



Cedar Primary School

P3 - P4 Parent Engagement Webinar 2026

13 March 2026



P3 and P4 Parent Engagement Webinar

13 Mar 2026

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Scope of Presentation

- Our Vision, Mission, Values and Motto
- Nurturing the Joy of Learning and Building 21st Century Competencies
- Refreshed Approach to Support Primary School Students with Academic Strengths and Talents
- Developing our children's Growth Mindset
- Studying at home: Suggestions for parents



School Vision, Mission, Values and Motto

School Motto

Effort Determines Success



School Vision



School Values

Kindness
Integrity
Resilience
Responsibility
Creativity

WHO

Respect
Resilience
Responsibility

Integrity
Care
Harmony

MOE CCE Values

School Mission

Nurturing Minds.
Inspiring Hearts.
Empowering Lives.

WHY

Social
Emotional
Competencies

Emerging
21st
Century
Competencies

WHAT

MK Learning Dispositions

Perseverance

Reflectiveness

Appreciation

Inventiveness

Sense of wonder
and curiosity

Engagement



Our Aspirations for the students

Responsible Citizens:

Citizens who demonstrate kindness, integrity, resilience and responsibility; and contribute to the community and nation.

Creative Leaders:

Leaders who lead and collaborate to innovate and solve challenges to benefit the community.

School Vision

A Strong Start for Every Child



Joyful Learners:

Engaged and Self-directed learners in a positive and safe environment

A Connected Community:

Cedarians who work collaboratively, and build a caring and inclusive community.

What nurtures Joyful Learners?



Sense of purpose when students understand why they are learning something and can relate it to real life

Student ownership when students are involved in decision-making, take intellectual risks to explore, discover and create, and view mistakes as learning opportunities





What nurtures Joyful Learners?



Experience of accomplishment & success arising from learning that has the right balance of challenge and ability

Learner-centred pedagogy that leads to affective, behavioural and cognitive engagement





What nurtures Joyful Learners?



Learner-centred assessment that focuses not on grades but on providing feedback to improve learning and helping students become self-directed learners

Positive culture & environment

Classroom culture and interactions (e.g. safe, collaborative environment)

Beliefs, actions and support of educators

Beliefs and actions of parents





What nurtures Joyful Learners?



Balance of activities e.g. between academic and non-academic, in the classroom and outside, structured and unstructured activities, physical and cerebral, work and rest





What nurtures Joyful Learners?

Educators' Perspective:

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Positive culture & environment
Classroom culture and interactions (e.g. safe, collaborative environment)
Beliefs, actions and support of educators
Beliefs and actions of parents

Balance of activities e.g. between academic and non-academic, in the classroom and outside, structured and unstructured activities, physical and cerebral, work and rest



What nurtures Joyful Learners?

In the context of parenting...

Sense of purpose when your child **understand why** he or she is learning or doing something and **can relate it to his or her life**

Child ownership when your child is **involved in decision-making**, take intellectual risks to **explore, discover and create**, and **view mistakes as learning opportunities**

Experience of accomplishment & success arising from **learning experiences** that has the **right balance of challenge and ability**

Child-centred instructions or guidance that leads to **affective (feel)**, **behavioural (do)** and **cognitive (know/ think)** engagement

Child-centred review or reflection that focuses **NOT on comparison with others** but on **providing feedback to improve learning** and helping your child become **self-directed learners**

Positive culture & environment

Home culture and interactions (e.g. safe, collaborative environment)

Beliefs and actions of parents

Balance of activities e.g. between academic and non-academic, **at home and outside (in parks, gardens, libraries etc)**, **structured and unstructured activities**, **physical and cerebral**, work and rest



21st Century Competencies (21CC) and preparing your child for the future



Skills Demand for the Future Report: Singapore's key growth areas

The **Digital Economy** has been gathering pace, powered by Smart Nation initiatives and the National Artificial Intelligence Strategy³. Today, digitalisation is a key driver of growth, and Digital Economy jobs can be found across all 23 sectors with **Industry Transformation Maps (ITMs)**⁴.

