BEDOK SOUTH SECONDARY SCHOOL
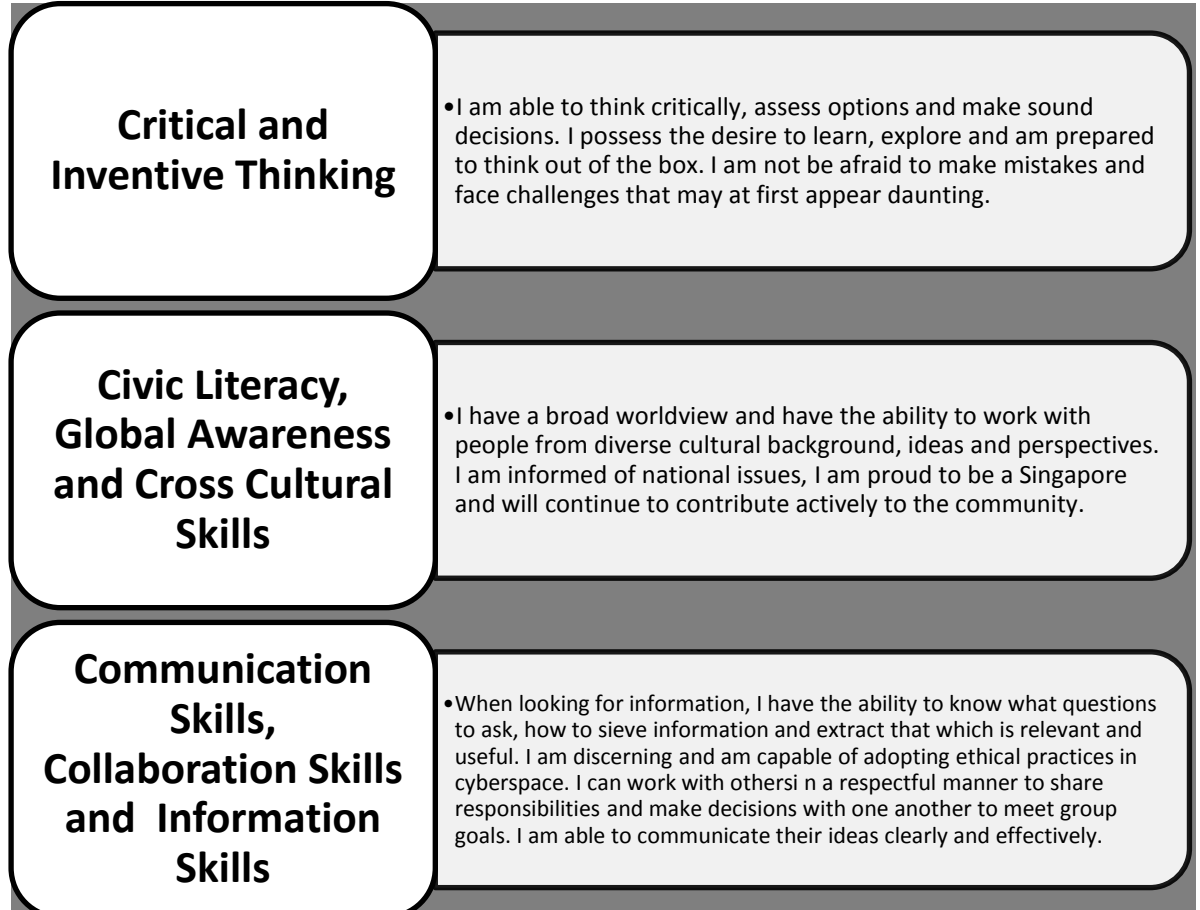
TOTAL CURRICULUM FRAMEWORK 2015

OVERVIEW

1. The BDS Total Curriculum Framework sets out to serve as a navigational tool and agenda to ensure that core aspects of the education of a child is given due consideration as the school designs key processes and institutional programmes which are aimed at developing the whole child into a successful individual imbued with the core values and 21st century competencies.

2. Guided by the school ICARE values (Integrity, Courage, Accountability, Respect, Excellence and Care), and equipped with the skills and competencies of the 21st century, the BDSians are moulded in the 5 domains-Cognitive, Physical & Health, Aesthetics, Social-Emotional & Moral, as well as Service & Leadership. Through Drake and Burns (2004) Integrated Curriculum Approach, each BDSian will experience key programmes from the 5 school-identified domains that will help build character in our BDSians and develop them into leaders of tomorrow who will serve with conviction.

