

CHARACTER & CITIZENSHIP EDUCATION (CCE) SYLLABUS Secondary

Implementation starting from 2021



Ministry of Education
SINGAPORE

© 2020 Student Development Curriculum Division.

This publication is not for sale. Permission is granted to reproduce this publication in its entirety for personal or non-commercial educational use only. All other rights reserved.

CONTENTS

	Page
1. PHILOSOPHY OF CHARACTER AND CITIZENSHIP EDUCATION (CCE)	4
2. CCE 2021 CURRICULUM FRAME	
• The 21CC Framework and CCE 2021	6
• Guiding Principles	7
• CCE Goals and Curriculum Content	8
• Enactment of CCE	14
• A Caring and Enabling Environment	16
• Curriculum Time	19
3. PEDAGOGY AND ASSESSMENT	
• Principles for Effective Pedagogical Practices	21
• CCE Pedagogical Approaches	22
• Assessment Processes in CCE	24
4. CCE SYLLABUS CONTENT	
• Overview of CCE Themes	26
5. APPENDICES	
• Appendix A: References	34

SECTION 1:
PHILOSOPHY OF CHARACTER AND
CITIZENSHIP EDUCATION (CCE)

1. PHILOSOPHY OF CHARACTER AND CITIZENSHIP EDUCATION (CCE)

Character and Citizenship Education (CCE), including National Education (NE), and Social and Emotional Learning (SEL), are integral to the holistic development of our students, leading to positive life outcomes. CCE 2021 provides an integrated approach to addressing our students' development of values, character, social-emotional well-being, and citizenship dispositions in a coherent and holistic way.

The following philosophical foundations are fundamental to the broad approach towards the design and enactment of CCE 2021, in alignment with the *Singapore Curriculum Philosophy*.

The Individual

- Every child has the potential to flourish and live fulfilling lives – as individuals, family members, friends, community members, and citizens of Singapore and the world.
- We can consciously build our character, and who we choose to be, as we engage and interact with one another and the environment around us, and as we encounter life's ups and downs.
- Every context and experience of life, whether planned or unplanned, holds immense possibility for developing our character and citizenship competencies and dispositions.
- The key to living a fulfilling life is to develop a sense of purpose, knowing we can have a positive impact on others, or do something constructive to contribute to society.

The School

- Schools serve a critical function as they provide rich learning platforms and opportunities for students to be equipped with the knowledge, moral and civic values, skills and dispositions to understand who they are and who they can become. Through a variety of learning activities within and beyond the classroom, students experience being part of something larger than themselves and become cognizant of their roles and responsibilities in their families, communities, the nation, and beyond.
- School leaders, key personnel, and teachers play a key role in CCE. Their conviction and commitment to be role models influence the effectiveness of school efforts for the development of character, social-emotional well-being, and citizenship dispositions in our students.
- Teachers have direct influence over their students and need to be reflective practitioners. Using developmentally appropriate, process-based pedagogies, they need to be able to facilitate their students' learning, practice and internalisation of moral and civic values, and social-emotional competencies.

School-Family-Community Partnership

- It takes a village to raise a child. Schools partner with families and the broader community in the upbringing and education of our children to grow in character, and play an active role in society, the nation, and beyond.

SECTION 2: CCE 2021 CURRICULUM FRAME

The 21CC Framework and CCE 2021
Guiding Principles
CCE Goals and Curriculum Content
Enactment of CCE
A Caring and Enabling Environment
Curriculum Time

2. CCE 2021 CURRICULUM FRAME

I. The 21CC Framework and CCE 2021

The CCE 2021 Curriculum Frame takes reference from the existing Framework for 21st Century Competencies and Student Outcomes and aims to enhance clarity on how the core values are linked to the social-emotional competencies, and how they are internalised and lived out by our students. This relationship is illustrated in **Figure 1**.

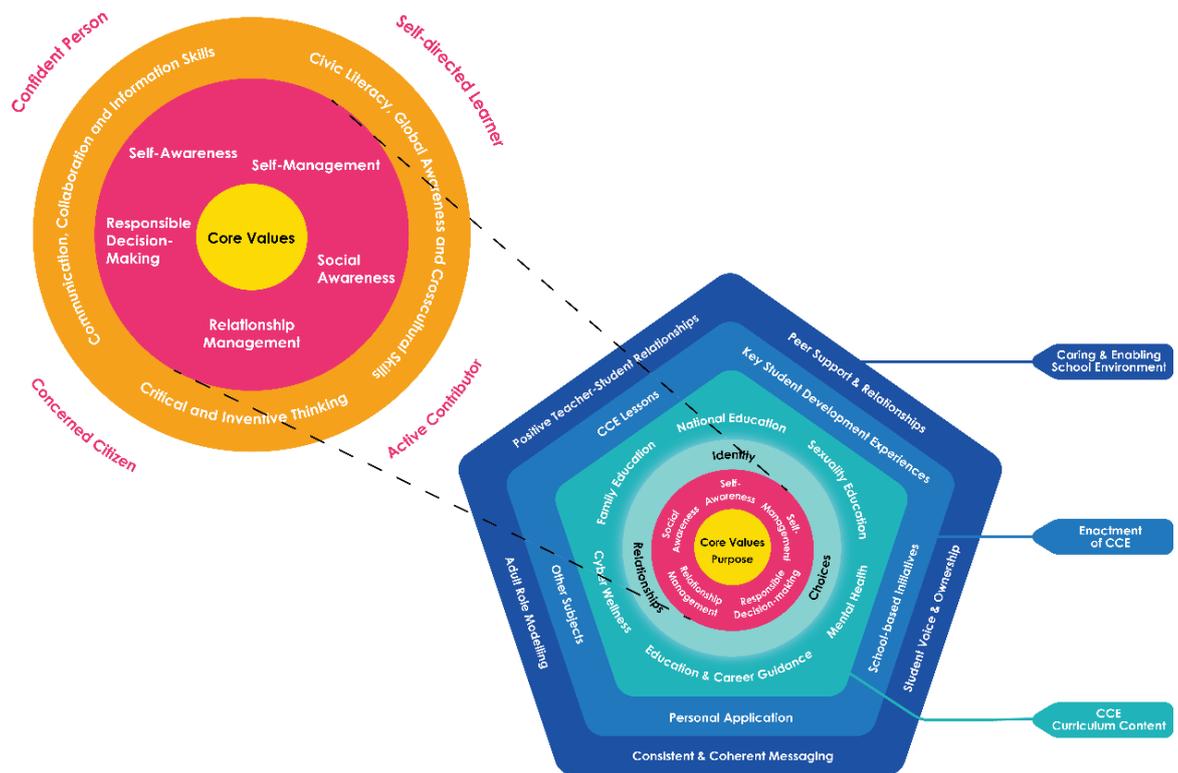


Figure 1: Relationship between 21CC Framework and CCE 2021

II. Guiding Principles

Three key guiding principles undergird the design and enactment of the CCE 2021 Curriculum Frame:

1. *Student-centricity*

We place students at the heart of all our efforts in CCE, catering to their developmental needs and their social-emotional well-being, as we nurture their character growth and help to socialise them into morally upright individuals, and responsible and active citizens. The essence of student-centricity is to seek to understand students' needs and interests when designing learning experiences, focusing on student engagement and voice. In this way, we empower them to derive personal meaning from their learning experiences. We also focus on understanding the purpose and impact of what we do for our students, and regularly take stock of our efforts. We continue and strengthen the approaches that are effective, and modify or discard those that are not.

2. *Intentionality*

We design and carry out programmes and learning experiences within and outside the classroom with intentionality, and do not leave learning to chance. This means that we articulate with clarity the intended learning outcomes that develop the desired values, social-emotional competencies, and citizenship dispositions in our students, and purposefully apply pedagogical approaches, and design learning experiences that are developmentally appropriate, engage students cognitively and affectively, and have an impact on their learning.