The **Green Economy** involves enterprises that are restructuring and creating new business functions by shifting from environmentally harmful business activities to greener ones. Today, more than 450 job roles across 17 sectors require green skills, from manufacturing and trade & connectivity, to financial services, hospitality and built environment.

The **Care Economy** is driven by an ageing population, evolving demands for care and the future of work and learning. This is part of national efforts to transform and protect health, advance human potential and inculcate lifelong learning. These efforts will leverage data to bring about innovations in new care models, teaching and learning, and health and wellness.



Skills Demand for the Future Report:

Critical Core Skills (CCS), or skills-to-build-skills for the *Future of Work*



Thinking Critically

These are cognitive skills needed to think broadly and creatively, in order to see connections and opportunities in the midst of change. Cognitive skills are the root of technical skill development and progression.



Interacting with others

Being effective at interacting with others means thinking about the needs of others, as well as being able to exchange ideas and build a shared understanding of a problem or situation. Increasingly, individuals need to be able to combine their technical skills with others to succeed.



Staying Relevant

Managing oneself effectively, and paying close attention to trends impacting work lives, helps create strategies, direction and motivation for technical skill development.



Skills Demand for the Future Report:

Critical Core Skills (CCS), or skills-to-build-skills for the *Future of Work*

Thinking Critically



Transdisciplinary Thinking



Creative Thinking



Decision Making



Sense Making



Problem Solving

Interacting with others



Building Inclusivity



Collaboration



Influence



Customer Orientation



Communication

Staying relevant



Adaptability



Developing People



Global Perspective



Digital Fluency

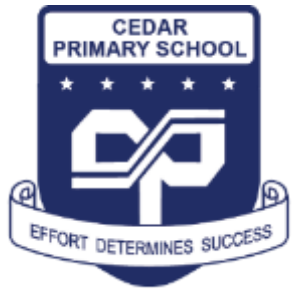


Self-Management

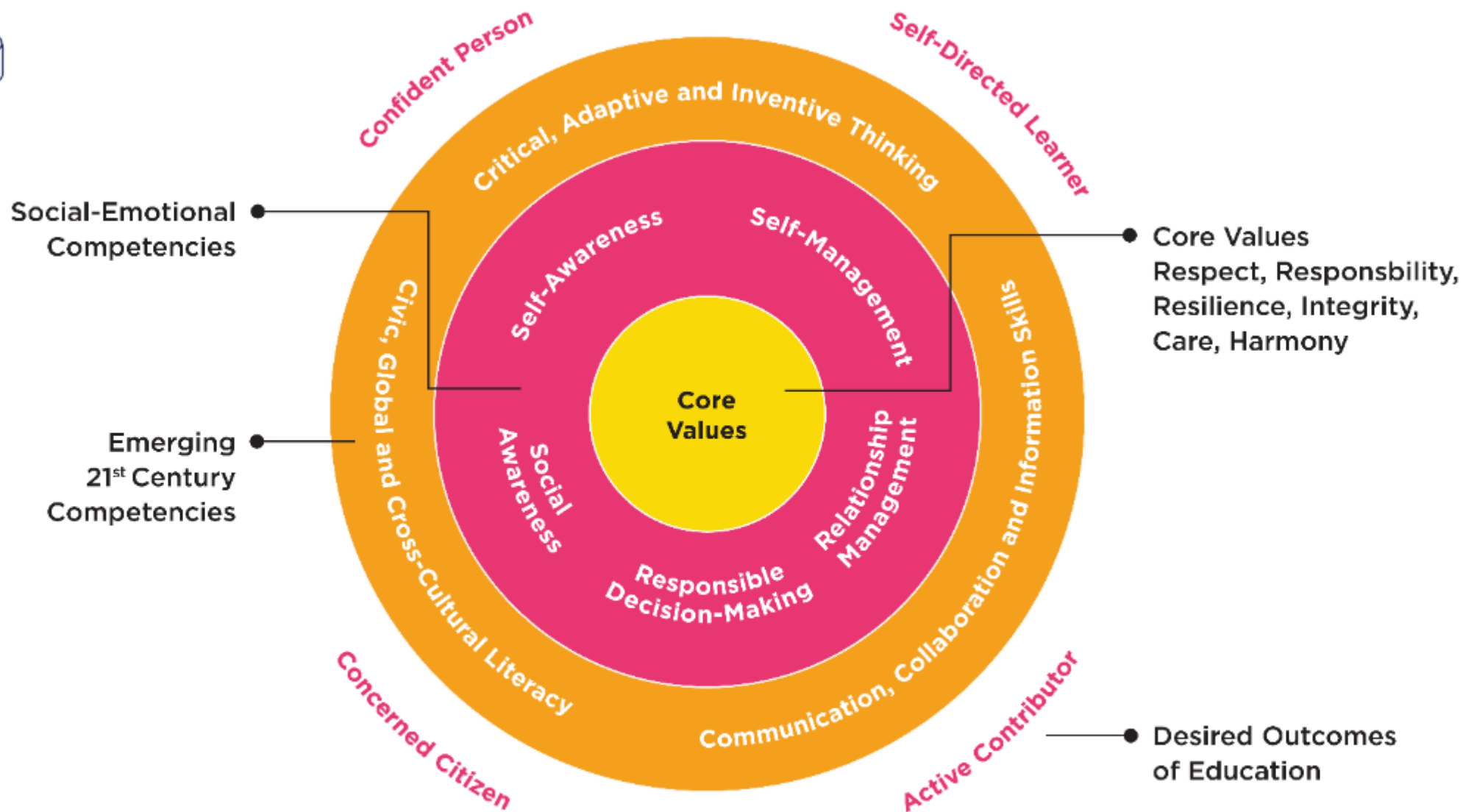


Learning Agility

How do we provide opportunities for our children to develop these skills?



MOE Framework for 21st Century Competencies and Student Outcomes





Refreshed Approach to Support Primary School Students with Academic Strengths and Talents

From 2027, MOE will discontinue the Gifted Education Programme (GEP) in its current form.

- MOE will broaden access to existing school-based provisions in all primary schools to develop students in their domains of strength.
- Students assessed to benefit from further stretch can choose to attend weekly advanced modules after school at a nearby designated centre.
- 15 primary schools across Singapore will serve as designated centres.
- The first batch of P3 students will participate in a standardised one-stage identification exercise in August 2026. Schools can also identify students using additional sources of school-based information.