3. Responding to the changing educational landscape, there is a critical need to place greater emphasis on student centricity, character and values education. A review done in 2013 pointed to a greater need for ~~greater~~ clarity and alignment with our approach towards infusing character and values education into our teachings. With the revisit and unpacking of our school values and mission in 2014, it becomes clearer that we are striving to work towards outcomes that match Thomas Lickona's philosophy of Moral and Performance Character. Thomas Lickona's Educating for Character framework on Moral Character and Performance Character, coupled with Drake and Burn's (Know-Be-Do) Integrated Curriculum Approach are therefore adopted as the dual theoretical underpinnings of the BDS Total Curriculum Framework.

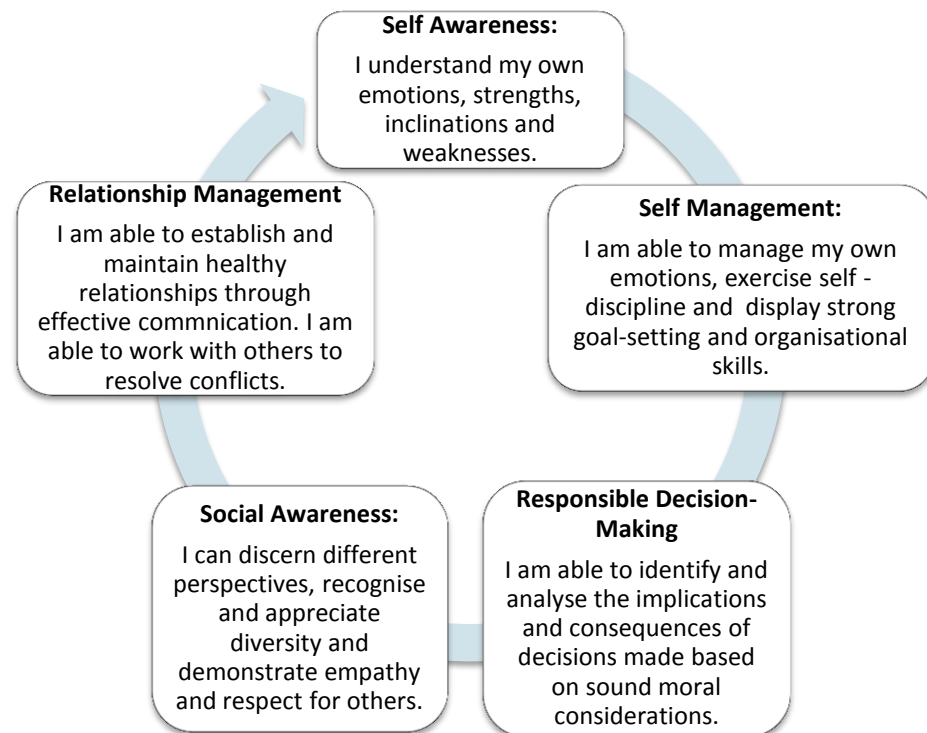## 4. DEFINITION OF KEY APPROACHES AND TERMS IN THE BDS TOTAL CURRICULUM FRAMEWORK

i.   **Core Values:** ICARE values (Integrity, Courage, Accountability, Respect, Excellence and Care).

Accountability:
I am responsible for my own learning and actions

Respect:
I respect myself and others.

Excellence:
I desire to excel and produce work of the highest qualty.
I have high self-expectations and will continue to challenge myself to learn and strive for personal best.

Courage:
I seek to overcome obstacles in my path and be resolute when facing uncertainty.

Integrity:
I make responsible decisions and stand by them
I do what is right even when others are not looking.

ICARE

Care:
I help and value others even if they are different.
I am sensitive to the feelings and circumstances of others

ii.   **21st CC Future Ready Skills:**

Critical and Inventive Thinking	•I am able to think critically, assess options and make sound decisions. I possess the desire to learn, explore and am prepared to think out of the box. I am not be afraid to make mistakes and face challenges that may at first appear daunting.
Civic Literacy, Global Awareness and Cross Cultural Skills	•I have a broad worldview and have the ability to work with people from diverse cultural background, ideas and perspectives. I am informed of national issues, I am proud to be a Singapore and will continue to contribute actively to the community.
Communication Skills, Collaboration Skills and Information Skills	•When looking for information, I have the ability to know what questions to ask, how to sieve information and extract that which is relevant and useful. I am discerning and am capable of adopting ethical practices in cyberspace. I can work with othersi n a respectful manner to share responsibilities and make decisions with one another to meet group goals. I am able to communicate their ideas clearly and effectively.

iii. **SE Competencies:** Self-Management, Self-Awareness, Social Awareness, Relationship Management and Responsible Decision-Making which are aligned to the SE competencies of the CCE framework.