3. *Coherence*

CCE cannot be perceived in a silo or taught as a subject. Instead, the educational experience that we provide in our schools for our students needs to facilitate the coherent development of character and citizenship dispositions, and social-emotional well-being, across the total curriculum. Via a school-wide approach, all aspects of CCE (such as National Education (NE), Sexuality Education (SEd), Mental Health (MH), Education and Career Guidance (ECG), Cyber Wellness (CW), and Family Education (FE)) should be implemented in ways which reinforce and transfer learning across different school contexts and experiences. This is essential for students to internalise the necessary values, attitudes, and competencies to become self-directed learners, confident people, active contributors, and concerned citizens, which are the desired outcomes of education.

Effective CCE implementation also requires conviction and dedicated support from school leaders, all key personnel, teachers, and other staff. For this reason, there is a need to establish and internalise a shared vision and purpose for CCE through a process of dialogue and meaning-making. We need to build and use a common language to communicate and reinforce consistent messages on what it takes to foster dispositions of character and citizenship and apply social-emotional competencies in the process.

III. CCE Goals and Curriculum Content

Goals

CCE 2021 aims to develop in our students:

- a) **Good character:** Have a sound moral compass and a strong sense of right and wrong, think critically and ethically, be discerning in judgment, take responsibility for choices and actions, be caring towards others and strive for excellence;
- b) **Resilience and social-emotional well-being:** Have a balanced sense of self, form healthy relationships, be resilient when faced with challenges, find meaning in life, and have a sense of gratitude and appreciation;
- c) **Future readiness:** Have a sense of purpose in life, develop the dispositions of adaptability and lifelong learning so as to be able to navigate education and career pathways purposefully and take on the challenges of the future, including the world of work and life; and
- d) **Active citizenship:** Develop a strong national identity based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore’s vulnerabilities and constraints, and the will to act on improving the lives of others, and building a future for our nation.

Figure 2 depicts the CCE 2021 Curriculum Frame.

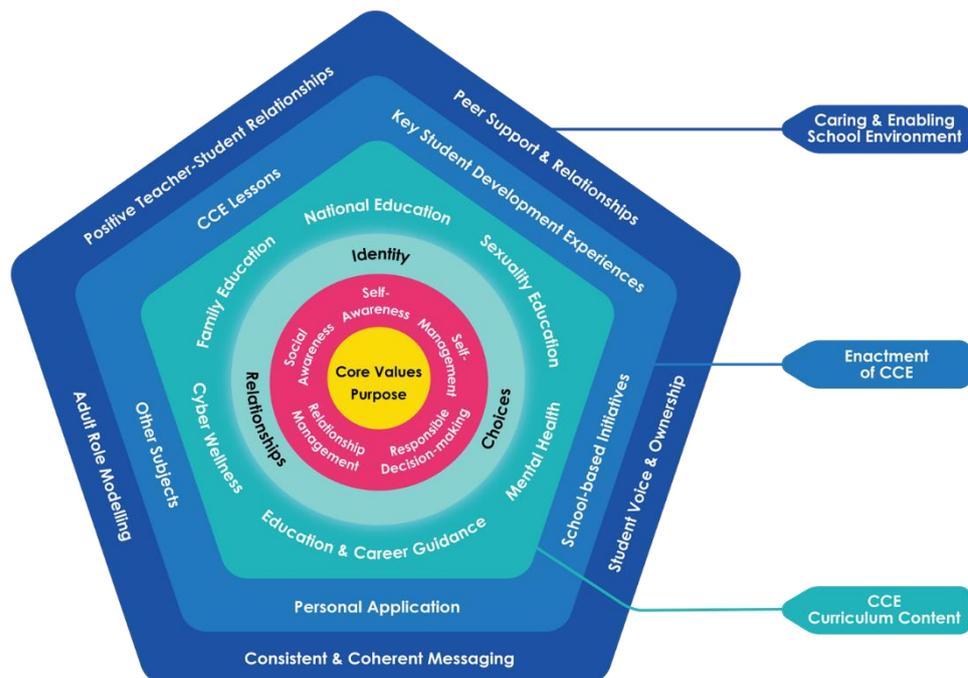


Figure 2: The CCE 2021 Curriculum Frame

CCE Curriculum Content

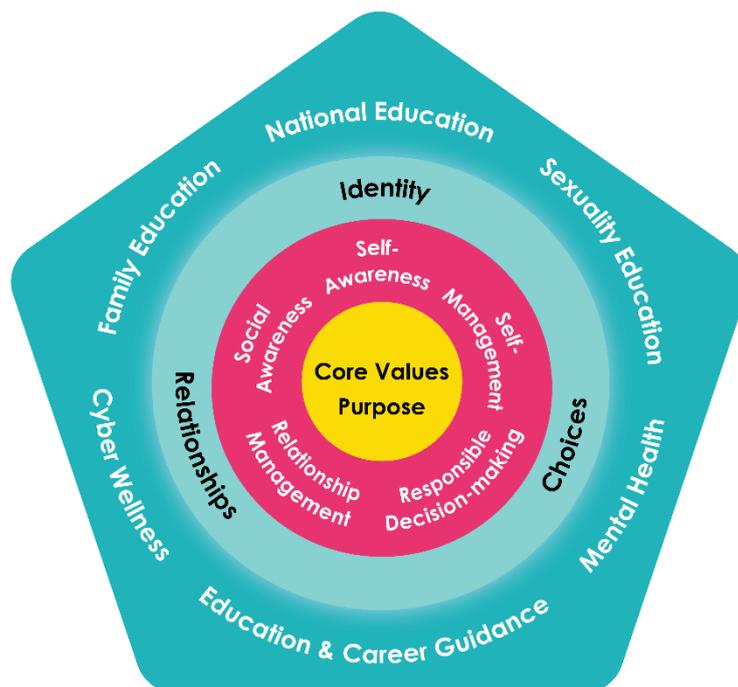


Figure 3: CCE Curriculum Content

The curriculum content of CCE is based on the three big ideas of Identity, Relationships, and Choices, and comprises the teaching and learning of core values and social-emotional competencies with a focus on developing a sense of purpose in our students. This is shown in **Figure 3**. The following sections elaborate on these ideas:

a) Core values and purpose

Values are at the core of one's character. Our personal values are those principles and beliefs which guide our behaviour in the private and public sphere. At the broader societal level, they are those enduring shared beliefs about "what is worthwhile, ideals for which people strive for, and broad standards by which particular practices are judged to be good, right, desirable, or worthy of respect"¹.

Our core values include respect, responsibility, resilience, integrity, care, and harmony, which are acknowledged as values that are at the foundation of our shared societal and national values. Recognising the potential in every child, the schooling environment creates learning opportunities that draw out and develop our students' personal character strengths, e.g. adaptability, empathy, creativity, and curiosity; as well as nurture in them our shared societal and national values. Besides developing their personal character strengths, our students are encouraged to demonstrate care for others, consider others' perspectives, and show sensitivity towards the thoughts and feelings of others.

¹ Halstead, J.M., & Taylor, M.J. (1996). Values and values education in schools. In J.M. Halstead & M.J. Taylor (Eds.), *Values in Education and Education in Values*. London: Falmer Press.

In addition to values, there is a need to emphasise a sense of purpose. Finding a sense of purpose gives our life meaning. It is about discovering how one's values, strengths, talents, and interests can be meaningfully applied so that one feels a sense of personal significance within one's sphere of influence and beyond. Students may know and understand values, be able to articulate what they look like in practice, and have the competence to apply them; but they may not have the motivation to act on them when the situation calls for it. Integrating a sense of purpose into one's identity is a vital part of the internalisation of values for character development and transformation². With a sense of purpose, an individual is more likely to live out the core values that make up the foundation of his/her character, and meaningfully apply the social-emotional competencies learnt.

b) Social-emotional competencies

Social-emotional competencies enable us to examine and understand our own thoughts and emotions, develop a sense of responsibility and concern for others, and act for the good of self, others, and the society. When we apply these competencies, we live out our values and grow our character.

