



Ministry of Education
SINGAPORE

Designing Meaningful Experiences For Students: Role of CCA Teachers

Beginning Teachers' Orientation Programme 2017

Student Development Curriculum Division



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

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Objectives

At the end of the session, you will learn

1. The objectives and learning outcomes of CCAs in the light of total curriculum.
2. The different roles of a CCA teacher and the practical and pedagogical considerations of running a CCA.





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Part 1

The Co-Curriculum:

The Big Picture



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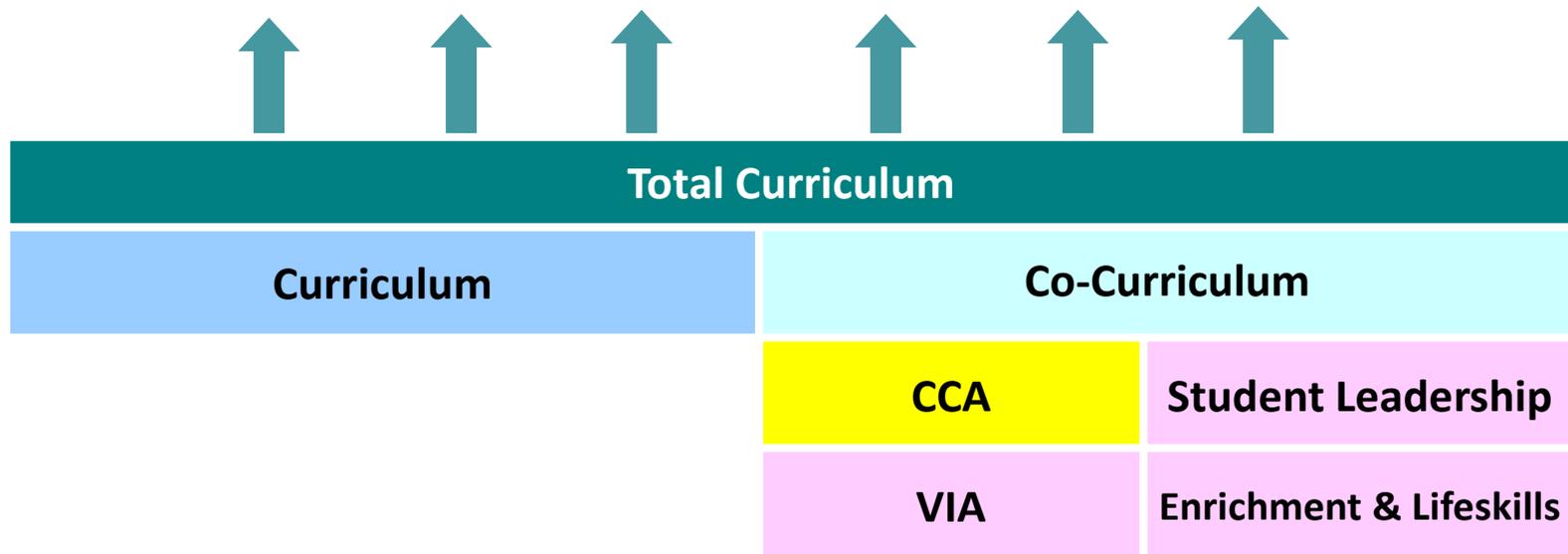
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What and Why: The Co-Curriculum