Self Awareness:
I understand my own emotions, strengths, inclinations and weaknesses.

Self Management:
I am able to manage my own emotions, exercise self - discipline and display strong goal-setting and organisational skills.

Relationship Management
I am able to establish and maintain healthy relationships through effective commnication. I am able to work with others to resolve conflicts.

Responsible Decision-Making
I am able to identify and analyse the implications and consequences of decisions made based on sound moral considerations.

Social Awareness:
I can discern different perspectives, recognise and appreciate diversity and demonstrate empathy and respect for others.

iv. **Key Approaches:**
   a. **Thomas Lickona's Educating for Character Framework on Moral Character and Performance Character.**

   Moral character focuses on "relational orientation." It consists of **qualities such as integrity, justice, caring, respect, and cooperation** which are needed for successful interpersonal relationships and ethical conduct. **Moral character enables us to treat others and ourselves with respect and care and to act with integrity**. Moral character also has the important job of moderating our performance goals to honor the interests of others, to ensure that we do not violate moral values such as fairness, honesty, and caring in the pursuit of high performance. Only by developing moral character will we as a school create safe learning environments, prevent peer cruelty, decrease discipline problems, reduce cheating, foster social and emotional skills, develop ethical thinkers, and produce public-spirited citizens.

   Performance character focuses on "mastery orientation." It consists **qualities such as diligence, perseverance, a strong work ethic, a positive attitude, ingenuity, and self-discipline,** all needed to help one realise his potential for excellence in any performance environment — academics, co-curricular activities, the workplace, and throughout life. Only by developing performance character will schools teach good work

habits, increase achievement motivation, foster genuine academic excellence (which is independent of high grades and test scores), develop the scientific and entrepreneurial talent our nation needs, and produce a competitive, creative workforce in the global economy.

b. Drake and Burns' Know-Be-Do Framework (2004) which underpins the Head, Heart and Hands Approach

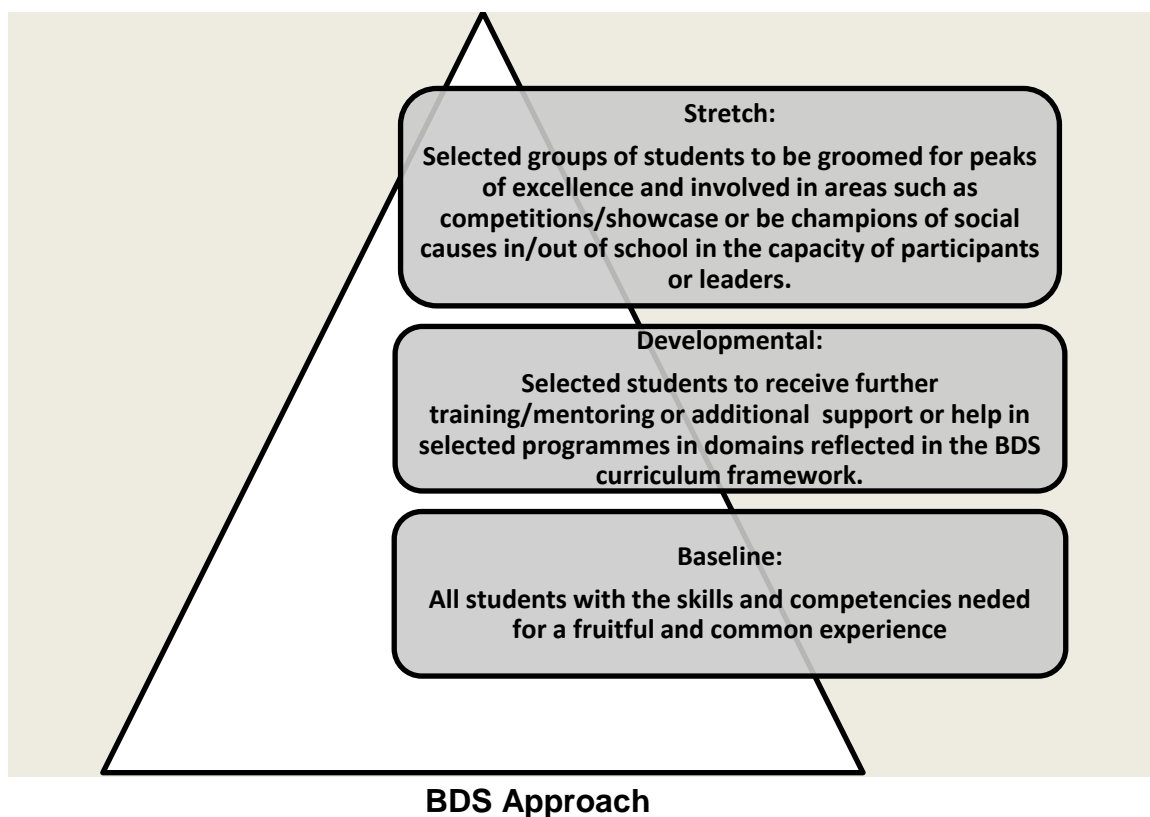To ensure all all-round learning, the school strives to engage 'head' heart and hands of the students.

