



WHAT ARE SINGAPORE SCHOOLS LIKE?



WHEN I WAS GROWING UP



A HAPPIER CLASSROOM

## SINGAPORE EDUCATION SYSTEM



## 2012 PISA RANKING FOR MATH, SCIENCE & READING

	MATH	SCIENCE	READING
1	SHANGHAI	SHANGHAI	SHANGHAI
2	SINGAPORE	HONG KONG	HONG KONG
3	HONG KONG	SINGAPORE	SINGAPORE
4	TAIWAN	JAPAN	JAPAN
5	SOUTH KOREA	FINLAND	SOUTH KOREA

## 2012 PISA RANKING FOR PROBLEM SOLVING

MEAN SCORE	COUNTRY
562	SINGAPORE
561	KOREA
552	JAPAN
540	HONG KONG + MACAU
536	SHANGHAI



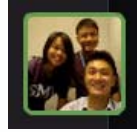
WHAT DO YOU WANT FOR YOUR CHILD?



TO BE HAPPY

## WHAT WORKS AGAINST POSITIVE EXPERIENCES AT A MACRO LEVEL?

- a meritocratic system (based on relative performance which promotes selfish, me-first mentality & erodes norms of trust & cooperation)
- a stratified system which allows for those who have more resources to be better placed to compete
- an elitist system that rewards those who are supposedly able to generate the most benefits for the economy



... QUOTES

- ours is “a system where children are defined by 3 digits (their PSLE score)”
- we should “stop categorising, stop predicting, stop assuming and stop expecting...”
- ... “allow children to grow in a healthy learning environment where they can dabble in everything and anything and find where their interest lies...rather than attempt to groom them into the elites of tomorrow based on our conjectures of today”

## RESPONSE FROM GOVERNMENT IN RECENT YEARS

- Downplay academic grades, ban publishing of top scorers
- Emphasise values and character education and service to the community
- Spread resources more evenly across system
- Spread strong leaders across schools



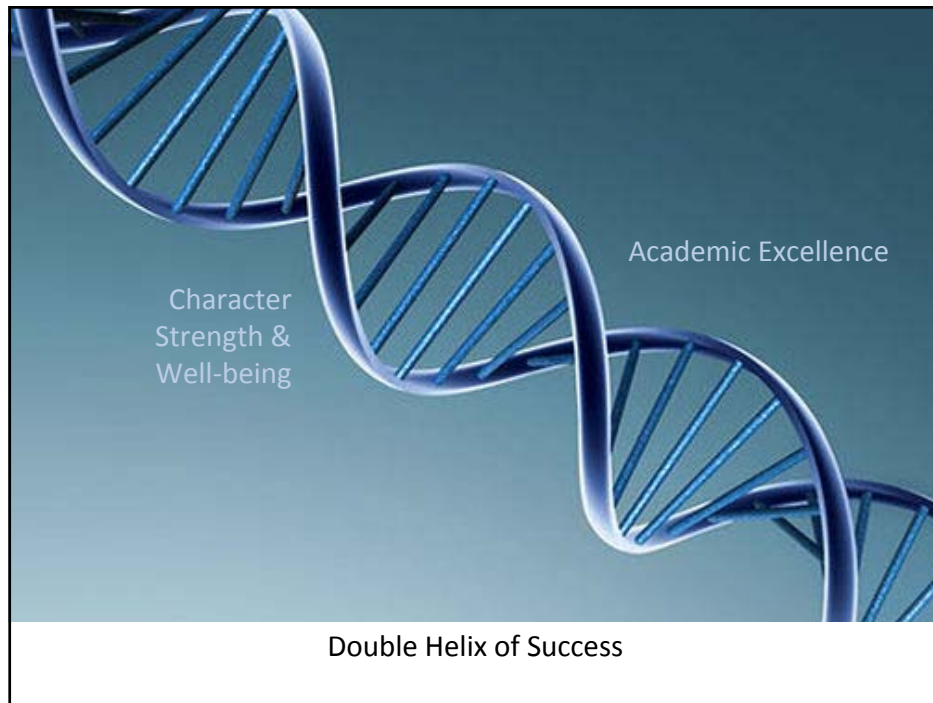
## WHAT ARE FACTORS THAT CONTRIBUTE TO HAPPY EXPERIENCES IN SCHOOLS?