Desired Outcomes of Education: 21st Century Student Outcomes

Confident person
Concerned citizen

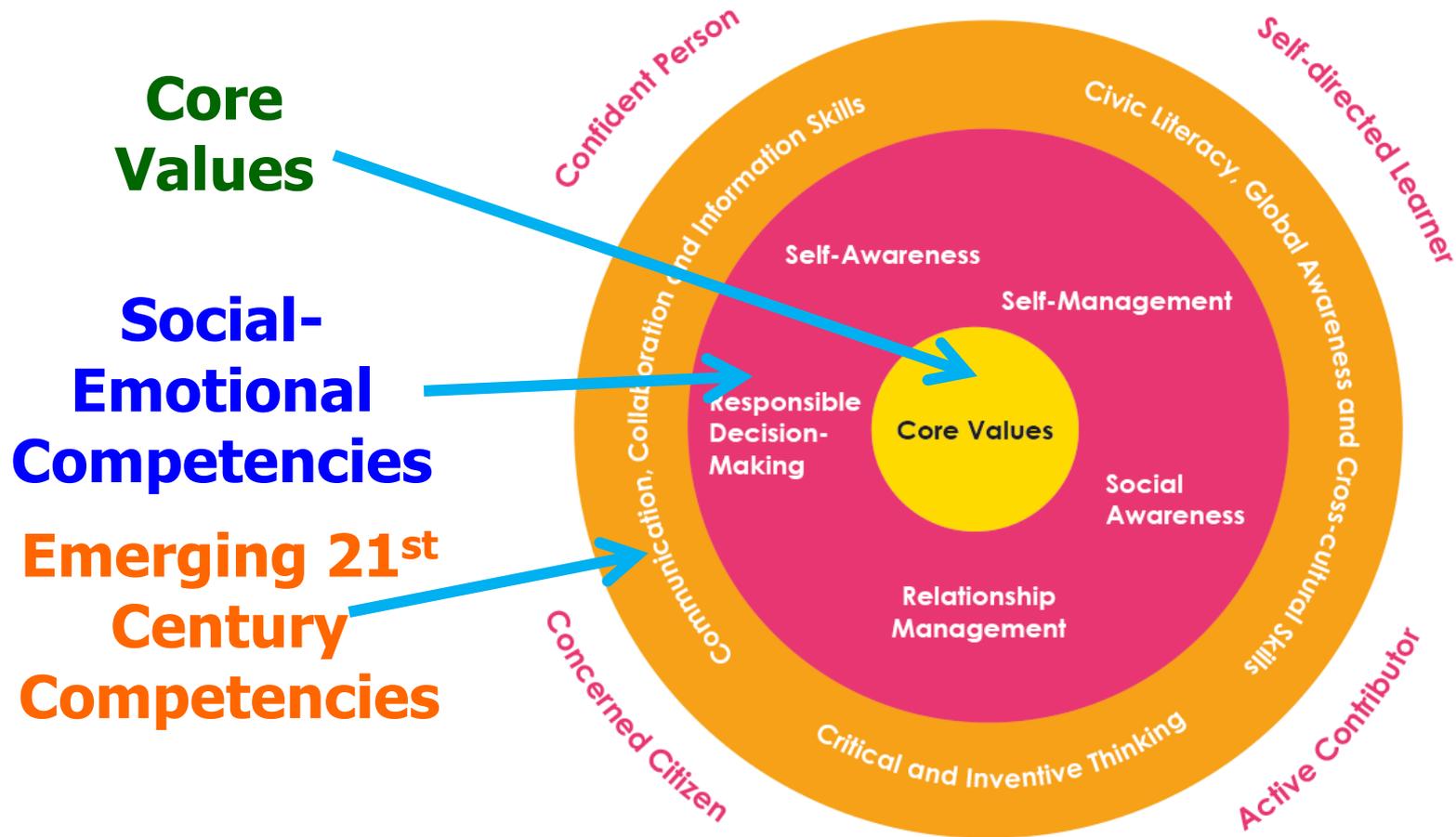
Self-directed learner
Active contributor



Understanding the 21CC Framework



21st Century Competencies



21st Century Competencies

Core values:

R³ICH values - Respect, Responsibility, Resilience, Integrity, Care, Harmony

Socio-Emotional (SE) Competencies:

Self-awareness, Self-management, Social awareness, Relationship management, Responsible decision-making

Emerging 21st Century Competencies (21CC):

Critical and Inventive Thinking (CIT);

Communication and Collaboration Skills (CCI);

Civic Literacy, Global Awareness and Cross-Cultural Skills (CGC)



21st Century Competencies

- CCA is a natural platform for informal and experiential learning, possibly less stressful than in the academic classroom for the students.
- CCA provides teacher the opportunity to know their CCA students across the 4-5 years in secondary school, and build good teacher-student relationships (TSR).
- CCA teachers can maximize the opportunities in the CCA platform to develop their students holistically.