Head (Know): In engaging the head, the students will actively be involved in their own learning to acquire the basic instruments of knowledge, such as essential learning tools of communication and oral expression, literacy, numeracy and problem solving. This will help them to gain a broad general knowledge with an in-depth knowledge of a few areas, understanding their responsibilities to self and others, and learning to continue learning. As we continue to engage the head, students are also informed of the learning objectives and rationale behind a decision, programme or process. This gives greater clarity in the purpose of their actionsHeart: In engaging the Heart, the students become connected emotionally with what they have learnt. The students are able to connect emotionally with the knowledge they have acquired

Hands (Do): In engaging the hands, students are engaged in authentic situations where they put into practice what they have learnt (Head) and felt (Heart) in order to concretise and reinforce their awareness and purpose through these learning experiences. This gives the opportunity to put into practice the skills and social competencies that would enable them to make informed decisions about diverse life situations as they improve their quality of life and the lives of others.

Heart (Be): The engaging the students heart is achieved through the creation of platforms and opportunities where students can empathise and appreciate the impact of the decision, programme or process or action. This drives the behaviour and involves conviction of their capacity to impact others. This stage contributes to the development of students' personality and possession of ethical and moral code in order to enable them to act with greater autonomy, judgement, critical thinking and personal responsibility. It also evokes important social-emotional competencies, sense of gratuity, values and attitudes that students should possess in order that they can live in harmony with others, respect pluralism and diversity; as well as engage in continual social betterment.

v. In our efforts to customise and provide differentiated learning and opportunities to match the diverse needs, interests and strengths of our

students, the **BDS** (Baseline, Developmental and Stretch) approach is adopted.

Stretch:
Selected groups of students to be groomed for peaks of excellence and involved in areas such as competitions/showcase or be champions of social causes in/out of school in the capacity of participants or leaders.

Developmental:
Selected students to receive further training/mentoring or additional support or help in selected programmes in domains reflected in the BDS curriculum framework.

Baseline:
All students with the skills and competencies neded for a fruitful and common experience

BDS Approach

vi. The BDS Total Curriculum Framework guides the inception of the following sub-frameworks:
- Teaching and Learning Framework;
- Co-curricular Framework;
- Student Management Framework;
- Student Leadership Development Framework
- PE& Health Framework;
- Aesthetics Framework;
- Staff Development Framework.

The above-listed sub-frameworks adopt the definitions of key terms and approaches as interpreted in the BDS Curriculum Framework.

5. IMPLEMENTATION ISSUES
i. Alignment between the BDS Curriculum Framework and the other sub-frameworks.

With the clearer conception of the BDS Curriculum Framework, there is a need to ensure alignment of the sub-frameworks as well as the plans that

take direction from the BDS Curriculum Framework. There is also a need to explore and ensure the possibility of synergy and opportunities for cross-committee collaborations.

