



The Joy Of Learning

The Joy Of Assessment

Our Vision and Virtues

OUR MISSION STATEMENT

We, at CHIJ (Katong) Primary, believe in the creation of a Christ-centred school community where all work together for the promotion of truth, justice, freedom and love, with special reference to the needs of persons who are disadvantaged in any way.

OUR VISION

From girls to women of grace and substance

OUR MOTTO

“Simple in Virtue, Steadfast in Duty”

OUR VIRTUES

Self-Discipline

Compassion

Respect

Integrity

Women of Grace and Substance

Student Perspective		
Women of Grace	Respect	Is humble
		Respectful of self.
		Respectful of others.
		Respectful of school and environment.
Women of Substance	Self Discipline	– Faces challenges with resilience and adaptability.
		Has the discipline to stand up for what is right.
		Is prayerful.
		Has a strong sense of self.
		Is self – directed in what she wants to achieve for her life.
		Has a mindset of inquiry.
		Steps out of comfort zone and innovates to make a positive difference to the lives of others.
	Compassion	Supports all in the community regardless of their differences.
		Believes in the worth and dignity of each person.
		Is empathetic and sensitive to the feelings, thoughts, and experiences of another.
		Actively contributes to the community, especially to the last, the least, and the lost.
		Has a strong sense of service.
	Integrity	Has a strong moral compass and knows what is right and wrong.
Is honest.		
Has the moral courage to stand up for what is right.		
Communicates thoughts, opinions and ideas with passion and sincerity.		

A Curriculum that Empowers and Engages

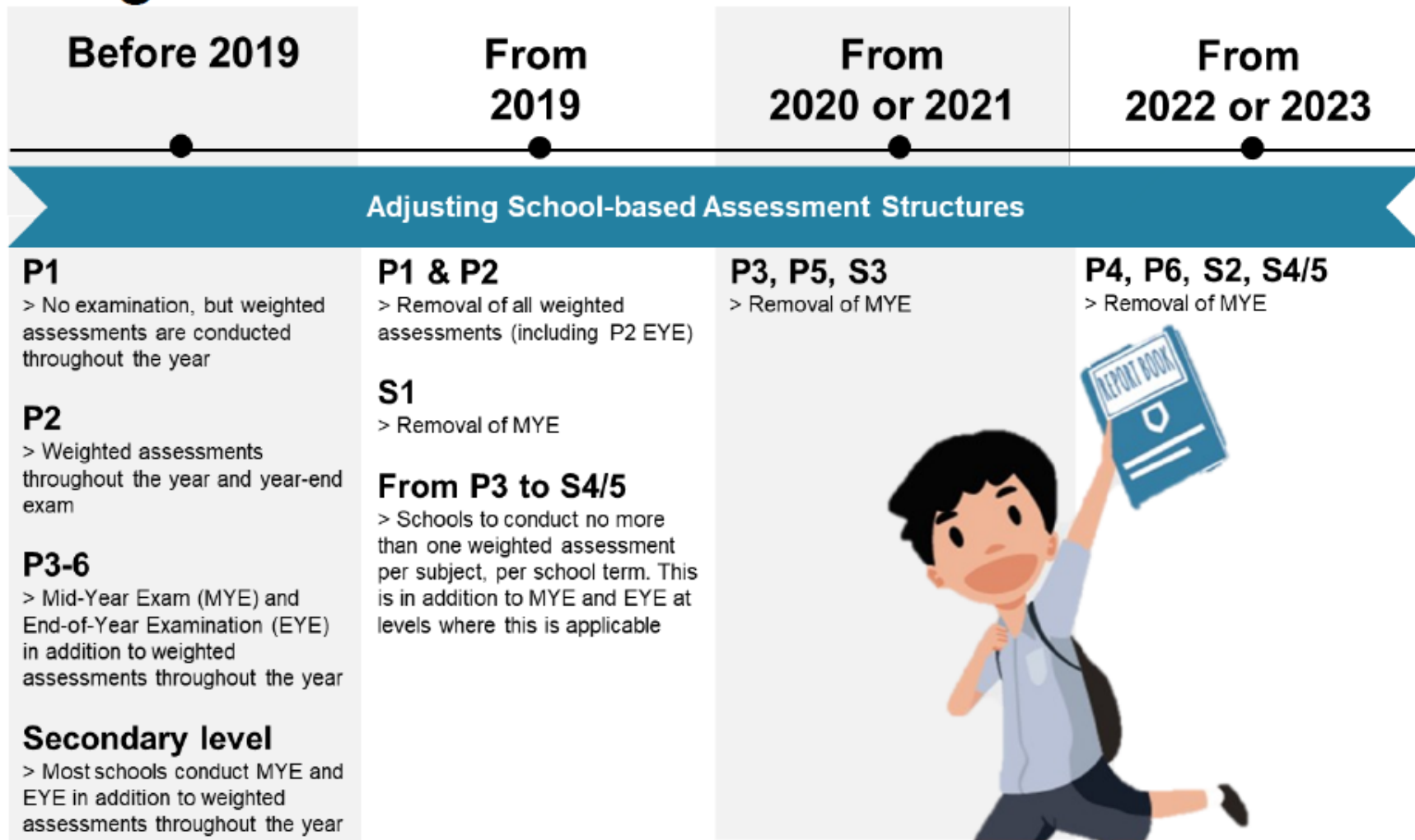
- **Authentic Learning Experiences that bring about the Joy Of Learning.**
- **Innovative and Engaging teaching strategies that engage learners.**
- **Assessment AS Learning.**
 - Assessment as part of Teaching and Learning in the classroom.
 - A balanced assessment system should have both Assessment of Learning (such as mid – year examinations) as well as Assessment For Learning (classroom assignments and assessments).
 - Assessment should lead to meaningful learning.
 - The continuous use of assessment information guide teachers in improving their teaching so as to address the needs of their students.
 - This can come in the form of formative assessment strategies such as feedback; one to one consultation; exit card; journals; reflections and detailed rubrics.