Programme Domains of the Co-Curriculum

Specific domain learning outcomes

Generic outcomes that cut across domains: 21CC outcomes

CCA Programmes

- Development of skills in a CCA of the student's choice
- Discovery of a life long passion/hobby for a balanced life



Student Leadership Development Programmes

- Leadership competencies for all
- Self leadership, team leadership, thought leadership – “I can make a difference”

Values-In-Action

- Nurturing responsible and active citizens who care and contribute

Enrichment and Life Skills Programmes

- For breadth and overall balance
- Complement the other domains



Philosophy of the Co-Curriculum

Integral to **Holistic Education**

Experiential learning is main learning mode

Quality of learning process is key to achieve learning outcomes

Schools should provide **diverse** and **customised** co-curricular programmes based on **students' needs**





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Part 2: CCA in the Co-Curriculum

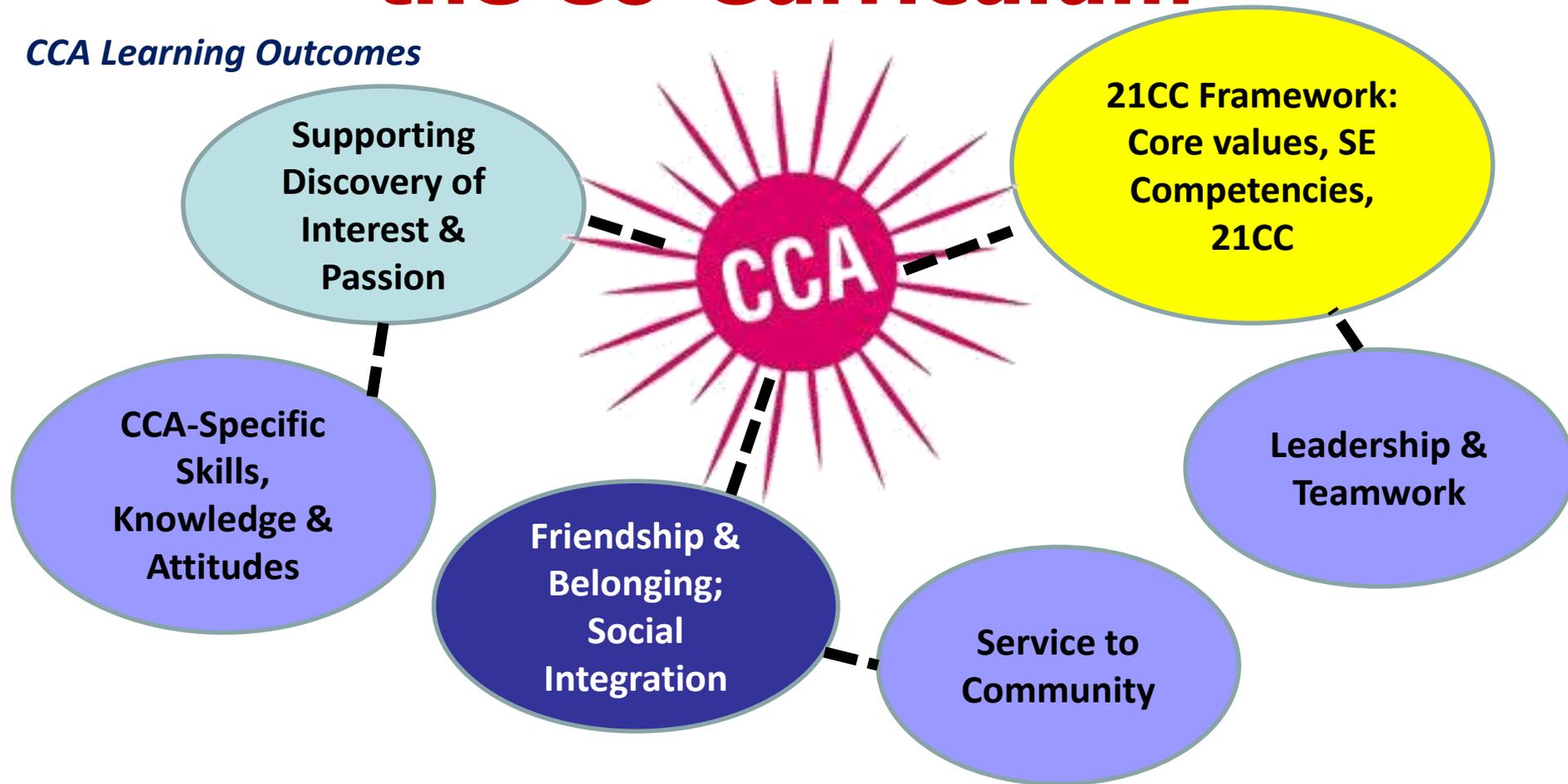


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Co-Curricular Activity (CCA) in the Co-Curriculum

CCA Learning Outcomes



CCA Policies to support Holistic Development of Students

- Students' participation in co-curricular activities is an integral part of their holistic development.
- At the secondary level, students' participation in CCA is **compulsory**.
- All students must have a main school-based CCA each year from one of the 4 CCA types, namely Clubs & Societies, Physical Sports, Uniformed Groups, and Visual & Performing Arts.