- Friends and relationships between classmates.
- Teachers who go all out, to accommodate both weak and strong students and who instill values and discipline in them.



## POSITIVE EDUCATION HAS CAUGHT ON IN SINGAPORE SCHOOLS

- works to create a school culture that supports caring, trusting relationships
- brings together the science of positive psychology to encourage and support individuals and the community to flourish and thrive
- focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle





## DEVELOPMENT FOCUS

Thinking Mindfully (Self-directed learner)

**Positively  
WESTWOOD!**

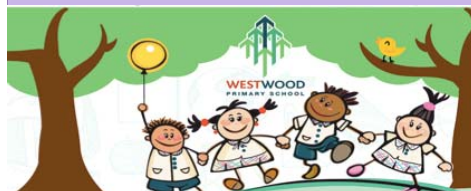
Healthy Coping

Relating Well

In the Moment (Optimal Engagement)

Values-Driven Action

Emotions of Positivity (Heart of Gratitude)



"I am a self-directed learner,  
trustworthy friend  
compassionate leader, and  
confident & positive person."

Westwood Primary School

Vision: To be a positive institution in Jurong West that inspires our community to lead meaningful and engaged lives.



Strategies:

Traffic Light or Think-Stop-Go

What Went Well; Reward Charts for Effort

SWABT Corners; Lesson Op for Peer Appreciation of Behaviour & Efforts



Values:  
Heart of Gratitude; Resilient Mindset  
Passion for Community; Future-ready Confidence

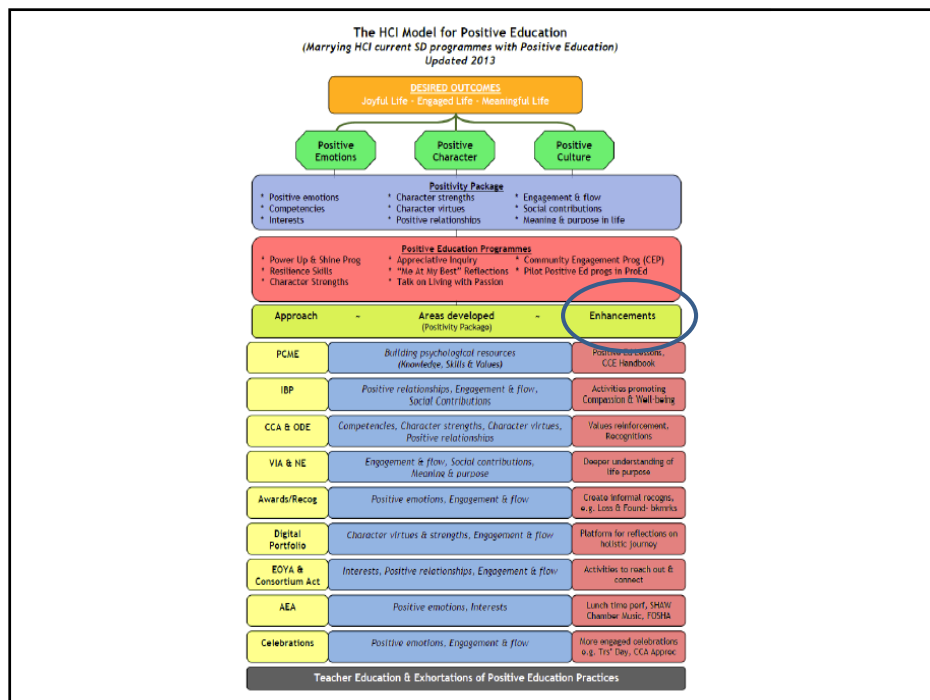


- SUBJECTIVE WELL-BEING MODULES
- MINDFULNESS CONVERSATIONS
- STUDENT WELLNESS CENTRE



## Pastoral Care and Moral Education Modules (Before & After)

2010	2015
Stress management	Stress management
Anger management	Anger Management
Depression	Building resilience
Professionalism	Meaning and Purpose in Life
Chinese values	Chinese values & Character Strengths





Capacity  
Building

Individuals  
with talents  
and passions

# Themes for each level

## Secondary One

A resilient Hwa Chong student who is rooted in school values.