- The competencies related to developing **self-awareness** allow us to understand our emotions, thoughts, values, personal goals, and mind-sets, which enable us to construct an understanding of who we are.
- The competencies related to **social awareness** enable us to develop cognitive and emotional empathy, understand the perspectives of people with different backgrounds or cultures, and to become more sensitive to the social environment and the needs of others.
- The competencies for **self-management** enable us to self-regulate our emotions, thoughts and behaviours, to achieve personal well-being, to demonstrate pro-social behaviours, and to choose to be our best selves.
- The competencies for **relationship management** enable us to build and maintain positive relationships with others in accordance to social norms and culture. We also develop empathy through practising perspective-taking, and understanding the impact and consequences of our actions on others.
- **Responsible decision-making** enables us to apply moral reasoning and sound values-based judgements in the choices we make.

These competencies can be taught, demonstrated, and applied through explicit instruction, planned authentic learning experiences, as well as teachable moments. For sustainable lifelong character development, these competencies must be taught, learnt, and applied within the broader context of values learning so that students understand the purpose and meaningfulness of acquiring these competencies.

² Aquino, K., & Reed, A. (2002). The self-importance of moral identity. *Journal of Personality and Social Psychology*, 83(6), pp. 1423-1440.

Damon, W., Menon, J., & Bronk, K. C. (2003). The Development of Purpose During Adolescence. *Applied Developmental Science*, 7(3), pp. 119–128.

Hardy, S.A., & Carlo, G. (2011). Moral Identity: What Is It, How Does It Develop, and Is It Linked to Moral Action? *Child Development Perspectives*, 5(3), pp. 212–218.

Jennings, P. L., Mitchell, M.S., & Hannah, S.T. (2015). The moral self: A review and integration of the literature. *Journal of Organisational Behaviour*, 36(S1), pp. 104-168.

c) The 3 big ideas: Conceptual core of CCE

(i) **Identity**

Identity, which is a complex and multi-faceted construct in developmental psychology, is at the core of the process of human psychosocial development. It is described by the fundamental question, “Who am I?”. This is a person's subjective experience of who he or she is, largely influenced by his or her interaction with the social environment³. Identity is also about how a person sees himself/herself as belonging to a social group characterised by different features such as ethnicity, religion, profession, nationality, etc.

The question “Who am I?” prompts reflection on one’s self-identity and self-concept. The questions “Who do I want to be?” and “What does my best self look like?” aim to empower individuals to shape their identity and self-concept positively with a sense of purpose and awareness of their personal significance in the world around them. One’s purpose needs to be not only meaningful to oneself, but also positively impacts the world beyond oneself⁴.

(ii) **Relationships**

Humans are social beings. An individual’s social context, relationships, and social interactions play a significant role in shaping his/her identity. In educational settings, the nature and quality of relationships within the classroom and beyond have the potential to not only influence the students’ personal and social identity, but also their civic and national identity. Flanagan highlights that the school is a “mediating institution” of students’ experiences of the socio-political system of a nation⁵.

Accordingly, the development of character strengths and potential of individuals must be balanced with considerations of the broader social, cultural, national, and global contexts within which the individual lives and flourishes. Furthermore, their understanding of their role as citizens is internalised through cultural transmission along with a social, collaborative process of meaning-making. This is especially so during the adolescent years. It is also important for all students to feel a sense of belonging and social trust, and an understanding of the common good, established through relationships and a sense of community.

The big idea of “Relationships” is guided by the question, “How do I relate to myself, others and the world around me?”. This question intends to prompt self-reflection and reflection on the individual’s interaction with the environment around him/her. This idea also signifies the importance of intentionally building a positive school culture, and establishing strong teacher-student relationships, student-student relationships, and peer support networks. This is so that students can experience a sense of belonging to the school community and develop resilience in the face of adversity. Students must also learn how to be inclusive and relate well to those who are different from them.

³ Erikson, E. (1959). *Identity and the Life Cycle*. New York & London: W.W. Norton & Company.

⁴ Damon, W., Menon, J., & Bronk, K. C. (2003). The Development of Purpose During Adolescence. *Applied Developmental Science*, 7(3), pp. 119–128.

⁵ Flanagan, C.A. (2013). *Teenage citizens: The political theories of the young*. Cambridge, Massachusetts and London, England: Harvard University Press, p.18

(iii) Choices

The big idea of “Choices” emphasises the complex environment that our students are growing up in, and the various types of decisions they will need to make. These decisions will determine - and be determined by - who they are and who they want to be. The questions, “How do I choose to be?”, “How do I choose to act?”, and “What kind of future do I want?”, emphasise agency or self-directedness, and personal responsibility in the choices one makes during the decision-making process both internally and externally.

Within the internal sphere, decisions are made in areas such as one’s value system, morality, personal excellence, and education and career goals. Externally, decisions on how to be and act occur within various contexts such as: the home, school, cyberspace, neighbourhood, common public spaces, the nation, and the world; relationships with family, friends, fellow citizens, others, and the environment; situations involving moral dilemmas, multiple perspectives, and contentious issues.

d) CCE Curriculum Content Areas

While the CCE Curriculum Content is premised on the three big ideas of Identity, Relationships and Choices, and anchored on the teaching of core values and social-emotional competencies, to help students find a sense of purpose, these fundamentals are taught and applied in the following Curriculum Content Areas:

- (i) **National Education (NE)**: NE, a significant aspect of CCE, comprises a wide range of school efforts that help students experience and explore their national identity as Singaporeans, understand the realities and challenges unique to our nation, and foster a sense of hope and belonging to Singapore. A strong sense of belonging, reality, and hope motivates our students to be active citizens. While they seek to achieve their personal life goals, they also see themselves as playing a contributory role in their immediate communities and in the nation. NE in CCE aims to be empowering and aspirational, allowing for individual sense-making, so as to nurture engaged citizens, who are socially aware, adept at critical thinking, and informed about local, regional, and global issues.
- (ii) **Sexuality Education (SEd)**: In this current age, better nutrition and improved health care has resulted in children reaching puberty and sexual maturity at a younger age. Furthermore, our young are also exposed to a wide range of influences from the media, including sexual mores that could endanger health and undermine the integrity of the family. Our students require guidance so that they can respond with discernment to the sexual messages in the media and other sources. SEd enables our students to understand the physiological, social, and emotional changes they experience as they mature, develop healthy and rewarding relationships including those with members of the opposite sex, and make wise, informed and responsible decisions on sexuality matters. While parents play the primary role in the sexuality education of their children, especially in the teaching and transmission of values about sex and sexuality, schools play an important supportive role.