School Vision, Mission, Values and Motto

School Motto

Effort Determines Success



School Vision



School Mission

**Nurturing Minds.
Inspiring Hearts.
Empowering Lives.**

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MOE CCE Values



School Directions 2026

Future of Learning@Cedar

Our Strategic Moves – The HOW

Strategic Theme: Making Connections

1: Strengthening
**Teaching-to-Learning
Connections**
for Deep Learning

2: Building
**People-to-People
Connections**

3: Enabling
**People-to-
Community
Connections**

A Joyful, Caring and Enabling School Environment

4. Growing a **Positive, Collaborative and Thinking Culture**

Strategic Moves

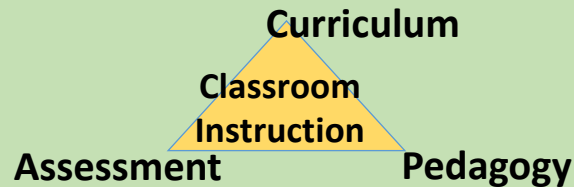


Future of Learning@Cedar

Our Strategic Moves – The HOW

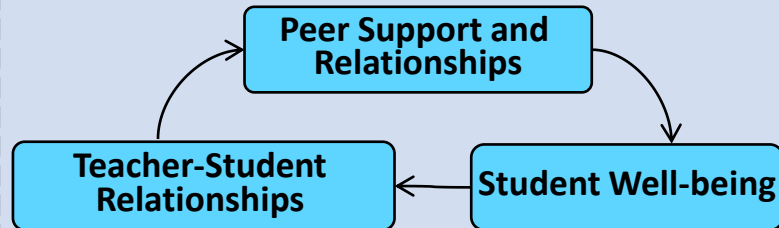
Strategic Theme: Making Connections

1. Strengthening Teaching-to-Learning Connections



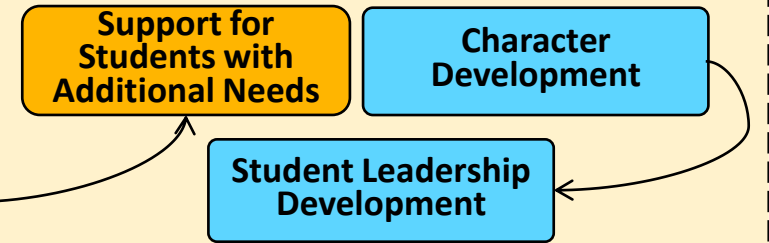
Intellectual Character

2. Building People-to-People Connections



Civic and Performance Character

3. Enabling People-to-Community Connections

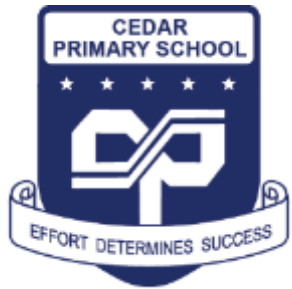


Moral Character and Leadership

A Joyful, Caring and Enabling School Environment

4. Growing a Positive, Collaborative and Thinking Culture

Strategic Moves



School Directions and Foci 2026

*Strategic Move 1: Strengthening Teaching-to-Learning Connections for **Deep Learning (E21CC development)***

- Nurturing the *Joyful Learners* through School-wide (SW) **Engaged Learning Strategies**

- ☐ SW teaching structure: **GRR - Gradual Release of Responsibility**
- ☐ SW pedagogy: **Developing E21CC through e-Pedagogy (support by AI)**
- ☐ SW assessment practice: **Formative Assessment Strategies (Tech-enhanced)** that support **E21CC development**