CCA Policies to support Holistic Development of Students

- At the end of the graduating year, students' co-curricular attainment will be recognised using LEAPS (for current secondary 4/5 students) or LEAPS 2.0 (for current secondary 1-3 students) recognition scheme. This recognition will be translated to bonus point(s) which can be used for admission to Junior Colleges/ Polytechnics/ Institutes of Technical Education (JC/Poly/ITE).
- More details on LEAPS 2.0 can be found in this link: <http://www.moe.gov.sg/education/secondary/files/leaps.pdf>



CCA Policies to support Holistic Development of Students

- At the primary and pre-university level, students' participation in CCA and other enrichment programmes is strongly encouraged.
- At pre-university, co-curricular pursuits through CCA and other enrichment programmes are student-driven. This provides students with the flexibility to pursue their own interests and take ownership of their own learning and development.



Guiding Principles for CCA Planning

1. Provides breadth of experiences

- A range and variety of programmes and activities to cater for holistic development and to broaden students' learning
- Range of programmes and activities should support students' interests and promote self-directedness in learning



Guiding Principles for CCA Planning

2. Development and progression

- Activities and learning experiences should be designed to deepen students' knowledge and skills and be purposefully planned to support development of character, citizenship and achievement of the 21st Century student outcomes.



Guiding Principles for CCA Planning

3. Provides challenge and enjoyment

- Programmes and activities should provide a healthy balance of collaboration and allow for participation at different levels to promote students' overall enjoyment.



Guiding Principles for CCA Planning

4. Promotes social bonding and integration

- Programmes and activities should present opportunities for building friendships and allow students to work as a team towards a common goal.
- They should promote social integration and cohesion.



Guiding Principles for CCA Planning

5. Consider resource availability and safety

- In the planning and implementation of the programmes and activities, schools should also consider availability of resources such as manpower and physical facilities, and the ability to ensure safety in their delivery.



Part 3:

Creating meaningful experiences for students through CCAs



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Roles & Responsibilities of a CCA Teacher



Leader



Facilitator



Manager



Mentor



Active Learner



Training Courses Available to CCA Teachers

- Professional Development (PD) plans for CCA teachers:
 - BTOP:** Milestone course providing an introduction to the roles of a CCA teacher in the light of holistic education
 - Level 1 Course: Online Professional Development (PD) Module:** Milestone course providing baseline training to enhance teachers' ability to facilitate quality CCA sessions
 - Level 2 Course:** CCA-specific courses to further equip teachers with CCA-specific knowledge and competencies.

Level 2 Course

Experienced teacher: CCA specific (training hours dependent on type of CCA)

Level 1 Course: Online PD module

In-service teachers: CCA specific (8 hours for each online module)

BTOP

Pre-service teachers: Non-CCA specific (1.5 hours for CCA segment)

Your Role As A CCA Teacher IC

- Setting clear vision and goals aligned to school goals and larger educational goals
- Designing and planning for a CCA programme/ curriculum that is intentional about developing skills, interest as well as values and 21 CC (Shared goals between instructors and teachers IC)
 - Facilitating a culture of learning and reflection in your students
 - **All instructors' duties and responsibilities must be carried out in consultation with the teacher IC**
- Conducting effective assessment and review of the CCA programmes
- Developing a repertoire of skills that will help you lead and manage your CCAs