- (iii) Mental Health (MH): Mental health is about having a balance in various aspects of life, and learning values and social-emotional competencies to cope with life's situations, relate to others and contribute to the community. A focus on MH in CCE at the secondary level helps students to strengthen their resilience and well-being; differentiate between stress, distress (overwhelming stress), and illness; enhance help-seeking efficacy; as well as destigmatise mental illness.
- (iv) Education and Career Guidance (ECG): Young people in our schools today face a future that will be very different from that experienced by their parents and teachers. ECG is about equipping students with the necessary knowledge, skills, and values to make informed decisions at each key education stage for successful transition from school to further education or work, and hence to manage their career pathways and lifelong learning throughout their lives. Through ECG, students explore their strengths and abilities, examine their life's purpose, and develop qualities of proactivity, adaptability, and resilience to prepare themselves for the 21st Century.
- (v) Cyber Wellness (CW): Information and Communication Technologies (ICT) are becoming increasingly pervasive in our world. While creating instant connectivity and access to vast repositories of information, knowledge, and opinions, the open nature of the Internet can expose our students to undesirable content and influences. CW in CCE is important as it focuses on the well-being of our students as they navigate cyberspace, equipping them with the knowledge and skills to harness the power of ICT for positive purposes, maintain a positive presence in cyberspace, and be safe and responsible users of ICT.
- (vi) Family Education (FE): FE is premised on the nation's shared value of the family as the basic unit of society, and focuses on the importance of having stable family units with extended family support. Students learn about being responsible family members, and to be grateful for the role their families play in shaping who they are and who they become. They are encouraged to love and appreciate their families despite imperfections, and urged to reflect on the value of family relationships, and the importance of broadening their definition of success to include quality family life.

IV. Enactment of CCE

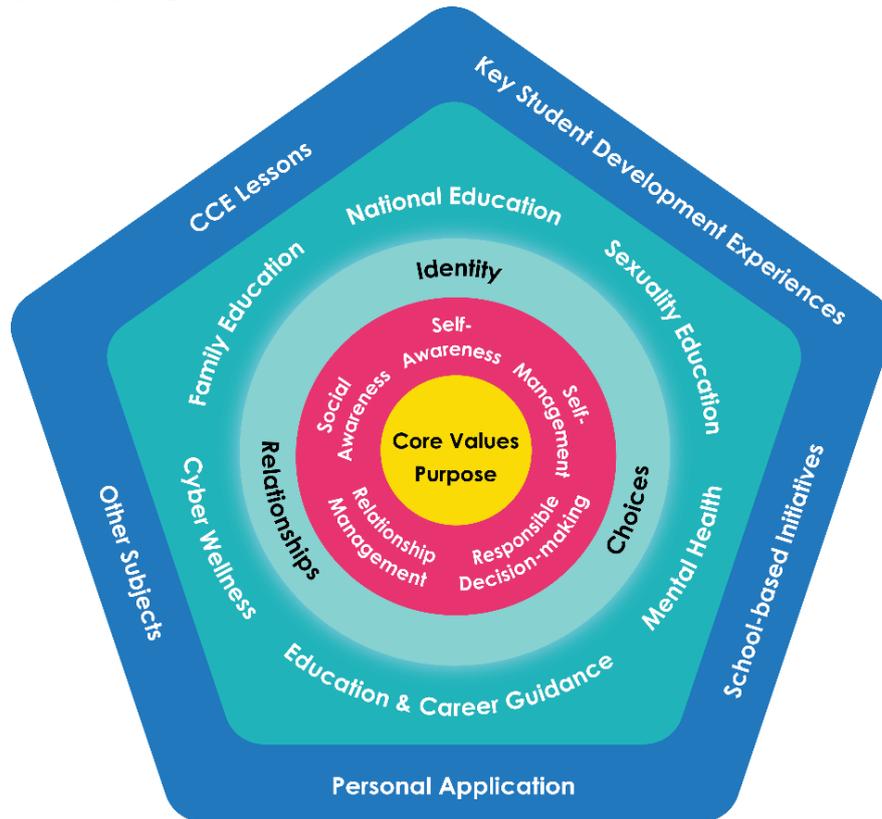


Figure 4: Enactment of CCE

There are several learning platforms where CCE is enacted with intentionality. These include CCE Lessons during curriculum time, Key Student Development Experiences (SDEs) beyond the classroom, school-based initiatives, teachable moments during other subject lessons, and learning opportunities beyond school. **Figure 4** shows the different platforms in which CCE may be enacted.

a) CCE Lessons

These lessons provide the time for teachers to engage and build relationship with their students through discussions and effective classroom strategies. Broadly, there are three ways CCE lesson time is used:

- (i) explicit teaching of values and social and emotional skills to address the holistic developmental needs of students, e.g. understanding emotions and how to regulate them, learning how to manage relationships, learning about sexuality, developing a sense of purpose in life;
- (ii) equip students with knowledge and skills to better understand real-world contexts, e.g. understand mental health issues, navigate cyberspaces responsibly, make appropriate educational and career choices, appreciate family life, understand Singapore's racial and religious diversity; and
- (iii) discussions on contemporary issues to enable our students to grasp current realities in our national, regional, and global contexts, reflect on their national identity,

develop civic consciousness, and the will to make a difference in society, as well as learn social-emotional competencies and 21CC skills such as civic literacy, cross-cultural skills, and global awareness.

b) Key Student Development Experiences

Student Development Experiences (SDEs) are programmes and activities that contribute towards the holistic development of our students in the physical, aesthetic, intellectual, moral, and social domains.

Key SDEs are programmes and activities that all Singapore schools provide for all their students. These comprise the following:

- Co-Curricular Activities (CCA);
- Cohort Learning Journeys (LJs);
- Education and Career Guidance (ECG) Experiences;
- National Education (NE) Commemorative Days;
- NRIC Presentation Ceremony;
- Outdoor Adventure Learning (OAL) Cohort Camps;
- Student Leadership Development (SLD) Programmes; and
- Values in Action (VIA).

For each of these programmes and activities, specific CCE Learning Outcomes are articulated and planned activities are incorporated with the intention of realising the identified learning outcomes. These activities are based on experiential learning pedagogy, including dialogue, discussion and reflection, and intentional application of values, social-emotional, and civic competencies.

Besides the Key SDEs, there are also SDEs which are school-based initiatives. These are programmes and activities that cater to the needs and interests of students within the school, and may also target specific groups of students within the school.

c) School-based Initiatives

As every school context is different, and the needs, interests and abilities of students vary within each context, schools design and implement programmes and activities for CCE that cater to the profile of their students. These school-based initiatives also take reference from the CCE learning outcomes and apply the guiding principles of student-centricity, intentionality, and coherence to ensure that students' learning experiences meaningfully blend in with the overall school-wide approach to CCE.

d) Other Subjects

Subjects such as Social Studies, History, Music, and Art, include content knowledge that provides opportunities for exploration into national identity, contemporary issues, as well as Singapore's constraints and vulnerabilities. The teaching of English and Mother Tongue Languages also provide opportunities to hone students' sensitivity towards others and learn communication skills for relationship building. Physical Education (PE) allows for students to learn sportsmanship and take responsibility for a healthy lifestyle.

Besides linking CCE learning outcomes to content knowledge in other subject areas, the learning of values and social-emotional competencies can also occur through teachable moments. As students interact with one another through group activities, they learn the skills of working together harmoniously, appreciating diversity, and active listening. They also learn how to demonstrate values such as respect, integrity, and responsibility as they are encouraged to do their best in various learning tasks and relate to their teachers and fellow classmates. They demonstrate care as they look out for and support their classmates and friends in times of need.

e) Personal Application

For CCE to be meaningful for our students, they should be taught to reflect on their character growth as a lifelong process. There are many authentic learning opportunities within and beyond school for our students to develop the habit of self-reflection and gratitude. As they practise thinking back on positive and negative life experiences, they consider what can be learnt from these experiences and commit to working towards better versions of themselves. The time they spend in school after lessons, during recess, and lunch break with their school mates, as well as after school with their families, friends in the community, and other social groups, online and offline, have a great influence on who they are and who they choose to become. CCE provides the knowledge and skills to help our students make sense of their life experiences and the language to express their learning and development.

