

BPA (SARD)

Excellence In Action 2012



Outline

Mission, Vision and Values

PL's Desired Outcomes of Education

Signature Programme – Faithful In Service

Assessment Tools – CAsT & LeADeR

Benchmarking – Arts Education



Mission, Vision and Values



School Philosophy

Luke 2:52

“...and Jesus increased in wisdom (**cognitive** development) and stature (**physical** development) and in favour with God (**moral** development) and man (**social & emotional** development).”



School Mission



**To nurture every PL-Lite into a whole person
who lives in favour with God and Man**



School Vision

An outstanding school producing women of fine character with a passion for life and learning



School Values

Godliness

Respect

All-Round
Excellence

Commitment

Enthusiasm



PL's Desired Outcomes of Education

Confident
PL-Lite

Wise

Articulate

Resilient

Passionate
Learner

Pursues
Excellence

Self-
directed

Critical
Thinker

Active
Citizen

Loyal

Socially
Responsible

Respects
Differences

Inspiring
Leader

Proactive

Influential

Exemplary



PL's Desired Outcomes of Education

MOE's C2015	The PL's DOE	Visible Traits	Alignment to CCP	Alignment to IP
Confident person	Confident PL-Lite	Wise , Articulate & Resilient	Pupils involvement in Assembly, Pupils-Led Prog	LAMDA, Public Speaking Platforms, Innovation Wk
Self-directed learner	Passionate Learner	Pursues Excellence, Self Directed & Critical Thinker	SEL Competencies, LiVE Curriculum, Students'	Lessons, Projects, e-Learning, Competitions, Conferences, Arts Education , ACE
Concerned citizen	Active Citizen	Loyal, Socially Responsible & Respects Differences	Faithful In Service (FIS) , NE Event, JITs, Student-initiated Projects	NE Infused Lessons, Subject based LJs
Active contributor	Inspiring Leader	Proactive, Influential & Exemplary	(Student) Leadership Week, Leadership Tiers, Leadership Camps, Assessment (CAst & LeADeR)	Peer Coaching & Peer Tutoring



Faithful In Service (FIS)



From CIP to Service–Learning

Sec 1: Planning of Local SL Project
(needs analysis / set service & learning objectives / design service activities & prepare materials)

Sec 2: Execution of Local SL Project
(carry out planned activities / evaluate & reflect on service experience)

Sec 3: Overseas SL Project
(serve under-privileged communities in China, Cambodia, Malaysia)

Sec 4 & 5: Local SL Project
(apply what they have learnt from the Overseas SL experience to contribute back to Singapore)



Objectives of FIS



CONFIDENT PL-LITES



COMPASSIONATE PL-LITES



COMMITTED CITIZENS



FIS

FIS – Confident, Compassionate, Committed



2004 - Sarawak



2005 – 2010 For student leaders (China & Cambodia)



From 2011 – S3



Cambodia



Malaysia



China



China



Faithful In Service



Teachers undergoing training at Pulau Ubin



Pre-Trip Discussion among Teachers



Team bonding activities among students



Teachers facilitating project planning



Daily Reflections conducted by teachers

2012 Faithful In Service



Teaching in *Vietnam*



Visiting the villagers in *Cambodia*

Painting the school walls in *China*



Leading games in *Malaysia*



Building well pavement in *Cambodia*

Character Development With CAsT



Process for Character Assist

Self /Peer/Teacher
(FT & **CCA**) Evaluation

Beginning of the
year for S2/4&5
Mid-year for S1 & 3

CAst report given to pupils

Pupils set target
Personal Action Plan

Teachers review
pupils' progress
during conferencing

Teacher-pupil
conferencing in
Term 2 & 3



Report for Character Assist

QNo	GRACE	Self Estimate	Peer1	Peer2	Teacher's Feedback	CCA Teacher's Feedback	Target
	Godliness : I live a life that is pleasing to God, virtuous and upright. > I show effort to be pure in thought, speech and action. > I show care and concern for other... by being involved in community projects helping the poor, sick and needy. > I apply clear school / Christian values. > I stand up for what is right even when I need to stand alone.						
		Demonstrates Adequately	Demonstrates Adequately	Demonstrates Strongly	Demonstrates Strongly	Demonstrates Strongly	Demonstrates Strongly