- How the student adapts to HCI
- Implications of the school values on self in the journey of adaptation thus far





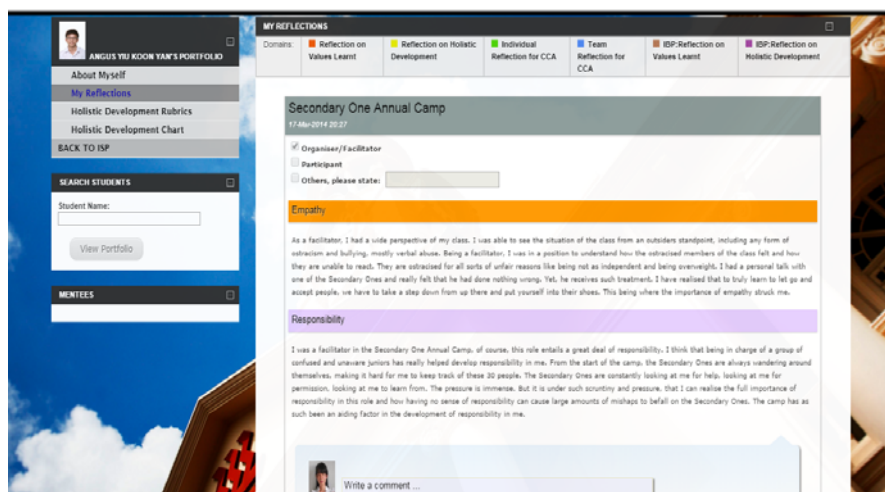
## Secondary Two

A Hwa Chong student with sound character and high personal mastery.

- Personal mastery in the cognitive and the affective domains
- Strengths and AFI's



## Building a reflective culture: Digital CCE Portfolio



# Self-assessment of values

Welcome, ANG FENG AMON, You are logged in on 16/10/2016 5:31:28 PM

**HWA CHONG INSTITUTION** **i-ComP (HC i-Communication Portal - High School)**

Home ACE Student Performance Student Development HRP Options Sec 3 Options Sabbatical Projects Day End Session

**Online Self-Assessment of Values**

The Online Self-Assessment of Values is a tool for self-reflection. Based on our school values, it is designed to help students reflect on their personal growth, raise self-awareness and gain insight into their holistic development, which are all essential to growth in good character and citizenship. The process of self-assessment allows students to take stock of the knowledge, skills and values they possess, thereby empowering to take on responsibility and ownership of their learning, and become active and conscious participants of their holistic education journey.

Please self-assess all 8 values. This assessment should not take you more than 20 minutes to complete.

**Value 1 -> Passion**

1. I am thrilled when I learn something new. ☐ None of the time ☐ Some of the time ☐ Most of the time ☐ All of the time

2. I show strong enthusiasm in learning new knowledge or skills, even if the material benefit of learning may not be immediately visible. ☐ None of the time ☐ Some of the time ☐ Most of the time ☐ All of the time

3. I enjoy learning new skills, topics or bodies of knowledge. ☐ None of the time ☐ Some of the time ☐ Most of the time ☐ All of the time

4. I find purpose and meaning in pursuing my area of passion. ☐ None of the time ☐ Some of the time ☐ Most of the time ☐ All of the time

5. I am able to balance my passion and other pursuits. ☐ None of the time ☐ Some of the time ☐ Most of the time ☐ All of the time

Anecdotal Evidence: (250 characters)

[Click here to see your score](#)

[Next](#)

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## How did our students rate themselves?