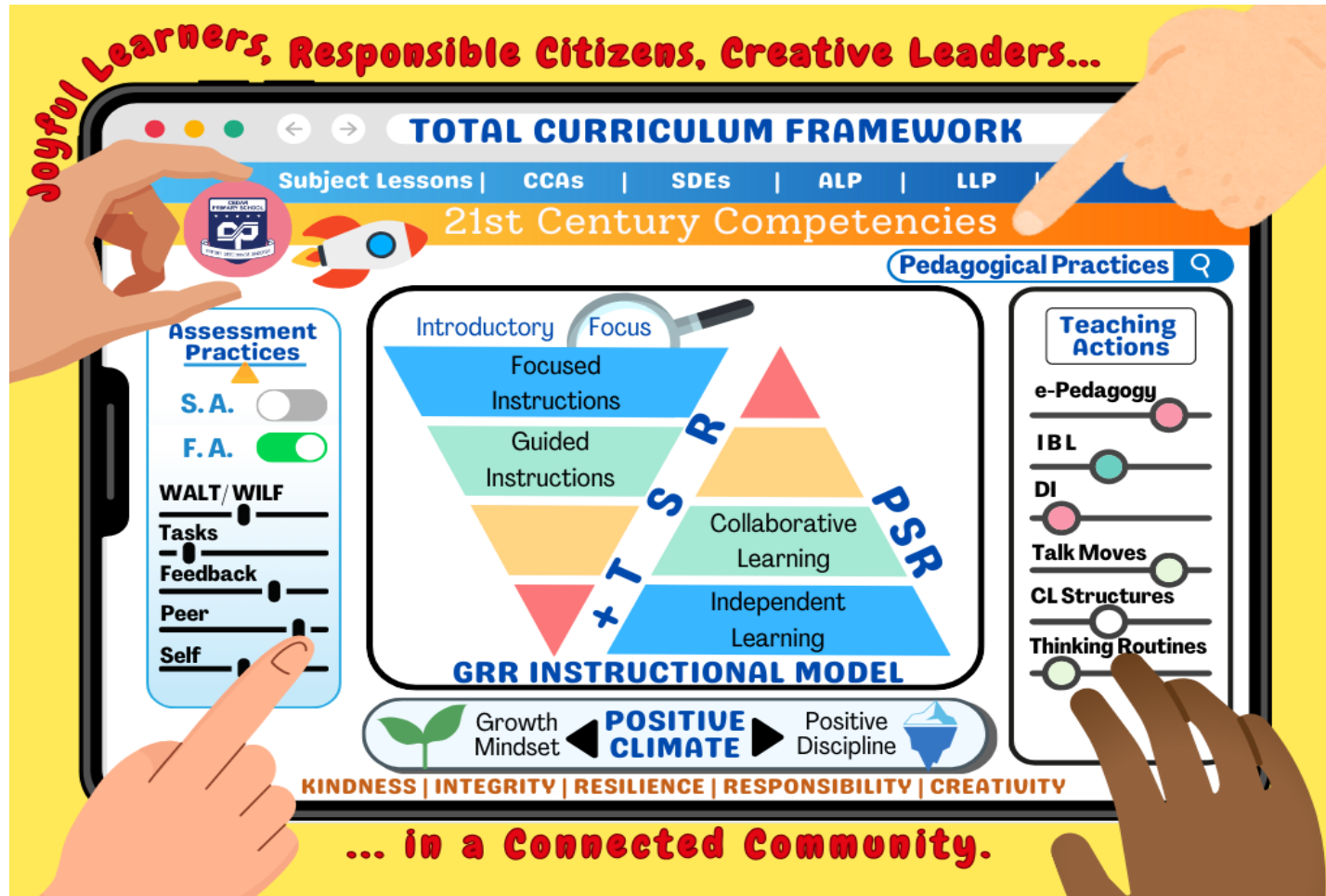




School Directions and Foci 2026

*Strategic Move 1: Strengthening Teaching-to-Learning Connections for **Deep Learning (E21CC development)***

Cedar Primary Total Curriculum Framework



❑ School-Wide Teaching Structure: **GRR - Gradual Release of Responsibility**

❑ SW assessment practice: **Formative Assessment Strategies (tech-enhanced)** that support **E21CC development**

❑ School-Wide Pedagogy: **Developing E21CC through e-Pedagogy (supported by AI)**



Applied Learning Programme (ALP)

Creative and Inventive Thinking Programme

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

A school-wide programme to develop and enhance students' learning dispositions and thinking skills, particularly in the areas of creativity and critical thinking.

Through weekly experiential learning, the students are encouraged to put in effort to:

- Seek out challenges and opportunities,
- Generate ideas, and
- Develop effective plans for solving problems and managing change.





School Directions 2026

Strategic Move 2: Building People-to-People Connections

*Strategic Move 3: Enabling People-to-Community Connections
to create a Joyful, Caring and Enabling School Environment*

• Adopt Effective Student Development Strategies

❑ CCE 2021 – Joyful, Caring & Enabling School Environment

- ❑ *Foster* Positive Teacher-Student Relationships
- ❑ *Strengthen* Peer Support and Relationships
- ❑ *Leverage good* Adult Role Modelling