V. A Caring and Enabling School Environment

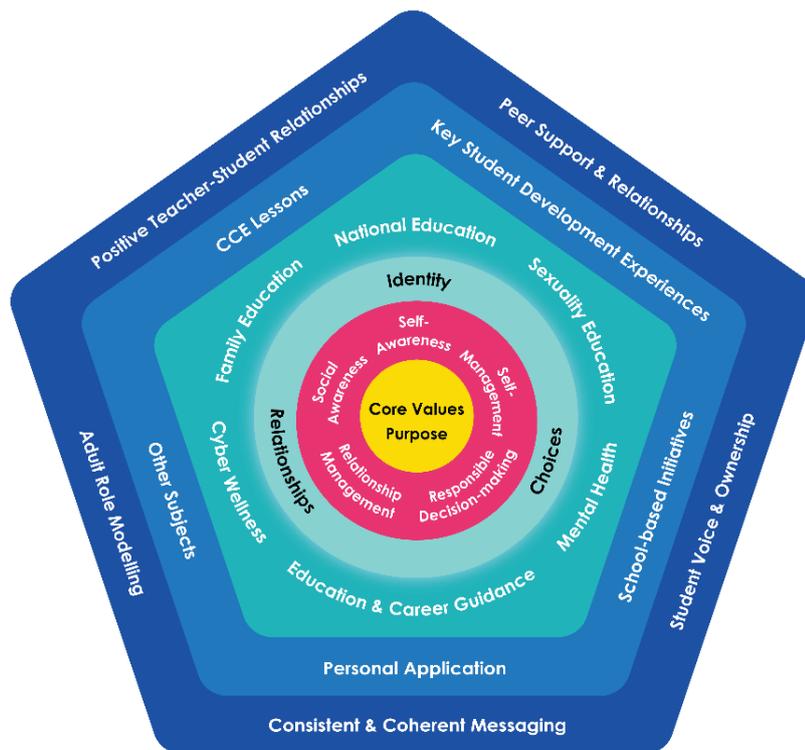


Figure 5: Caring and Enabling School Environment

For the enactment of CCE to have sustainable impact on our students, the school environment needs to support their dispositional development.

As humans, we have basic psychological needs to connect with others, feel emotionally and physically safe, have a sense of belonging, exercise autonomy, and experience competence. These fundamental needs shape our motivation and have important implications for learning and development⁶. Schools are places where these needs can be met by building a caring community through positive relationships among staff and students where there is mutual respect, care, and support for one another. When these needs are met, students feel more connected to their school and are motivated to own their learning and school community together.

A caring and enabling school environment, as shown in **Figure 5**, is one that is characterised by caring and responsible leadership, a pervasive growth mindset, emotional and physical safety, and a focus on learning and development of students, teachers and all other members of the school community. In such a rich learning environment, our students can cultivate dispositions of character and citizenship, and social-emotional well-being, as well as feel empowered to become their best selves.

Some necessary features of the school environment include:

a) Consistent and Coherent Messaging

For schools to provide a conducive environment for positive dispositional development in our students, it is of critical importance that the messaging about values, character, social-emotional well-being, and citizenship is consistently and coherently demonstrated in the various experiences the student encounters throughout the school day. A common language used intentionally by all members of the school community will demonstrate coherence between intentions, goals, actions, decisions, habits, and behaviours. Systems and structures in the school also support and make explicit the messaging on the centrality of the development of students' character and citizenship dispositions in the school environment.

b) Positive Teacher-Student Relationships

Positive interpersonal relationships between teachers and students contribute significantly to the students' learning process. In positive Teacher-Student Relationships (TSR), students perceive they are respected, supported and valued by their teachers. When students experience positive TSR, they are more engaged in school and able to sustain their learning motivation. When teachers build positive relationships with their students, they feel a sense of security which allows them to engage more actively in interactions within the school environment, shaping their character, and social-emotional well-being and development.

⁶ Deci, E.L., & Ryan, R.M. (1985). *Intrinsic Motivation and Self-Determination in Human Behaviour*. New York: Kluwer Academic/Plenum Publishers.

c) Adult Role Modelling

Adults in the school, especially school leaders, key personnel, teachers, and coaches have a powerful influence on students, who look to them for guidance, inspiration, wisdom, and support. Adults need to be aware of the positive or negative impact they can have on young minds, and consciously try to be good role models of the values, social-emotional competencies, and citizenship dispositions that we hope to see in students.

d) Peer Support and Relationships

Supportive peer relationships form a critical part of the network of positive relationships in school. Peers are a significant source of support for most students and especially so for adolescents as they are more likely to turn to their friends rather than adults for help. With Peer Support and Relationships (PSR), students participate in fostering strong bonds of friendships and a sense of belonging to the school community (peer bonding), provide practical help, and social-emotional support to one another (peer helping) and promote positive mindsets, pro-social behaviours both online and offline, well-being and role-model good character (peer influencing). Taken together, these efforts contribute to the building of a caring and supportive peer culture, by students for students.

e) Student Voice and Ownership

To establish an effective learning environment for CCE, it is critical to take into account student voices, and co-design learning approaches and activities that cater to their needs and interests. Creating space for students to be heard and encouraged to play an active role in what and how they learn, provides opportunities for them to develop agency or self-directedness, responsibility, and ownership of their learning. Student participation in the planning and implementation of some aspects of CCE, e.g. Values in Action (VIA) activities, Co-curricular activities (CCAs), outdoor activities, Cyber Wellness, peer-support initiatives and other relevant aspects, will create opportunities for them to develop leadership competencies, as well as a sense of belonging to their school community and the motivation to make a positive difference.

VI. Curriculum Time

To intentionally address the desired learning outcomes for CCE, curriculum time is allocated for explicit teaching, and reinforcement and application of learning. CCE learning is deepened when there is coherence between what is taught explicitly and what is reinforced and applied beyond the classroom.

a) Explicit Teaching

Explicit teaching involves systematic planning and use of curriculum time for students to learn and internalise values and specific social and emotional skills as well as understand how to apply them. Teachers use appropriate pedagogical principles, approaches, and strategies to engage students in discussion, sense-making and reflection.

Explicit teaching mainly takes place during CCE Lessons for which two periods a week (minimally 1 hour) are allocated. In addition, explicit teaching also occurs through school assemblies, debriefing and reflection activities set aside during key Student Development Experiences such as VIA, Cohort Learning Journeys (LJs), and ECG Experiences.

b) Reinforcement and Application of Learning

Opportunities for learning, reinforcement and application of values, social-emotional competencies, and citizenship dispositions occur throughout the school day during various activities and programmes, as well as teachable moments. What is critical is that students have time set aside to reflect on their experiences and consider what they have learnt from positive and negative life encounters, and how these encounters may or may not have transformed them.

SECTION 3: PEDAGOGY AND ASSESSMENT

Principles for Effective Pedagogical Practices
CCE Pedagogical Approaches
Assessment Processes in CCE

3. PEDAGOGY AND ASSESSMENT

In CCE, learning is a continual lifelong process and occurs through a variety of experiences. Teachers create and scaffold these experiences to bring about the effective learning and realisation of the CCE learning outcomes and goals. These experiences are tuned finely to the needs and interests of our students and maximised through authentic and meaningful connections to real-world contexts.

Assessment in CCE is integral to the learning process and is a part of pedagogy. Pedagogical and assessment processes and strategies are intertwined in CCE learning experiences. Teachers gain insight into how their students are learning and developing in CCE, and what they can do to enhance that process. The gathering and use of assessment information is part of the ongoing learning process in which teachers address students' learning gaps.