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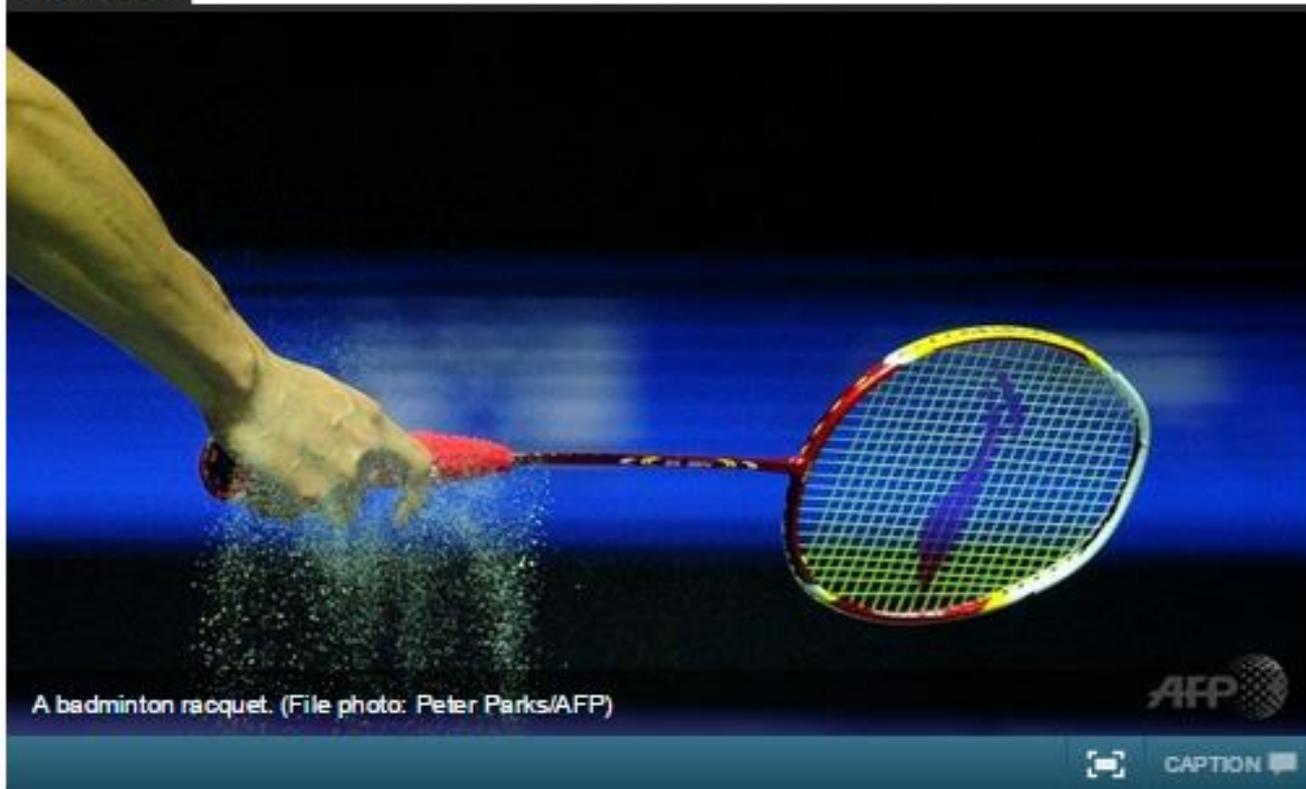
Badminton coach jailed 5 years for grooming and sexually assaulting boy

The coach had dismissed his sexual relationship with his young student as “boys being boys”.

By Vanessa Paige Chelvan

Posted 13 Jan 2016 12:42 Updated 13 Jan 2016 12:43

PHOTOS



SINGAPORE: A badminton coach who groomed his young student and pressured the 14-year-old boy to engage in sexual activities with him was sentenced to five years' jail on Wednesday (Jan 13).

The coach cannot be named to protect the identity of the victim.

The pair met in 2012, when the boy joined his school's badminton team. The accused was then the team's assistant coach. Between 2012 and 2014, coach and student "developed a close relationship", and the victim came to see the accused "not just as a coach, but also as a role model and a mentor".

The abuse came to light in October 2014, when police chanced upon the accused's car in a public car park at Venus Drive. The 32-year-old was found topless with his pants pulled down, and the boy was naked. Both admitted to engaging in sexual activities with each other.

Further investigations revealed that the coach had even taken the boy to a male prostitute at People's Park Complex, where the prostitute performed sexual acts on the pair.



In court on Wednesday, Deputy Public Prosecutor Randeep Singh called the accused's mitigation plea "an afterthought and an excuse". The coach had dismissed his sexual relationship with his young student as "boys being boys".

"It was a personal matter between the boy and me ... indulging in sexual fantasies. Boys being boys will discuss and try out," the coach said in a letter to the court. DPP Randeep pointed out the accused "is clearly not a boy, he's a 32-year-old man".