- ❑ *Encourage* Student Voice and Ownership
- ❑ *Collaborate for* Consistent and Coherent Messaging



❑ CCE 2021 - Coherent Curriculum

- ❑ *Learning, Applying and Reflecting on* Values and SE competencies





School Directions 2026

*Strategic Move 2: Building People-to-People Connections
to create a Joyful, Caring and Enabling School Environment*

Student Development: Student Management

- **Adopt Effective Student Development Strategies**
 - ❑ CCE 2021 – Joyful, Caring & Enabling School Environment
 - ❑ Foster Positive TSR and Strengthen PSR through
 - ❑ Applying Growth Mindset and Positive Discipline principles in classrooms
 - ❑ Peer Support and Relationships skills development
 - ❑ Strengthening Student's Resilience Mindsets
 - ❑ Structured Growth Mindset Lessons
 - ❑ Positive Psychology Practices focusing on Gratitude
 - ❑ Well-being Wednesdays to build resilience strategies





The Mark of a Cedarian

Ways to demonstrate *our School Values*

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

KINDNESS

I speak gently and kindly

INTEGRITY

I always speak the truth

RESILIENCE

I persevere / keep trying in the face of challenges.

RESPONSIBILITY

I set my targets and monitor my own progress.

CREATIVITY

I express myself and share my views openly and respectfully.

I think of others' feelings before I act.

I own up when I make a mistake, and learn from it.

I adapt to changes that come my way.

I do the right thing at the right time at the right place.