I. Principles for Effective Pedagogical Practices

In the process of determining effective pedagogical practices, it is critical for teachers to consider the interplay of key pedagogical principles and approaches, and select appropriate strategies for the classroom or learning experiences beyond the classroom. Some **key principles** for effective pedagogical practices in CCE are:

a) Positive Relationships for Learning

Positive teacher-student and student-student relationships are built and supported by an environment where students feel accepted, safe, and empowered. By providing for the social and emotional dimension, students are more ready to respond to pedagogical practices that engage them to articulate their thoughts and dialogue with one another. They are also able to access the diverse experiences and perspectives of all in the class, work collaboratively, and empower them to take ownership of their own learning.

b) Sense-Making

Learning occurs when students process their emotions and make sense of new knowledge by asking critical questions and making connections to prior knowledge, concepts and ideas that they have internalised. This process allows them to find relevance, meaning, and purpose in the learning tasks they engage in. Effective CCE learning experiences provide students with opportunities to think, dialogue, reflect on, rationalise, and express their opinions, emotions, choices, and actions. To facilitate this sense-making process in CCE, teachers identify and understand students' learning needs, prior knowledge, and experiences, and use teaching and learning strategies that best support their dispositional development.

c) Metacognition and Deep Learning

Deep learning is more natural to the human condition as it connects to one's core motivations and deepens one's desire to connect with others and do good. To facilitate this process, thought-provoking scenarios and questions are considered, and students' voices are honoured. Metacognitive strategies are used to help students make their thinking visible, apply their learning and guide them in high quality reflection to facilitate

deep learning and internalisation. Deep learning manifests in the motivation to act and make a positive difference.

II. CCE Pedagogical Approaches

a) Narrative Approach

The Narrative Approach is based on the understanding that people make sense of the world and their experiences through stories or the construction of stories. Narratives allow people to understand real-life moral dilemmas more deeply. Using stories, students get to understand what influence decisions, how decisions are made and lived out in different contexts, and the consequences of the actions. Students come to recognise and clarify their values through the process of storytelling and reflection. They are guided in identifying personal beliefs and values, taking perspectives as they construct their own narratives, and consider the narratives of others. The Narrative Approach requires open-ended questioning, clarifying, summarising, building on each person's contributions, and encouraging students' voices in responding to one another.

b) Explicit Skills Instruction Approach

This approach is important for the teaching and learning of social and emotional skills. It is characterised by a series of scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning specific new skills, clear explanations, and demonstrations of learning to be acquired, and supported practice with feedback until independent mastery has been achieved⁷. One important strategy that helps students learn, practise and internalise these skills is role play, where they take on the perspectives of others and demonstrate appropriate responses in different scenarios.

c) Experiential Learning Approach

Experiential Learning Theory defines learning as "the process whereby knowledge is created through the transformation of experience"⁸. This pedagogical approach sees students going through a cycle involving experiencing, reflecting, thinking, and acting to transform their experiences into learning. Observations and reflections are made through concrete experiences (e.g. Cohort Learning Journeys, Cohort Camps). Reflections are assimilated and distilled into abstract concepts. New implications for action are then drawn, actively tested, and eventually serve as learning to be applied in new experiences. Learner participation is central. Identification, understanding, and internalisation of content arise only through the learner's experiences.

⁷ Archer, A.L., & Hughes, C.A. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York: The Guilford Press.

⁸ Kolb, D. A. (1984). *Experiential Learning: Experience as the source of learning and development*. NJ: Prentice-Hall, Inc. p.41

d) Cognitive Development Approach

This approach, based on Lawrence Kohlberg's theory of moral development, uses moral dilemma scenarios for students to apply moral reasoning to examine their motives and consider the values and principles they choose to uphold in making decisions and taking action. The aim of the process is for students to progress from a self-centred perspective to a higher stage of moral development, focusing on societal and universal perspectives.

e) Consideration Approach

The Consideration Approach focuses on perspective-taking to develop caring dispositions in students by building cognitive and emotional empathy. The critical question to ask in this approach is, "How would you feel, think or act if you were in this situation or if you were that person?" This approach involves helping students to make moral decisions by taking into consideration the impact of their decisions and actions on others. Through the use of appropriate strategies (e.g. Hot Seat), teachers help students to adopt the perspectives of others, understand their thoughts and feelings, and develop a balanced view of a given situation. In this way, students not only develop the capacity for empathy but also learn to care for others.

f) Values Clarification Approach

Values clarification involves helping students to articulate their values through examining their personal feelings and behaviour patterns using rational thinking and emotional awareness. Students develop moral sensitivity as they are guided to clarify their beliefs and values by examining their personal feelings, understanding the values and beliefs held by others, and considering the impact of their actions on others. In this way, students are motivated to construct ethical and well-reasoned positions, make responsible decisions and uphold sound values which stand the test of review and comparison.

III. Assessment Processes in CCE

The Singapore Curriculum Philosophy outlines the following fundamental beliefs about assessment:

- (i) Assessment is integral to the learning process;
- (ii) Assessment begins with clarity of purpose; and
- (iii) Assessment should gather information to inform future practices.

In line with these beliefs about assessment, teaching and learning in CCE involves an iterative and continuous process of motivating and helping students to work towards the learning outcomes. Teachers weave in appropriate teaching and learning strategies and opportunities to equip students with the necessary skills to evaluate themselves for continuous personal growth and development.

Assessment in CCE is thus underpinned by a developmental purpose, moving away from a teacher-centric emphasis on curriculum coverage, and an outcome-oriented approach that focuses on objective measures and summative assessment of learning. Assessment processes in CCE involve the following aspects:

a) Co-construction of collective and individual goals

To create responsibility for and ownership of learning, it is important that students collectively and individually construct their own learning goals together with the teacher. Using assessment information from tools such as the Social Emotional Competency Inventory (SEC Inventory), teachers identify students' domains of strengths and areas for improvement. Students are guided to self-assess, self-regulate, and set personal goals.

b) Making sense of learning progress through dialogue and reflection

CCE lesson time could be used for students to make sense of and reflect on their progress. Form teacher interaction time and peer dialogue could also be used to guide students in identifying and interpreting the evidence of their learning, and committing to the next step.

c) Building students' capacity for self-assessment and peer assessment

By providing opportunities for students to self- and peer-assess, they learn the knowledge, skills, and attitudes needed for life-long character growth and the journey towards becoming their best selves.

SECTION 4: CCE SYLLABUS CONTENT

Overview of CCE Themes, Lessons, Contemporary Issues and
Key Student Development Experiences

4. CCE SYLLABUS CONTENT

The curriculum content of CCE is premised on the three big ideas of **Identity, Relationships and Choices**, and anchored on the teaching of core values and social-emotional competences and citizenship dispositions to help students find a sense of purpose.

Overview of CCE Themes

The content of CCE is organised by three themes which are based on these three big ideas, taking into consideration the social and cultural context of Singapore. The three themes are as follows:

- **Becoming my Best Self**

“Who am I? Who do I want to be? What does my best self look like?”

Students learn to navigate through life experiences like transitions and develop a better understanding of themselves. They strengthen their mental well-being through better self-awareness and self-management. They learn to overcome challenges and are hopeful in the face of adversity.

Students reflect on and make sense of their values, who they are, and who they want to be. They reflect on their aspirations and purpose, and set goals to work towards their best self, in relation to others and the larger environment.

- **Building Connections**

“How do I relate to myself, others and the world around me?”

In working towards their best selves, students should also consider the broader social, cultural, national, and global context within which they live.

The learning within this theme offers opportunities for students to develop respect and appreciation for our socio-cultural diversity, and learn how to empathise with and relate to others who are different from themselves. They are encouraged to positively influence their peers and others, online and offline.

Students strengthen their sense of national identity and commitment to contribute to society.

- **Making Choices**

“How do I choose to be? How do I choose to act? What kind of future do I want?”

Living in an increasingly complex environment brings challenges to the various types of decisions that our students would be required to make.

This theme helps students understand that they have personal responsibility in making choices that will determine who they are and who they want to be. They learn the importance of exercising discernment in risky situations to safeguard themselves and others.

Students identify and manage obstacles to responsible decision-making, consider the consequences of their decisions and actions, and develop courage and conviction to stand by them.