Value	Mean (out of 5)	Rank
Passion	3.25	5
Integrity	3.68	1
Innovation	2.80	8
Empathy	3.39	3
Responsibility	3.13	7
自强不息	3.19	6
饮水思源	3.53	2
己立立人，己达达人	3.26	4

# Well-being through Service Learning Projects



## Project Appreciate



“The Organizing Committee met once a week even on the weeks leading up to the examinations to avoid disappointing the construction workers with a poorly planned dinner”

**薛永嵩 17 years old**

## Project on Meaning and Purpose in Life

**Youth**  
Mental Health  
Ambassador

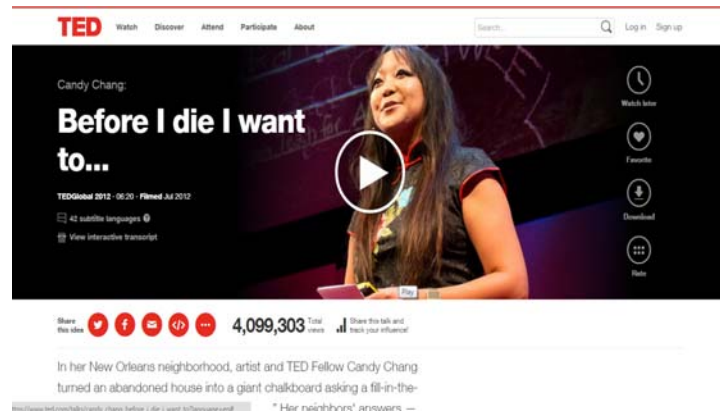
Join us as a  
**Youth Mental Health Ambassador!**

Want to be a  
**positive influence**  
to your peers?

- Participate in an interactive training workshop to learn about **Mental Wellbeing, Mental Illness, Mental Health Promotion & Project Management!**
- Spearhead your very own outreach projects to promote mental health to your friends!
- Be featured on our publicity materials
- Showcase your good work at HPB events!

Health Ambassador Day 2018

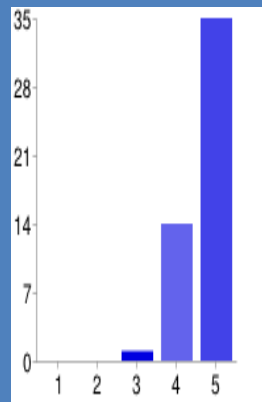
# Inspiration from...





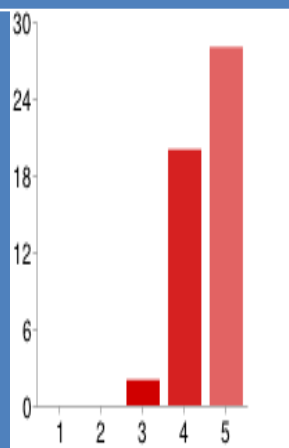


### 1. I think it is essential to have meaning and purpose in life



The majority of the respondents were aware of the importance of leading meaningful and purposeful lives.

### 2. I understand that having purpose in life contributes to mental well-being

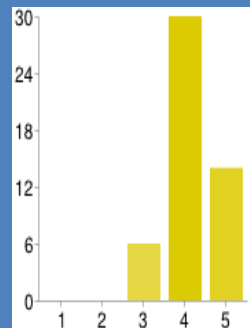


High awareness of the strong link between life purpose and healthy mental well-being.

**Objective #2: Encourage students to set personal goals**

**3. I feel motivated to accomplish the goals I set out to achieve**

**Overall impact of project**



The positive response of student participants to the statement is an indicator of the generally high level of motivation in students, which symbolizes a high likelihood that the goal-setting activities will be effective in inspiring students.

**4. Did you find the events organized by our project group meaningful?(optional)**

**"I felt that the 'Before/ After I leave Hwa Chong I Want To' mural outside Chill was particularly thought-provoking and inspiring. It made us pause to gather our thoughts on how we see ourselves as leaders of change, be it in charge of others or our own selves."**

## Reflections

- This being said, this project had a **lasting impact** on our team, as this experience has **taught** us not only practical skills, but **life lessons** as well.
- Our most important takeaways from this project tie in with some insights expressed by participating students, such as the fact that **motivation can stem from the simplest activities**.
- What made these events a **success** was **not the amount of effort we put in or our own capabilities, but the eager and enthusiastic participation of students**, which was a humbling realization.
- The act of reaching out to our schoolmates through this project has allowed us to break out of our comfort zones and encounter people we otherwise would not have interacted with during our two years in JC, and has **opened our eyes to the potential for every student to be an inspiration to someone else**.