6. LIST OF PROGRAMMES COVERED IN BDS CURRICULUM FRAMEWORK

Domain	Key Programmes	Measurement	Owners/Remarks
Cognitive	Academic Programmes	Tests and Examinations Results	IP Departments
	ALP Project SHINE	Research projects and competitions	HO Aesthetics
Physical & Health	PE Programme		
	Sports and UG CCAs	Sports competitions UG activities and competitions	PE HOD/ PE ST
Aesthetics	Whole school aesthetics programme		
	Performing arts CCA	Performing arts CCAs	
Social, Emotional and Moral	ECG,		
	TOP, ESU, Counselling, Sexuality Programme		
Service and Leadership	VIA		
	Whole school SL programme		
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7. CONCLUSION

So far, our IP and co-curriculum programmes have been instinctively designed to meet the needs of many domains in our journey of holistic development of the students. However, moving forward, there is a need to go beyond instinctive planning and ensure a concrete guide to ensure that the School Management Committee can lead the school with greater synergistic effort to bring about the success of the school's endeavour to provide holistic education to all BDSians.

Annex A: BDS Curriculum Framework

Annex B: Teaching and Learning Framework

Annex C: Co-curricular Framework

Annex D: CCE Framework

Annex E: Physical and Health Framework

Annex F: Aesthetics Framework

Annex G: Student Development Framework

Annex H: Student Leadership Framework

Annex J: Staff Development Framework

BDS CO-CURRICULA FRAMEWORK

OVERVIEW

1. The school co-curricula framework is guided by MOE's aim to help our students to discover their own talents, to make the best of these talents and realise their full potential, and to develop a passion for learning that lasts through life. The framework aims to provide our students the opportunity to develop their skills, character and values. We hope to encourage our students to follow their passions, interests and promote a diversity of talents among them in the various co-curricula areas – in sports, the performing arts, student leadership and service.

2. The BDS Co-Curricula Framework embodies the Desired Outcome of Education. Our school aims to develop in our students a good sense of self-awareness, a sound moral compass, and the necessary skills and knowledge to take on challenges of the future. Our students will be responsible to his/her family, community and the nation. Our students will learn to appreciate the beauty of the world around them. possess healthy minds and bodies, and zest for life.

Whole Child Approach – Gary Ezzo's On Becoming Childwise (1999)

BDS co-curricula target to grow the 'Whole Child" by developing the natural capacities of the child (student).

There are four general capacities:

1. Children have physical capacities. The role of the school is to nurture, develop and provide the students' physical growth and well-being. The school has the responsibility to develop the natural skills and talents for life. **(PE, Health and CCA Curriculum)**

2. Children have the intellectual capacities. The duty of the teacher is to stimulate and develop the students' intellectual competency, to educate them in basic skills and logic. **(21st CC Skills and Competencies, Aesthetics Programme and Student Leadership)**

3. Children have emotional capacities. We have the responsibility and privilege to be able to build the emotional well-being of our students. We aim to build self-control over both their positive and negative emotions. **(SE Competencies, Lifeskills and Pastoral Care Curriculum)**

