Character & Citizenship Education (CCE)
Check In Activity

- What did your teachers do right for you to be what you are today?

*(PS Ms Chan Lai Fung @ Teachers’ Investiture 2016)*
Beginnings of the New CCE Curriculum

With the changing social and cultural landscape of Singapore coupled with the economic and political developments in the country making it much more diverse and complex, there was a need for a national curriculum that not only takes on the role of educating the young about the nation’s history (as in the case of NE), but also to help mould students into “good persons (character) and responsible citizens (contributing to society)” (Heng, 2011).

Curriculum reviews were undertaken and in a report published by the Secondary Education Review and Implementation (SERI) Committee in 2010, the Ministry announced plans to form a dedicated unit within MOE Headquarters to coordinate efforts across various policy initiatives to forge a stronger thrust towards developing students into “confident persons, self-directed learners, concerned citizens and active contributors through Character and Citizenship Education (CCE)” (Ministry of Education, 2010, p. 36).
The New CCE Curriculum

A major outcome of this effort: the new CCE curriculum incorporating NE

The enduring importance of NE was clearly affirmed by Minister for Education, Mr Heng Swee Keat during the 2011 Workplan Seminar: “NE will remain a cornerstone of the CCE curriculum because our children must know Singapore’s vulnerabilities and constraints as well as what makes Singapore tick.” (Heng, 2011).

The new CCE curriculum comprises the following components (See MOE Syllabus for Primary and Secondary schools in the Blackboard):

i. **CCE Lessons** - Time is set aside for the explicit teaching of knowledge, skills, values & attitudes

ii. **Form Teacher Guidance Period (FTGP)** (in the Primary Schools only) - dedicated to the teaching of social & emotional competencies (SEL) & building teacher-student relationship (TSR)

iii. **School-Based CCE** - featured in any school programmes such as Co-Curricular Activities (CCAs), Values in Action (VIA) programmes, school-wide commemoration of the four key NE events & any assembly programmes linked to CCE

iv. **CCE Guidance Module** - specific programmes such as Education & Career Guidance, Sexuality Education, & Cyber Wellness are undertaken
Framework for 21st Century Competencies & Student Outcomes

The CCE curriculum focuses on a common shared purpose (rather than on programmes) as depicted in the framework for 21st Century Competencies and Student Outcomes. This framework emphasizes the interconnectedness of the core values (Responsibility, Resilience, Respect, Integrity, Care and Harmony), social and emotional competencies, and the civic literacy, global awareness and cross-cultural skills.

- a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
- a **self-directed learner** who questions, reflects, perseveres and takes responsibility for his own learning;
- an **active contributor** who is able to work effectively in teams, is innovative, exercises initiative, takes calculated risks and strives for excellence; and
- a **concerned citizen** who is rooted to Singapore, has a strong sense of civic responsibility, is informed about Singapore and the world, and takes an active part in bettering the lives of others around him.
Key Features of CCE Syllabus