I am eager to learn new things and try out new ideas with others.

I show care and concern for people, animals and the environment.

I have the moral courage to make the right decisions

I pick myself up and become stronger when the going gets tough.

I do everything to the best of my ability.

I think of different ways to solve a challenge or make things better.

I am compassionate and help others in need without asking for anything in return.

I choose to do what is morally right even when no one is watching.

I know I will reach my goal when I try hard enough.

I know that my action has an impact on others and will think before I act.

I turn new ideas into reality that benefits the class, school and the community.



School Directions 2026

***Strategic Move 3: Enabling People-to-Community Connections
to create a Joyful, Caring and Enabling School Environment***

• Adopt Effective Student Development Strategies

☐ CCE 2021 - Coherent Curriculum

☐ *Learning, Applying and Reflecting on* Values and SE competencies

☐ School-based Student Leadership Curriculum and VIA Initiatives

☐ PACE outcomes and Growth Mindset in leaders

☐ School-wide VIA programmes focussing on Service to Others

☐ Service and Leadership opportunities and experiences in the community

☐ Cedar Discipline Framework

☐ Based on **Positive Discipline Principles**

☐ Use **STEER Actions** in Discipline Case Management to guide students toward self-discipline





Learning for Life Programme (LLP)

Student Leadership in Community Service and Sports

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Student Leadership Programme to imbue our Student Leaders with four attributes – PACE – through community service and sports:

- Positive Role Models
- Active Contributors
- Creative Thinkers
- Effective Communicators





School Directions 2026

Strategic Move 2: Building People-to-People Connections

**Strategic Move 3: Enabling People-to-Community Connections
to create a Joyful, Caring and Enabling School Environment**



Growth Mindset

"Failure is an opportunity to grow"

"I like to try new things"

"I can learn to do anything I want"

"Challenges help me grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

GROWTH
mindset

"Failure is the limit of my abilities"

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"My potential is predetermined"

"When I'm frustrated, I give up"

"I stick to what I know"

FIXED
mindset

A person with a growth mindset is someone who:

- Believes that skills and intelligence can be grown and developed.
- Embraces challenges and sees them as opportunities to grow.
- Values effort as essential on the path towards mastery.
- Is receptive to feedback and sees mistakes as learning opportunities.
- Is inspired by the success of others

A person with a growth mindset is set for life. He or she is a lifelong learner.



School Directions 2026

Strategic Move 2: Building People-to-People Connections

*Strategic Move 3: Enabling People-to-Community Connections
to create a Joyful, Caring and Enabling School Environment*

Tips for developing our children's Growth Mindset

- **Compliment Growth.** Don't Praise Ability Or Intelligence: That promotes a fixed mindset. Compliment effort, process and choices.
- **Tie Good Outcomes To Effort:** Don't Ignore Outcome. We can be happy when children succeed, but attribute it to effort.
- **Respond Positively To Failure:** They need to know that failure isn't bad, it's a tool for improving.
- **Help Our Children Set Goals:** Don't Just Say "Try Hard." Blind repetition doesn't work. Help Children to Strategize.
- **Teach Growth Mindset In All Areas Of Life:** There's no area where they cannot improve with hard work.
- **Role Model Growth Mindset.** Talk To Our Children About Our Own Growth Mindset Efforts: Practice it yourself and share your results.



Studying at home: Suggestions for parents

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- **Create a study corner at home;** away from distracting things, to allow he/she to concentrate on this school work and revisions.
- **Develop a Study Plan with your child.** Ensure that there is a good balance of study, play and rest.
- **Supervise and provide support** for child's learning; encourage the child or praise him or her when appropriate.
- Encourage your child to **revise with classmates who are good role models** of learning .
- **Reinforce good study habits** and attitudes; for example by handing in homework on time and participating actively in class and to ask when in doubt.
- **Be mindful of the relative stress** arising from school homework and out-of-school activities, and help your child prioritise his/her time among these activities; and
- **Work in partnership with teachers** to support your child's learning and development.



Be GREAT!

Give.

Relate, Read, Reflect, Rest.

Exercise. Stay healthy.

Appreciate. Be Grateful.

Try. Learn something positive and new.

Thank You