more than one CCA</i>	8.1	Students may choose to participate in more than one CCA in order to broaden their experiences and learn a wider range of skills. <i><u>Rationale:</u> In line with student-centricity, students are allowed to pursue diverse interests as long as they are able to manage their various commitments.</i>
9.	<i>Student-initiated activities</i>	9.1	Students who are keen on an activity not offered in the school can be encouraged to start a Student Initiated Activity (SiA) by gathering peers who have a similar interest in the activity and obtaining the school's endorsement of the activity.
		9.2	SiAs which prove to be well-structured and sustainable could be developed into a new CCA with the school's approval. As with all CCA, SiAs should be geared towards teaching a skill related to the activity, and at the same time cultivate desirable values, dispositions and competencies in line with the purpose of and learning outcomes of CCA. <i><u>Rationale:</u> In line with nurturing confident persons and self-directed learners, students are encouraged to take</i>

			<i>ownership to pursue their interests and passions.</i>
10	<i>Participation in National Youth Squad with the National Sports Association</i>	10.1 10.2	<p>Students may pursue a sustained programme with a National Sports Association. Such involvement should not replace the need for participation in a school-based CCA.</p> <p>The relevant organisation may seek the school principal's permission for the students to be exempted from the school's CCA training sessions. Once the training stint with the organisation ends, the students will have to resume training with the school's CCA.</p> <p><u>Rationale:</u> <i>School-based CCA are facilitated by trained MOE educators and provide common platforms to build students' character and competencies in alignment with the 21st Century Competencies Framework.</i></p> <p><i>Secondary students participating in the National Projects of Excellence, namely the <u>MOE-operated</u> Singapore Youth Chinese Orchestra and the Singapore National Youth Orchestra, may be recognised for their participation in LEAPS 2.0 with the school principal's permission.</i></p>
Change of CCA (for Secondary Schools)			
11	<i>Change of CCA</i>	11.1 11.2 11.3	<p>Students who are members of the mandatory CCA are strongly encouraged to remain with the CCA throughout secondary school as the National UG are strongly positioned to nurture national values and develop character, ruggedness and resilience.</p> <p>School principals should assess requests for a change of CCA from students in the mandatory CCA on a case by case basis, and may allow for <u>one</u> change in CCA either at the end of Secondary One or Secondary Two.</p> <p>For non-mandatory CCA, students who are keen to experience the different CCA in school may opt for a change at the beginning of each academic year.</p> <p><u>Rationale:</u> <i>In line with student-centricity, students are provided with opportunities to pursue their diverse interests as long as they change CCA with schools' approval. Nonetheless, LEAPS 2.0 will continue to accord higher recognition to students with sustained participation in the same CCA to encourage progressive CCA-specific development and character development.</i></p>

Community-based activities

12.	<i>Partnering External Organisations</i>	12.1	Community-based activities provide scope for nurturing the spirit of social enterprise, encourage the forging of friendships, and foster a sense of belonging to the community. Schools could also partner external organisations to plan CCA-based Values in Action projects for their students. <i>Rationale: In line with nurturing Active Contributors and Concerned Citizens, community-based activities encourage students to be more aware of community needs and to harness their CCA-based learning to contribute back to society.</i>
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Partnership with Parents

13.	<i>Partnering Parents</i>	13.1	Schools should engage parents to engender understanding in the schools' CCA philosophy and programming as well as inform them of CCA schedules using various communication platforms. <i>Rationale: Parents are important stakeholders in the holistic education of students; engagement with parents enhances the benefits of CCA to students through home-school partnerships.</i>
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Safety Concerns

14.	<i>Managing CCA Safety</i>	14.1	For safety guidelines, schools should refer to Chapter 4 of the School Safety Handbook on Safety in Physical Activities and CCA: http://intranet.moe.gov.sg/schoolsafety/Pages/SSHB%20Apr%202013.aspx <i>Rationale: Students' safety is a core fundamental on which effective CCA programmes may be implemented.</i>
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E. THE CCA STUDENT DEVELOPMENT PLAN

2.9 The CCA Student Development Plan (CCA SD Plan) encourages teachers to plan their CCA from a learning-centred perspective instead of an activity- or programme-oriented perspective.

2.10 Akin to the *scheme of work* and formerly known as the CCA '30-week Plan', the following considerations should guide the development of the CCA Student Development Plan:

a. Intentional development of CCA learning outcomes

The CCA SD plan must capitalise on the many opportunities that CCA provide to develop students in the CCA learning outcomes. It must also provide sufficient opportunities for social interaction amongst students from diverse backgrounds, allowing them to foster camaraderie and build friendships.

The learning outcomes for CCA are as follows:

Students will develop and demonstrate

- Passion
- Leadership and teamwork
- Friendship and belonging
- Spirit of service to the community
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b. Progressive and differentiated student development

The CCA SD Plan should be differentiated to account for the different developmental needs of students across the various secondary school levels, in terms of competency and learning pace. Students' learning experiences should be customised according to their level of entry into the CCA; for example, those who have newly joined the CCA should have appropriate basic guidance, training and development. The plan also has to consider how students may be developed from one level of competency to another and not just pay attention to those who are naturally more gifted or talented. Where possible, the CCA SD Plan should accommodate students who may join the CCA at a later stage.

c. Involvement of coaches and instructors during SD plan development

Teachers should share the CCA SD Plan with coaches/instructors to engender shared understanding and also seek their inputs to the plan where relevant to promote ownership. This ensures that coaches and

instructors understand the intent and objectives of CCA and align their instruction towards attaining the CCA learning outcomes.

- 2.11 When planned well, the CCA SD Plan will inform the development of weekly CCA sessions in terms of specific learning objectives and what activities to carry out. It will also allow teachers to help students understand the significance of the weekly sessions in relation to the larger learning objectives.
- 2.12 Guiding questions for developing the CCA SD Plan as well as examples of the plan for each of the CCA types of CS, PS, UG and VPA are at [Annex D](#)¹. For Physical Sports, the Annex starts with the Physical Education and Sports Development Framework, which should be a point of consideration in the planning of the CCA SDP for Physical Sports CCA.

¹Annex D1 – Guiding Questions, Annex D2 – CS, Annex D3 – PS, Annex D4 – UG, Annex D5 – VPA