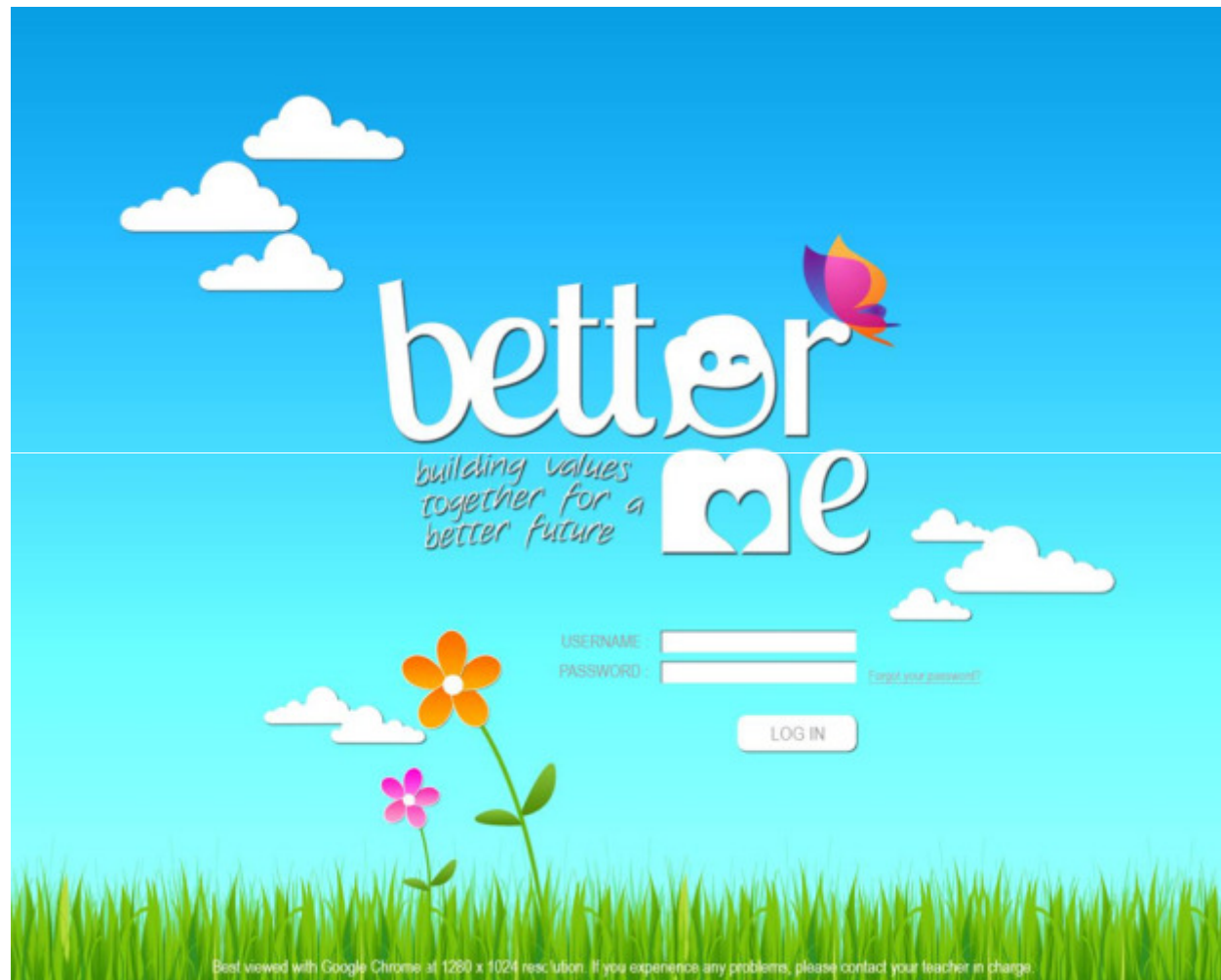
Values

Observable Behaviours

GRACE	Self Estimate	Peers' Evaluation	Teachers' Feedback	Personal Target
Godliness				
Respect				
All-Round Excellence				
Commitment				
Enthusiasm				