Table 1 provides an overview of the content of the three themes covered in the course of a student’s secondary school experience.

TABLE 1: OVERVIEW OF CCE CONTENT

Theme	Lower Secondary	Upper Secondary
<p>Becoming my Best Self <i>“Who am I? Who do I want to be? What does my best self look like?”</i></p>	<p style="text-align: center;">CCE Lessons</p> <p>Students develop in self-awareness, reflect on who they want to be, consider their purpose in life and learn ways in which they can work towards the self they aspire to be.</p> <p>The lessons provide opportunities for students to understand themselves and to appreciate what is a healthy self-identity. They learn how to seek continual self-improvement and take action to develop their character strengths, values, interests, talents and skills. This also includes setting short term goals and developing actionable plans to work towards their envisioned best selves and long term educational and career goals.</p> <p>They are taught strategies for self-monitoring and self-regulation to help them improve how they regulate their emotions, thoughts and behaviours. Students learn to differentiate normal stressors from a state of distress and illness and take steps including seeking help to address it. In addition, students learn to tap on their internal and external resources to build resilience and handle challenges.</p> <p>In the process, students learn the importance of valuing and strengthening positive relationships with family, friends and others as they work towards their best selves, build moral courage to make values-based decisions regardless of circumstances they may face.</p>	<p>Students deepen their self-awareness and self-management as they continue to seek growth towards becoming a better version of themselves, clarify their sense of purpose and goals in life to be future oriented, and develop positive disposition to see hope in the face of adversity.</p> <p>The lessons provide opportunities for students to recognise that their self-perceptions are shaped by their life experiences and roles they play in school, home and community. In the process, they will learn how to evaluate their self-perception, calibrate unhealthy expectations on themselves, and practise self-compassion, to construct an accurate perception of themselves and develop positive self-esteem and self-worth. Students will also evaluate the consequences of their behaviours to self and others, learn to control their impulses to avoid risky behaviours, and take responsibility for their actions. They will also learn to develop healthy habits and maintain good mental health.</p> <p>As students discover and work towards their best self, to contribute positively to their family, communities and country, they learn to review their plans and goals, persevere in developing key skills and abilities to improve themselves, and develop habits of lifelong learning. Students will also learn to identify current and future challenges, as well as opportunities and healthy ways to cope with or overcome them so that they will be better prepared to face changes and stay relevant for the future.</p>

Theme	Lower Secondary	Upper Secondary
<p>Becoming my Best Self <i>“Who am I? Who do I want to be? What does my best self look like?”</i></p>	CCE Lessons	
	<p>CCE lessons are designed based on students’ life experiences and include the following topics:</p> <ul style="list-style-type: none"> • Transitioning to secondary school • Maintaining healthy balance of their online and offline activities • Exploring personal values, interests, personality and skills • Facing challenges and coping with failures • Exploring influences on self-image and body image 	<p>CCE lessons are designed based on students’ life experiences and include the following topics:</p> <ul style="list-style-type: none"> • Applying knowledge of their values, interests, personality and skills to be positive contributors • Managing expectations from self and others • Resisting the pressure for perfect portrayal and social comparisons on social media • Maintaining a healthy and balanced lifestyle • Exploring and choosing post-secondary education pathways
	Contemporary Issues	
	<p>Discussions on current and relevant issues within this theme include these topics:</p> <ul style="list-style-type: none"> • Defining and refining one’s sense of purpose based on the current world context students are living in • Being resilient in the face of disruptions in the local and global context • Influence and impact of the countries in our surrounding regions, including ASEAN, on our society and career trends 	
	Key Student Development Experiences	
<p>In CCA, students are given the opportunity to develop passion in their areas of interests. Through various experiences offered in CCA, students learn to recognise the importance of committing time and effort in developing their talents, skills and interests. As they navigate through challenges along the way, they learn to view successes and setbacks as learning experiences with opportunities for growth.</p> <p>The richness and complexities of experiences through other key SDEs, such as the Outdoor Adventure Learning (OAL) Cohort Camp and Values in Action (VIA) projects, also allow students to apply creative problem-solving skills to a variety of challenging tasks. In the process, students develop the ability to face challenges and recognise the importance of resilience.</p> <p>To develop students as effective leaders of self, Student Leadership Development (SLD) elements are also integrated into the various authentic experiences. In developing self-awareness and self-management, students learn to cope with and manage emotions, knowing when and where to seek help, as they continue to believe and find a sense of purpose in becoming the best versions of themselves.</p>		

Theme	Lower Secondary	Upper Secondary
<p>Building Connections <i>“How do I relate to myself, others and the world around me?”</i></p>	CCE Lessons	
	<p>Students learn skills to develop in their social awareness, to recognise, accept and embrace diversity, show empathy and be civic conscious. They also learn skills to manage relationships effectively to contribute towards their personal well-being and a harmonious society.</p> <p>The lessons provide opportunities for students to reflect on their relationships with peers and with their families, and to contemplate why they value these relationships. They are guided to consider how they can build, maintain and strengthen these relationships, in a way that is positive and harmonious, both online and offline. They learn how to resolve conflicts in a respectful manner, as well as how they can demonstrate sensitivity and care in their interactions with others. In the process, students develop a sense of gratitude and positive outlook towards their families and peers.</p> <p>Students also have the opportunity to develop their sense of national identity and civic consciousness, through gaining a deeper understanding about Singapore and learning more about relating to people who come from diverse backgrounds. They reflect on their own stereotypes, prejudices and biases against others, appreciate their socio-cultural diversity, and consider the ways in which they can contribute to a sense of belonging for themselves and others. They also start thinking about what it means to be active citizens who take an interest in the well-being of the community and who take action to make a positive difference on the environment, in their school or community.</p>	<p>Students continue to develop their skills for social awareness and relationship management, as they learn to build supportive network of family and friends, as well as contribute towards building an inclusive society. They also deepen their reflection of their roles and responsibilities in consideration of the broader social, cultural, national and global contexts within which they live.</p> <p>The lessons provide opportunities for students to maintain and deepen their relationships with their family and friends. They learn to value and cherish relationships with family members and friends who support them to become better versions of themselves. Students will also learn that changes and challenges in relationships within their family and among friends serve as opportunities to strengthen family ties and friendships. In the process, students will recognise the importance and reflect on how they can build resilient families and healthy friendships.</p> <p>Students also have the opportunity to gain deeper understanding of the varied and shared values of different groups in our diverse society and reflect on how they can contribute towards fostering social cohesion and harmony amidst this diversity. They learn to appreciate multiple perspectives to deepen their understanding of people and situations, as well as the value of dialogue when faced with complex issues. In the process, they are guided to keep an open mind to listen to the perspectives of others and to demonstrate sensitivity and empathy when engaging in dialogue with people from different backgrounds and communities. Students continue to make sense of their national identity and develop their sense of belonging, as they become aware of their roles and responsibilities as members of Singapore society and as they commit to making positive differences to their homes, communities and the nation.</p>