4. Children have moral capacities. The school helps our students to internalise virtues that reflect the values of the family and society. **(CCE Curriculum and PBIS)**
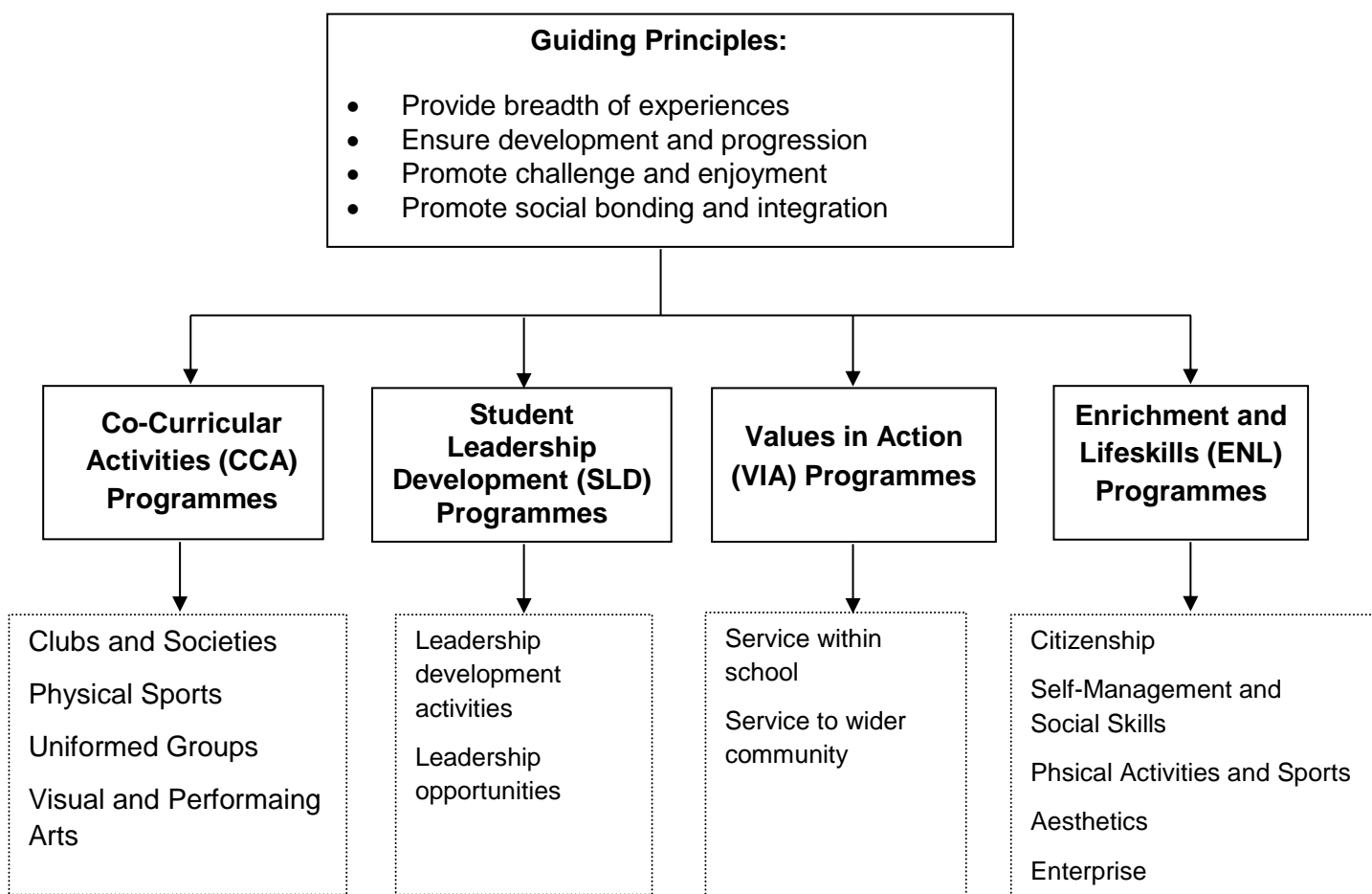
Co-Curriculum Framework

Co-Curriculum at BDS is a distinctive blend of education that aspires to allow each student to explore and be developed in the special areas that will allow him/her to grow as a whole person. Apart from the core academic work and the enrichment activities, BDS offers a range of co-curricular activities that cater to the students' varied interests and capabilities.

The Co-Curriculum is integral to the **holistic development** of students. Through the Co-Curriculum, students are provided with varied and authentic oppportunities to develop character and competencies that are general across Co-Curricular Activities (CCA), Values in Action (VIA), Student Leadership Development (SLD) Programmes and Enrichment and Lifeskills (ENL) Programmes. Learning that spans across curricular programmes include core values, social-emotional competencies and the emerging 21st century competencies.

Co-Curriculum Framework

The framework is one that is committed not only in developing skills but in building character and instilling core values in our students. Its emphasis on values gives weight to the role of CCA in the formation of our students' lives.

Guiding Principles:
- Provide breadth of experiences - Ensure development and progression - Promote challenge and enjoyment - Promote social bonding and integration

Co-Curricular Activities (CCA) Programmes	**Student Leadership Development (SLD) Programmes**	**Values in Action (VIA) Programmes**	**Enrichment and Lifeskills (ENL) Programmes**
Clubs and Societies Physical Sports Uniformed Groups Visual and Performaing Arts	Leadership development activities Leadership opportunities	Service within school Service to wider community	Citizenship Self-Management and Social Skills Phsical Activities and Sports Aesthetics Enterprise

Positive Behaviour Intervention and Support (PBIS)

Positive behaviour support is a behavioural-based systems approach for our school to develop effective school's programme to encourage positive behaviour and to intervene early for students who display negative behaviour. It is a proactive behaviour management system for reducing behavioural problems in the classroom plus a full range of strategies for correcting disruptive behaviour once it occurs. It begins with an instructional analysis of the problem and followed with a solution grounded in instructional principles and research.

21st CC Skills and Competencies