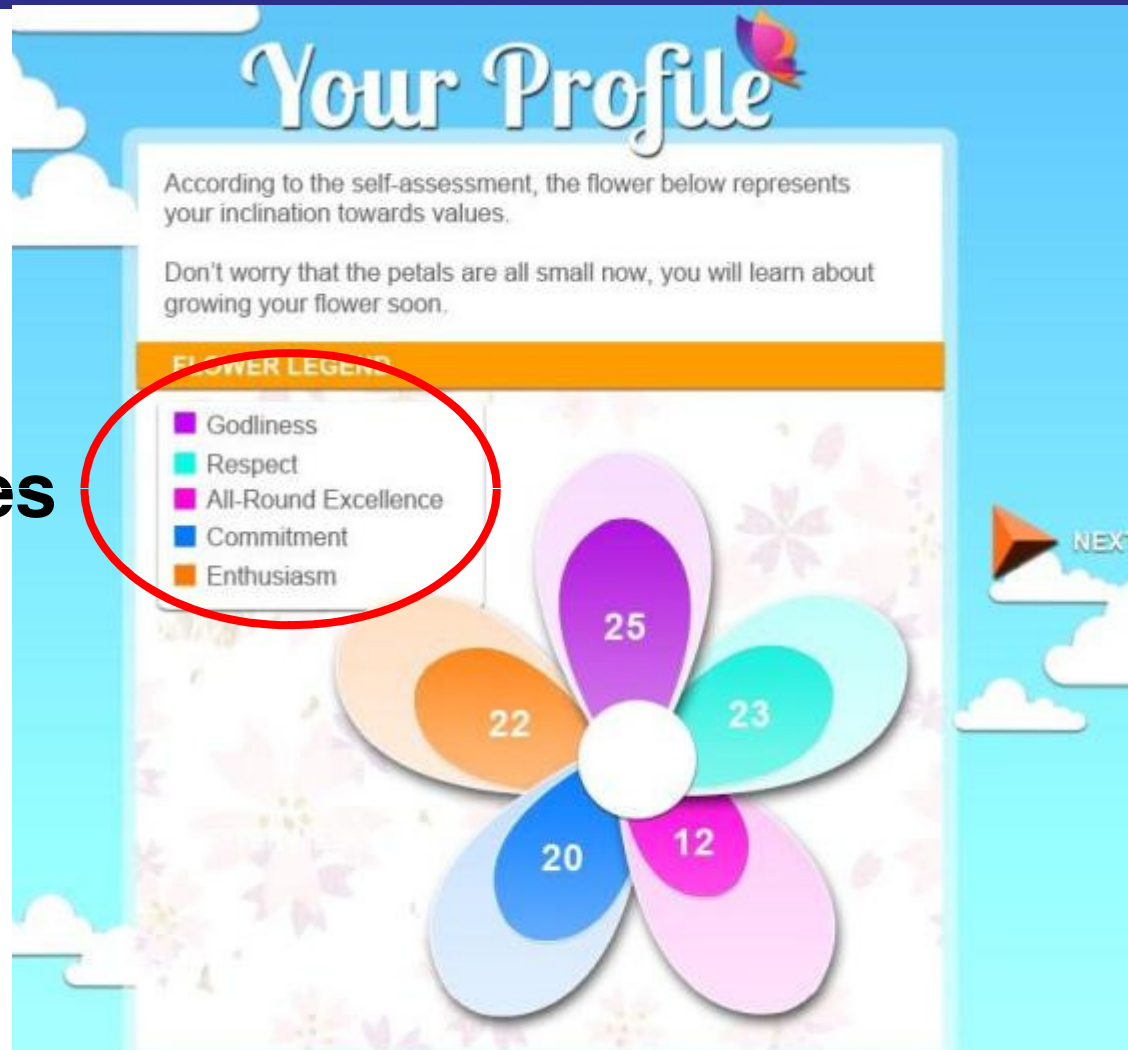
360 degree feedback

Project with NUS - BetterMe



BetterMe – Self Assessment

Values



BetterMe – Profile Page

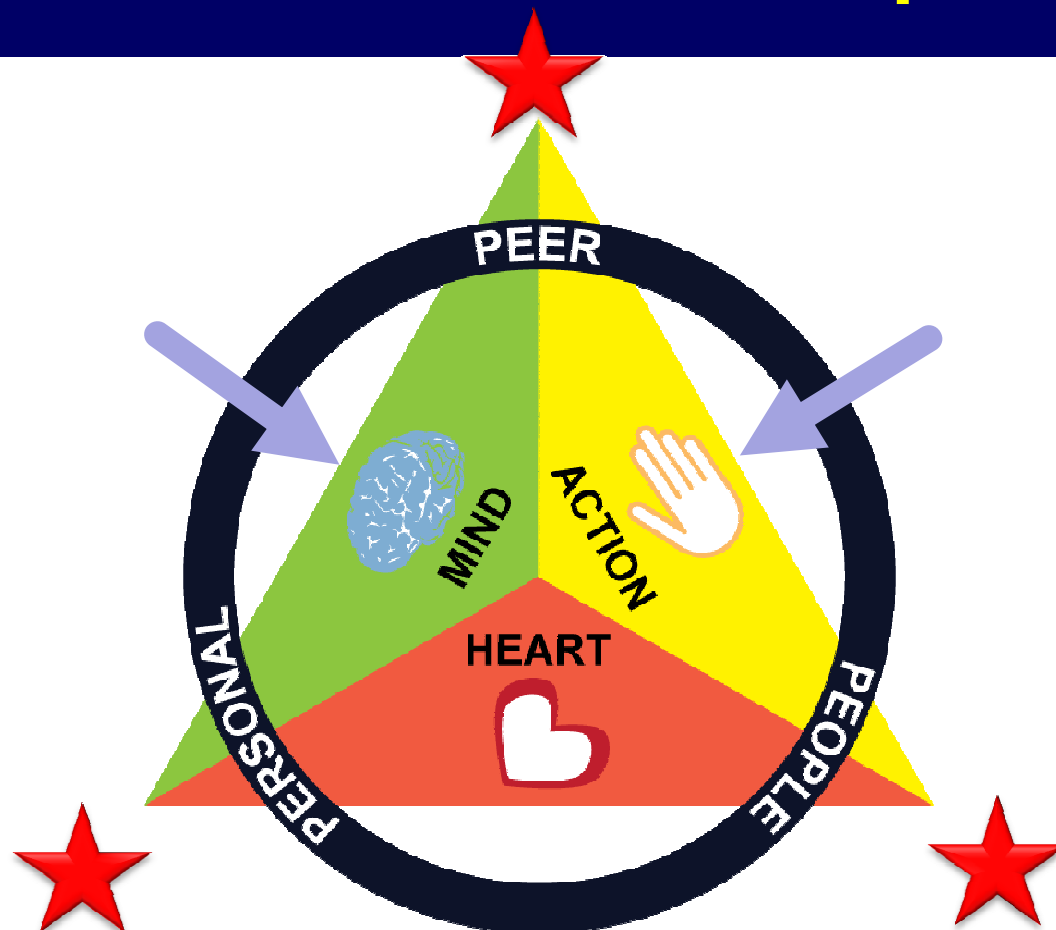
The image shows a screenshot of the BetterMe profile page for Melissa Lim, Jia Hui. The page is decorated with a garden theme, featuring a flower radar, a welcome message, and a list of achievements. Annotations with arrows point to specific features:

- Points left to award others:** Points to the '8 points to give' section on the left sidebar.
- Peer Review:** Points to the 'BETTER FEED' section in the left sidebar.
- Own Comment:** Points to the 'QUOTE OF THE DAY' section in the left sidebar.
- Flower Radar:** Points to the flower icon in the top right corner.
- Points earned:** Points to the '67' points earned indicator on the right side.
- Welcome Message or Picture:** Points to the 'Welcome to my page' sign on the right side.
- Achievements:** Points to the list of achievements on the right side.

PL's Student Leadership Development



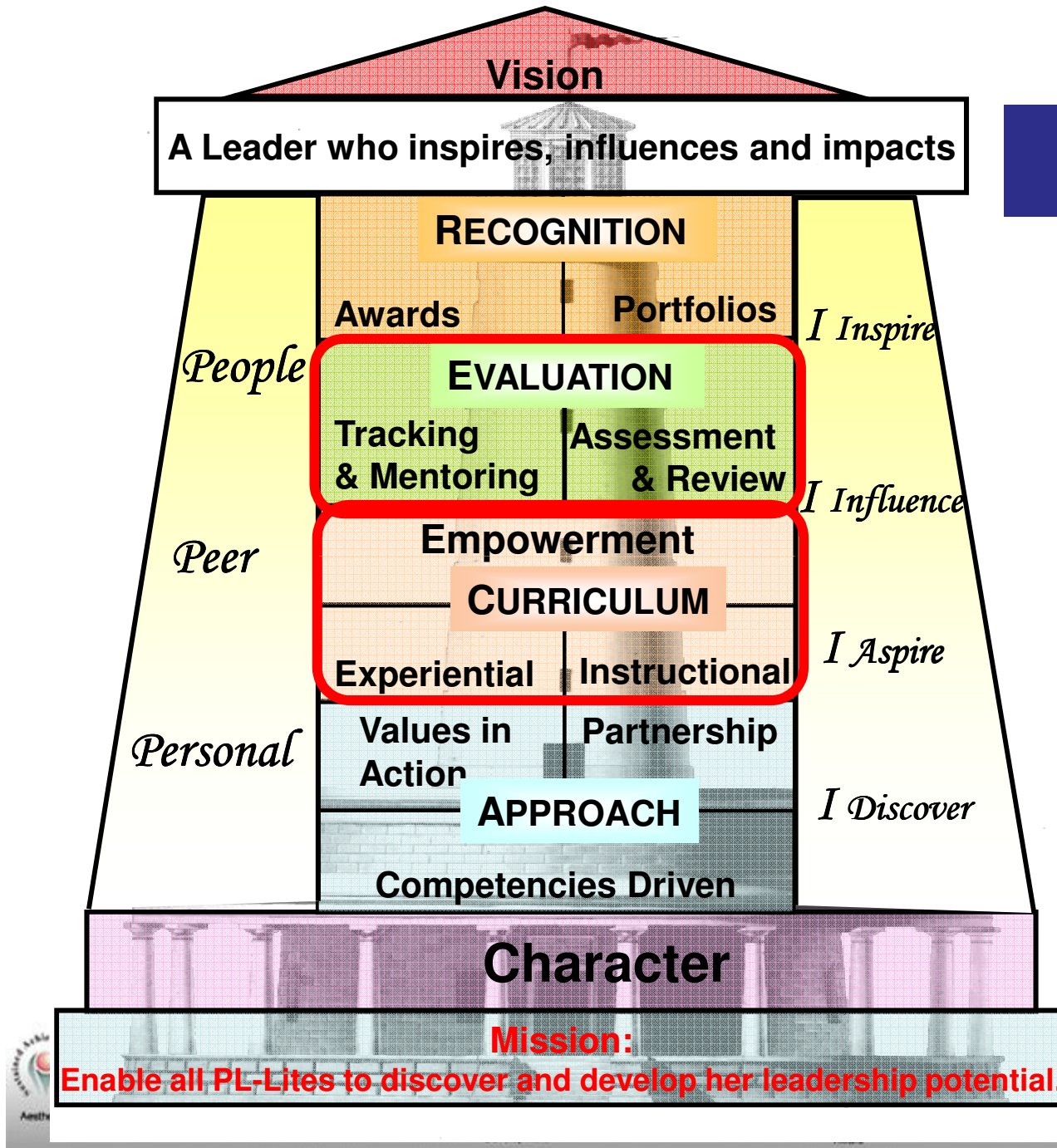
The PL Student Leadership Model



Adapted from 'Lead Like Jesus' by
Ken Blanchard & Phil Hodges

LeADeR

Framework



Leadership Curriculum

Category	Sub-category	Instructional	Experiential & Empowerment
School	-	- Assembly Programme - Chapel - Leadership 101 & 201	- Community Involvement Programme (CIP) - Learning Journeys PL Leadership Week
Cohort	Sec 1	LiVE – Time Management Skills - Pupil Profiling	- Sec 1 Orientation - Sec 1 – “I Discover”
	Sec 2	LiVE – Reflective Skills - EL Dept public speaking course	Sec 2 – “I Aspire”
	Sec 3	LiVE – Communication Skills	Sec 3 – OCIP
	Sec 4 / 5	LiVE – My role as a Leader in society	
Specific Group	Prefects	Prefects’ Training	- Prefects’ Camp - P6 Camp - Mega Camp

LeADeR— Leaders' Assessment & Development Rubrics

Values – Respect + Social Awareness + Relationship Management + Responsible Decision Making Descriptors	<i>Target Group</i>	<i>Competency Rating</i>			
		<i>Self-estimate</i>			
1. Personal Manage my emotions effectively (EQ) Respect and trust others	S2 prefects Sec 2 CCA leaders	Not Observed			
		Developing			
		Competent			
		Exceeding			
2. Peer Embrace diversity among my peers Consider the needs and feelings of others	S3 Prefects Sec 3 CCA leaders	Not Observed			
		Developing			
		Competent			
		Exceeding			
3. People Harness the strengths of diversity towards the greater good of the organization Consider various perspectives in decision-making	S3 Exco S4 Prefects Sec 4 CCA leaders	Not Observed			
		Developing			
		Competent			
		Exceeding			
Training recommended to achieve desired competencies:					



Arts Education Programme



Holistic Education – Aesthetics Domain

To cultivate poise and confidence

To nurture students' talents in aesthetics



Stretch Goal (2006-2010)