6 Core Values
#Respect
#Responsibility
#Resilience
#Integrity
#Care
#Harmony

3 Big Ideas
*Identity
*Relationships
*Choices

6 Domains

Self
Being who I am & becoming who I can be

Family
Strengthening family ties

School
Fostering healthy friendships & team spirit

Community
Understanding our community & building an inclusive society

Nation
Developing a sense of national identity & nation building

World
Being an active citizen in a globalised world
<table>
<thead>
<tr>
<th>Domains</th>
<th>Identity</th>
<th>Relationships</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self</strong></td>
<td>Being who I am &amp; Becoming who I can be</td>
<td>How does the way I perceive and manage myself affect my relationship with others?</td>
<td>How are the choices I make good for others and me?</td>
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<td>How am I similar to others?</td>
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<td>How am I different from others?</td>
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<tr>
<td><strong>Family</strong></td>
<td>Strengthening Family Ties</td>
<td>Who am I in my family?</td>
<td>How would my actions affect my family and myself?</td>
</tr>
<tr>
<td></td>
<td>Who am I in my family?</td>
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</tr>
<tr>
<td><strong>School</strong></td>
<td>Fostering Healthy Friendships &amp; Team Spirit</td>
<td>How am I a friend to others?</td>
<td>What do I want in a friendship?</td>
</tr>
<tr>
<td></td>
<td>How am I a friend to others?</td>
<td>Who are my friends?</td>
<td>How would we use our strengths to build a team?</td>
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<td></td>
<td>What are our roles when we work in a team?</td>
<td>How do we work well together?</td>
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<tr>
<td><strong>Community</strong></td>
<td>Understanding Our Community &amp; Building an Inclusive Society</td>
<td>What is an inclusive society to us?</td>
<td>What are our roles in building an inclusive society?</td>
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<td>What is an inclusive society to us?</td>
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<td></td>
<td>How do we understand and relate to others in an inclusive society?</td>
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<tr>
<td><strong>Nation</strong></td>
<td>Developing a Sense of National Identity &amp; Nation Building</td>
<td>What makes us Singaporeans?</td>
<td>How would we demonstrate our commitment to the well-being of Singapore?</td>
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<td></td>
<td>What makes us Singaporeans?</td>
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<tr>
<td></td>
<td>How do my relationships with others contribute to nation building?</td>
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<tr>
<td><strong>World</strong></td>
<td>Being an Active Citizen in a Globalised World</td>
<td>How do we interact with the people in a globalised world?</td>
<td>How would we use our strengths and abilities to meet the needs of a globalised world?</td>
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<td></td>
<td>What does it mean to be an active citizen in a globalised world?</td>
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Overview of CCE Pedagogy

**Constructivist Theory**

**Process-based Teaching Approaches:**
- Cognitive Development Approach
- Consideration Approach
- Modified Values Clarification Approach
- Narrative Approach
- Experiential Learning

**Instructional Strategies:**
- Clarify, Sensitise, Influence (CSI) Questioning Process
- Role Playing
- Thinking Routines
- Dialoguing
- Reflection
- Cooperative Learning
Key Areas

- 3 big ideas: **Identity, Relationships & Choices**
- 4 pedagogical Approaches
- 6 domains: **Self, Family, School, Community, Nation, World**
- A good balance of teaching character & citizenship values & attitudes is essential
- Desired outcomes are outlined in the 8 Learning Outcomes of CCE
Role of Teachers

• What are the desirable values for teachers for effective teaching/learning of CCE?

What do you stand for?
Am I a Liberal or an Authoritarian?

Adapted from The War for Children’s Minds (Ch 2) Stephen Law

Professional Personal Values
Universal Values
Organisational Values

Focusing on the Future-Oriented Citizenship Education
Role of Teachers

- ‘Every Teacher is a CCE Teacher’
- ‘Values are taught and caught’
- Engaging Students Through Various Modes of Delivery: Pedagogy
- Parents as Key Partners

The 4 Guiding Principles of T&L in CCE
Assessment for CCE

4 Components

• Pre-CCE Lesson/Experience Facilitation Consultation: 20%
• Facilitation of CCE Lesson/Experience: (Peer & Tutor Assessed) 30%
• Class Participation: 10%
• Individual Assignment: 40%
Group Facilitations

1. CCE lesson/CCE experience during classroom teaching of your subject area & application of CCE pedagogy

2. CCE experience/lesson through one CCA & application of CCE pedagogy

3. CCE experience/lesson through a school event/programme & application of CCE pedagogy
Approaches for Group Facilitations

• You must apply one or more of the following pedagogical approaches to design an engaging 50-minute CCE experience/lesson in the context that you have selected:
  ✓ Narrative/ Story-telling Approach
  ✓ Consideration Approach
  ✓ Cognitive Development Approach
  ✓ Modified Values Clarification Approach
  ✓ Experiential Learning Approach

• By the end of each class presentation, you will be able to:
  - have a better understanding of their roles and responsibilities as a CCE teacher
  - apply the appropriate CCE pedagogies in the teaching of CCE
  - design engaging CCE lessons/experiences to achieve the CCE learning outcomes
Approaches for Group Facilitations

**Cognitive Development Approach**

The Cognitive Development Approach, based on Kohlberg’s theory of moral development, uses the process of moral reasoning to help pupils progress from a self-centred perspective to a higher stage of moral development, focusing on societal and universal perspectives.