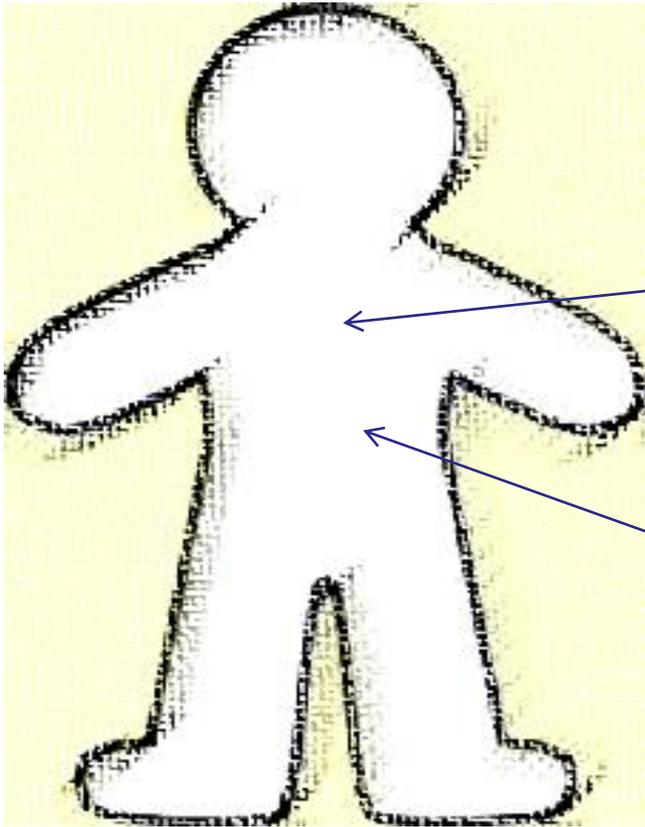
The DPP also dismissed the man's claim that his relationship with the boy involved "mutual consent (with) no pressure exerted", pointing to the fact that the accused had admitted to threatening the boy when he tried to put a stop the sexual assaults.

In sentencing the accused to five years' jail, District Judge Salina Ishak noted that the coach had abused his position of trust and "corrupted" a vulnerable victim, whose consent he obtained "through lies, grooming and pressure". The judge also pointed to the length of time over which the sexual assaults took place, saying that the coach's actions were "clearly not one-off" or caused by a "momentary lapse of judgement".

The accused will begin serving his sentence on Feb 15.



Role on the Wall



What are the **21st Century Competencies (21CC) / character traits** that you would want your students to develop through their involvement in CCA?

What are the **CCA-specific learning outcomes/competencies** that you would want your students to develop through their involvement in CCA?

As a CCA teacher, what can you do to **plan for, design and facilitate** the development of these competencies?



Key Messages

1. CCA is an **integral part** of the total curriculum.
2. CCA provides a natural platform to **develop our students holistically** through its student-centric, values-driven programmes.
3. The **CCA teacher's role** in planning for, designing and facilitating a meaningful CCA experience for their CCA students that meets the 21CC student outcomes is **integral**.
4. The continuum of authentic CCA experiences allow students to develop, reflect on and apply the **values, competencies and skills** that will help them thrive in the future.



Further Support

List of Available 21CC - CCA Resources

- Examples of 21CC Activities in CCA
- Facilitation Techniques
(Roger Greenaway Video Clips and Fact Sheet)
- 21CC CCA Video Clips and Accompanying Lesson Plans
- 21CC Unit Plans across CCAs

<http://cchb.opal.moe.edu.sg> → Chapter 3



CCA Resources

OPAL

Handbook for the Co-Curriculum

<http://opal.moe.edu.sg/cchb/>



Other Useful Information

- **School Safety Handbook:**

<http://intranet.moe.gov.sg/schoolsafety/Pages/SSHB.aspx>

(You may refer to Chapter 5 of the School Safety Handbook which provides more information on safety in Physical Education and Co-Curricular Activities)

- **Information on Engagement and Registration of Instructors to Schools:**

http://intranet.moe.gov.sg/sdcd/cca/Pages/cca_notifications.aspx



Contacts for CCA Queries

CCA Domain	Branch I/C	Contact
Clubs and Societies	Co-Curricular Activities Office	Email: MOE_CCA_Office@moe.gov.sg
Physical Sports	Physical, Sports and Outdoor Education Branch	Email: MOE_PSOE_Branch@moe.gov.sg
Uniformed Groups	Character and Citizenship Education Branch	Email: MOE_CCEB@moe.gov.sg
Visual and Performing Arts	Arts Education Branch	Email: MOE-SDCD_AEB@moe.gov.sg