To be a school distinguished for its
performing arts



10-Step Benchmarking Model

Phase 1: PLANNING

1. IDENTIFY WHAT IS TO BE BENCHMARKED

2. IDENTIFY ORGANISATIONS TO BENCHMARK

3. DETERMINE DATA COLLECTION METHOD AND COLLECT DATA

Phase 2: ANALYSIS

4. DETERMINE CURRENT PERFORMANCE GAP

5. PROJECT FUTURE PERFORMANCE LEVELS

Phase 3: INTEGRATION

6. COMMUNICATE BENCHMARK FINDINGS AND GAIN ACCEPTANCE

7. ESTABLISH FUNCTIONAL GOALS

Phase 4: ACTION

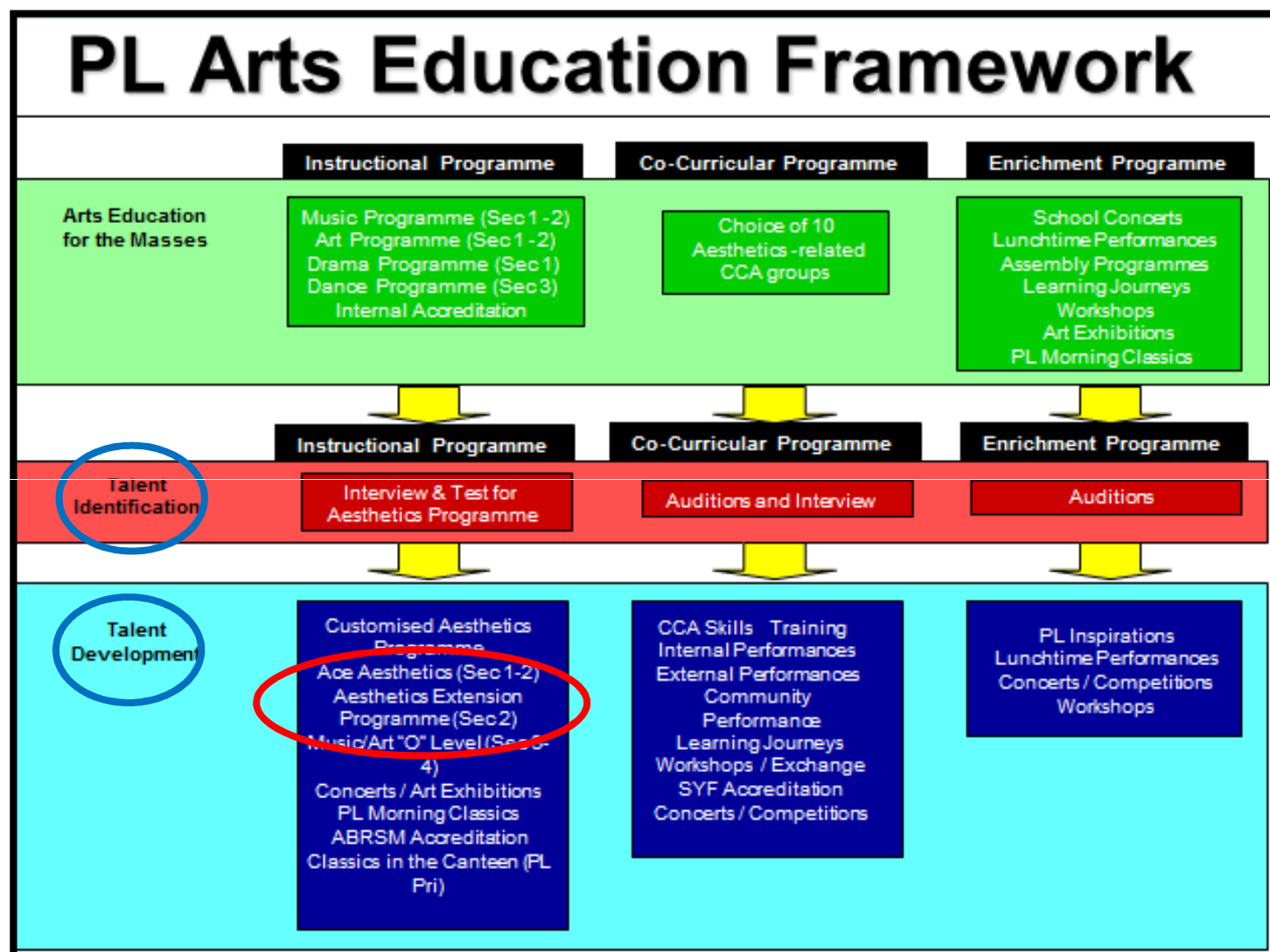
8. DEVELOP ACTION PLANS

9. IMPLEMENT SPECIFIC ACTIONS AND MONITOR PROGRESS

10. RECALIBRATE BENCHMARKS



Enhanced PL Arts Education Framework



Establishment of Partnerships



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