**Consideration Approach**

The Consideration Approach focuses on empathy and aims to develop a caring personality. The crucial question to ask in this approach is, “How would you feel if you were in this situation or if you were that person?” A pupil learns that making a moral decision involves taking into consideration the impact of that decision on others. By adopting the perspective of the other person, the pupil attempts to understand the thoughts and feelings of that person and develops a balanced view of the situation.
The Modified Values Clarification Approach aims to help pupils clarify their values through examining their personal feelings and behaviour patterns using rational thinking and emotional awareness. Teachers guide pupils to make decisions based on a sound value system that includes values upheld by society.

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. Here, pupils come to recognise and clarify their values through the process of story-telling and reflection. They are guided in identifying personal beliefs and values when they relate their personal experiences, construct narratives or consider another person’s story. The Narrative Approach requires open-ended questioning, clarifying, summarising, building on each person’s contributions and encouraging pupils to respond to one another.
Group Facilitation Preparation

• As a team, you should address the following:
  ✓ What factors do you need to consider in planning your CCE lesson/experience?
  ✓ What are the specific CCE Learning Objectives of the CCE Lesson/experience?
  ✓ Which of the eight CCE Learning Outcomes are addressed in your CCE lesson/experience?
  ✓ What is the **dominant CCE pedagogy** to be used? What is the pedagogy about? What is the rationale for your considerations? *(Use the first 10 minutes as preamble to the 50-minute main CCE lesson/experience)*
  ✓ How would you develop the lesson? What resources will you use? How much time is allocated for each segment of your lesson plan?
  ✓ How would you know that the lesson objectives are met? How do you assess for learning?
  ✓ How would you embed a culture of care in this lesson to promote a healthy, positive teacher-student relationship?
  ✓ What difficulties are you likely to face in implementing your lesson in school? How do you intend to address these challenges?
Group CCE Lesson/Experience Facilitations

- Lesson objectives
- Learning activities with CCE experience
  - scenario/case-study (your own experience)
  - game (experiential)
  - role-play/freeze frame/hot seating (CSI)
- Pedagogical Approach (PA) - why & how
- Meeting objectives, relevance & application of PA
Group CCE Lesson/Experience Facilitations

Apply at least 1 main Pedagogical Approach in the CCE Lesson/Experience

Time Allocation (flexible)
- 10 mins: Pedagogical approach explained
- 50 mins: CCE lesson/experience - explore challenges
- 15 mins: Peer Feedback
- 15 mins: Tutor’s Feedback
- 15 mins: Debrief with Tutor

Total = 1 hr 45 mins

• Facilitation & Response to Questions
• Summary & Conclusion
Individual Assignment

Essay Question (1,400 - 1500 words) (40%):

Backdrop:

During MOE’s Workplan 2012, Minister for Education, Mr Heng Swee Keat introduced the vision/initiative “Every School a Good School”.


Also, in Minister Heng’s speech in Parliament on 7 March 2014, he spoke about the “heart of our Character and Citizenship Education (CCE)”.

Individual Assignment

Essay Question

“Encouraging pre-service teachers to explore the values they believe they uphold, and the values they express by their choices and behaviour, allows them to become better informed about their own selves and more skilled at developing these skills in their future students” (Mergler, 2008).

• In the light of the above quote, critically reflect on your own values in relation to your role as a CCE teacher. How would this affect your role in building the character of your future students?

Reference:

(submission through Turnitin & hard copy with Turnitin cover page)
Class Participation 10%

- This is an individual mark
- You are expected to participate actively & constructively
- Contribute to the discussion
Group Discussion

• Group 1 - Teaching & Teaching Values: A Job? A Profession? A Calling?

• Group 2 - Clarification of One’s Own Values/Ethics as a Teacher

• Group 3 - Making the Implicit Explicit in Values Education
Character is doing the right thing when nobody is looking.

-J.C. Wells

The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.

Martin Luther King, Jr., 1929-1968

Knowledge will give you power, but character respect.

Bruce Lee