Theme	Lower Secondary	Upper Secondary
Building Connections <i>“How do I relate to myself, others and the world around me?”</i>	CCE Lessons	
	CCE lessons are designed based on students’ life experiences and include the following topics: <ul style="list-style-type: none"> • Resolving conflicts in friendships and family relationships • Building and maintaining relationships with family members and one’s extended family • Appreciating our multicultural heritage (e.g. significance of different cultural practices, celebration of festivals) • Appreciating diversity in our neighbourhoods and practising inclusivity within our communities • Contributing meaningfully to the community 	CCE lessons are designed based on students’ life experiences and include the following topics: <ul style="list-style-type: none"> • Applying mediation skills when managing conflicts among peers and family members • Deepening relationships with family and friends and managing changes or challenges • Appreciating religious harmony in Singapore • Interacting with people from diverse backgrounds • Recognising community concerns • Contributing meaningfully to community
	Contemporary Issues	
	Discussions on current and relevant issues within this theme include these topics: <ul style="list-style-type: none"> • Practicing neighbourliness in a diverse society • Addressing stereotypes and prejudice in society (e.g. attitudes towards mental illnesses, race, socio-economic status, etc.) • Practicing respect and responsibility in common spaces • Understanding social inequality and how to address it • Care for nature and animal welfare • Environmental issues and sustainability 	
Key Student Development Experiences		
<p>At the lower Secondary level, students learn to work together for synergy through taking turns to lead, perform different tasks and working collaboratively towards common goals through platforms like CCA, OAL Cohort Camp and VIA. As students progress to upper Secondary level, they further develop their interpersonal skills such as learning to clarify their assumptions and communicating respectfully and sensitively. Students also learn the importance of open dialogue and clarifying shared team goals to facilitate consensus building in a team.</p> <p>Peer interaction in CCA and serving the community through VIA allow students to develop empathy as they demonstrate respect and care for others despite differences. Along the way, students learn to mediate conflicts towards common goals, manage team dynamics and build trust, as well as lead others with care and competence. Through relating to self, others and the world, they gain wider perspectives and better understand situations, needs and concerns in different contexts.</p>		

Theme	Lower Secondary	Upper Secondary
Building Connections <i>“How do I relate to myself, others and the world around me?”</i>	Key Student Development Experiences	
	National Education (NE) Commemorative Days and Cohort Learning Journeys (LJs) provide opportunities for students to develop civic consciousness and an appreciation for socio-cultural diversity. At Secondary Two, students will participate in a learning journey to the National Museum of Singapore. This experience seeks to develop in them citizenship dispositions through the exploration of artefacts and stories of the experiences of past communities in Singapore. As students advance to Secondary Three, the NRIC Presentation Ceremony is a platform for students to further reflect on how they can respond to national issues and their commitment to contribute to society.	

Theme	Lower Secondary	Upper Secondary
<p>Making Choices <i>“How do I choose to be? How do I choose to act? What kind of future do I want?”</i></p>	<p style="text-align: center;">CCE Lessons</p> <p>Students develop skills to make decisions responsibly, through identifying consequences of their options on self and others and considering their values and principles. They also learn skills to overcome the challenges and obstacles faced in making and acting on informed decisions that are responsible towards themselves and others.</p> <p>The lessons provide opportunities for students to reflect on the motives behind their decisions and actions and have the moral courage to make values-based decisions to resist negative influences and be a positive influence to others, and to stand up against bullying.</p> <p>Students reflect on the complexities and considerations involved, as well as practise exercising discernment in making responsible decisions. They learn to navigate online space safely through understanding the importance of limiting the kind of personal information they disclose online. They also learn the importance of being responsible and ethical online, to share online content in a responsible manner and to respect intellectual property and copyrights.</p> <p>Students also learn to make wise, responsible and informed decisions on sexuality matters based on accurate, current, and age appropriate knowledge on human sexuality. For example, students learn about consequences of pornography and teenage sexual activity. They are taught the importance of respecting boundaries of self and others in relationships. They also learn about safety and protection from sexual abuse, sexual grooming and cyber flashing and are taught how to seek help for themselves and their peers.</p>	<p>Students are guided to evaluate the broader social and moral issues and reflect on their own moral standpoints. They learn to make responsible and discerning choices for the benefit of online and offline communities of which they may be a part of. Students are also reminded of the importance of acting on sound values-based decisions both online and offline, and the need to have the conviction to stand by these decisions that they make.</p> <p>In the process, students learn to become more responsible and safe users online through better understanding of the cyberworld. They are taught to recognise online risks when engaging in cyber platforms, and how to make informed choices about participation in online activities, as well as protect themselves from people online who have malicious intent. They also learn to evaluate how online trends, such as monetisation and gamification, impact their online behaviour and decisions they make. Through an understanding of possible consequences and impact of their online expressions on others in the online community, they learn to have a positive presence, and be a positive influence and advocate for positive change in the cyber community and beyond.</p> <p>Through the lessons, students also learn the importance of respect for self and others, both online and offline, and how they can respect personal boundaries for healthy relationships and safety. Students are also taught how to manage challenges and changes responsibly in their relationships so as to maintain and strengthen relationships, including dating relationships. They also learn about the influence and impact of new media on relationships and sexuality.</p>

Theme	Lower Secondary	Upper Secondary
<p>Making Choices <i>“How do I choose to be? How do I choose to act? What kind of future do I want?”</i></p>	CCE Lessons	
	<p>CCE lessons are designed based on students’ life experiences and include the following topics:</p> <ul style="list-style-type: none"> • Bullying (online and offline) • Negative peer influences • Infatuation, dating and romantic relationships <p>Use of social media</p>	<p>CCE lessons are designed based on students’ life experiences and include the following topics:</p> <ul style="list-style-type: none"> • Engagement in cyber platforms and cyber community • Relationships (including dating relationships) • Unhealthy dating relationships and dating violence • Gender stereotyping
	Contemporary Issues	
	<p>Discussions on current and relevant issues within this theme cover content which includes these topics:</p> <ul style="list-style-type: none"> • Fake news and online falsehoods • Ethical online behaviour (e.g. copyright issues, piracy) • Recognising online echo chambers, filter bubbles and groupthink • Being responsible cyber citizens 	
	Key Student Development Experiences	
<p>Platforms like Education and Career Guidance (ECG) experiences help students understand that they have personal responsibility in making choices that will determine who they are and who they want to be. They are given opportunities to explore education and career options to help them make informed decisions. With the encouragement of their teachers, students are challenged to strive for excellence and develop habits of lifelong learning.</p> <p>Dynamic situations that arise in CCA and VIA provide opportunities for students to acquire self-motivation and self-reflection skills. Through these authentic platforms, students also exercise aspects of team leadership as they demonstrate courage to be a positive peer influence, even in the face of challenges. Students are also taught to consider their choice of actions and are challenged to demonstrate courage and conviction to stand by them.</p>		

APPENDIX A: REFERENCES

- Aquino, K., & Reed, A. (2002). The self-importance of moral identity. *Journal of Personality and Social Psychology*, 83(6), pp. 1423-1440.
- Archer, A.L., & Hughes, C.A. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York: The Guilford Press.
- Damon, W., Menon, J., & Bronk, K. C. (2003). The Development of Purpose During Adolescence. *Applied Developmental Science*, 7(3), pp. 119–128.
- Deci, E.L., & Ryan, R.M. (1985). *Intrinsic Motivation and Self-Determination in Human Behaviour*. New York: Kluwer Academic/Plenum Publishers.
- Erikson, E. (1959). *Identity and the Life Cycle*. New York & London: W.W. Norton & Company.
- Flanagan, C.A. (2013). *Teenage citizens: The political theories of the young*. Cambridge, Massachusetts and London, England: Harvard University Press.
- Halstead, J.M., & Taylor, M.J. (1996). Values and values education in schools. In J.M. Halstead & M.J. Taylor (Eds.), *Values in Education and Education in Values*. London: Falmer Press.
- Hardy, S.A., & Carlo, G. (2011). Moral Identity: What Is It, How Does It Develop, and Is It Linked to Moral Action? *Child Development Perspectives*, 5(3), pp. 212–218.
- Jennings, P. L., Mitchell, M.S., & Hannah, S.T. (2015). The moral self: A review and integration of the literature. *Journal of Organisational Behaviour*, 36(S1), pp. 104-168.
- Kohlberg, L., and Hersh, R.H. (1977). Moral development: A review of theory. *Theory into Practice*, 16(2), pp. 53-59.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the source of learning and development*. NJ: Prentice-Hall, Inc.