Assessment changes aimed to Empower and Engage our students

- As we reduce the assessment load, the aim is not to erode the pursuit of excellence. We are starting from a high point of rigour.
- Have more time and space to deepen their learning.
- Better enjoy the process of learning and develop dispositions for lifelong learning.



School-Based Assessment Changes: Through the Years



The background features several overlapping circles of varying radii, some solid and some dashed, in a light gray color. A prominent, thick black curved line sweeps across the lower-left portion of the frame. Centered in the upper-middle area is a solid blue rectangular box containing white text.

Assessment and Student Well - Being

Assessment and Student Well - Being

Performance mindset

I rather just study once and score for that exam....

Lack of confidence and anxiety

Without examinations... I don't know if I am learning well

Fear of national examinations

I feel scared...



'Huntum'
(‘Anyhow hit’)

I guess I just keep drilling examination questions... (the more I do correctly the better)

Assessment and Student Well - Being

Fixed mindset

I am always bad in learning...

Indifference about examinations

I won't do well anyway...

Negative self-worth

I am always lousier than my friends

'Bochap'
(learned helplessness)

Study already still like that...



Assessment and Student Well - Being

Primary school children need to feel competent to build confidence and self esteem

Erikson's 8 stages of Psychosocial Development

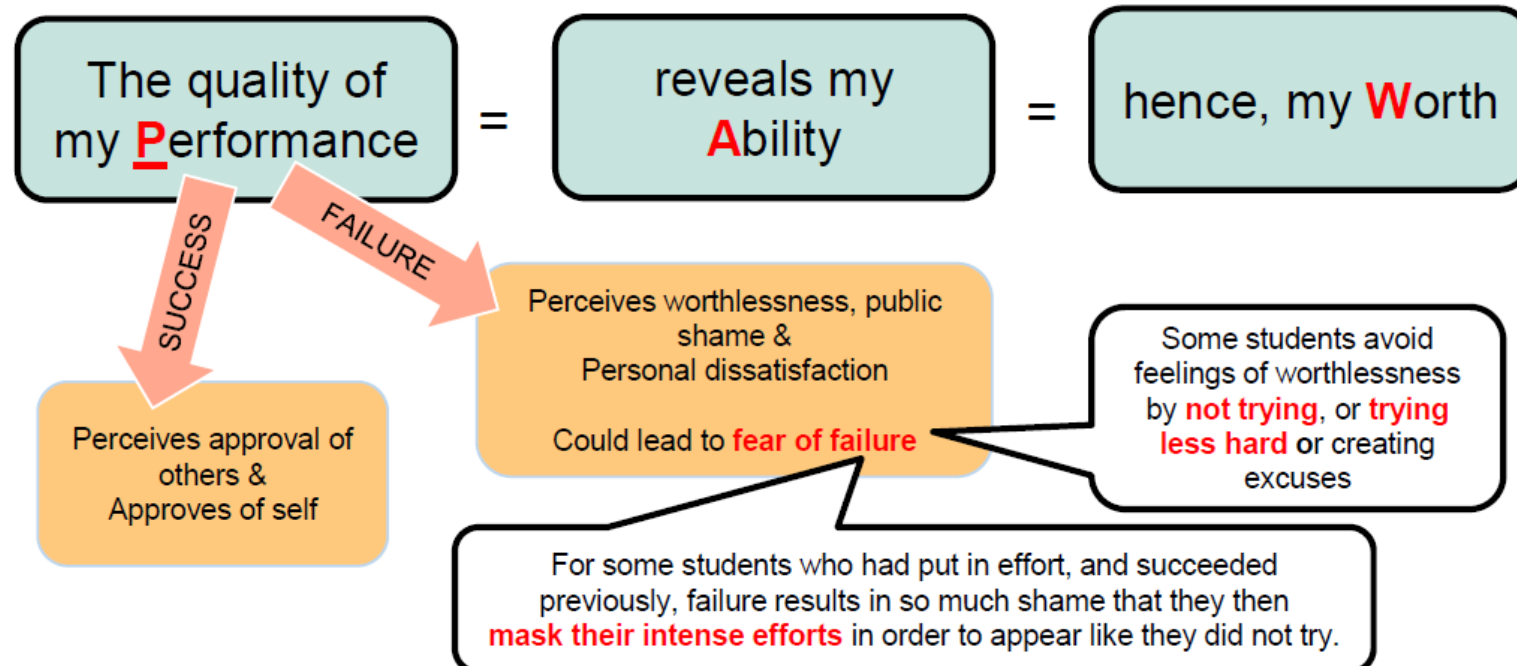
Conflict	Age
Basic Trust vs. Mistrust	Infancy (0-1 year old)
Autonomy vs. Shame	Early childhood (1-3 years)
Initiative vs. Guilt	Play age (3 – 6 years)
Industry vs. Inferiority	School age (6-12 years)
Identity vs. Confusion	Adolescence (12-19 years)
Intimacy vs. Isolation	Early adulthood (20-25 years)
Generativity vs. Stagnation	Adulthood (26 – 64 years)
Integrity vs. Despair	Old age (65 years and older)

Assessment and Student Well - Being

Students' motivation and efforts in their studies are related to their sense of self-worth.

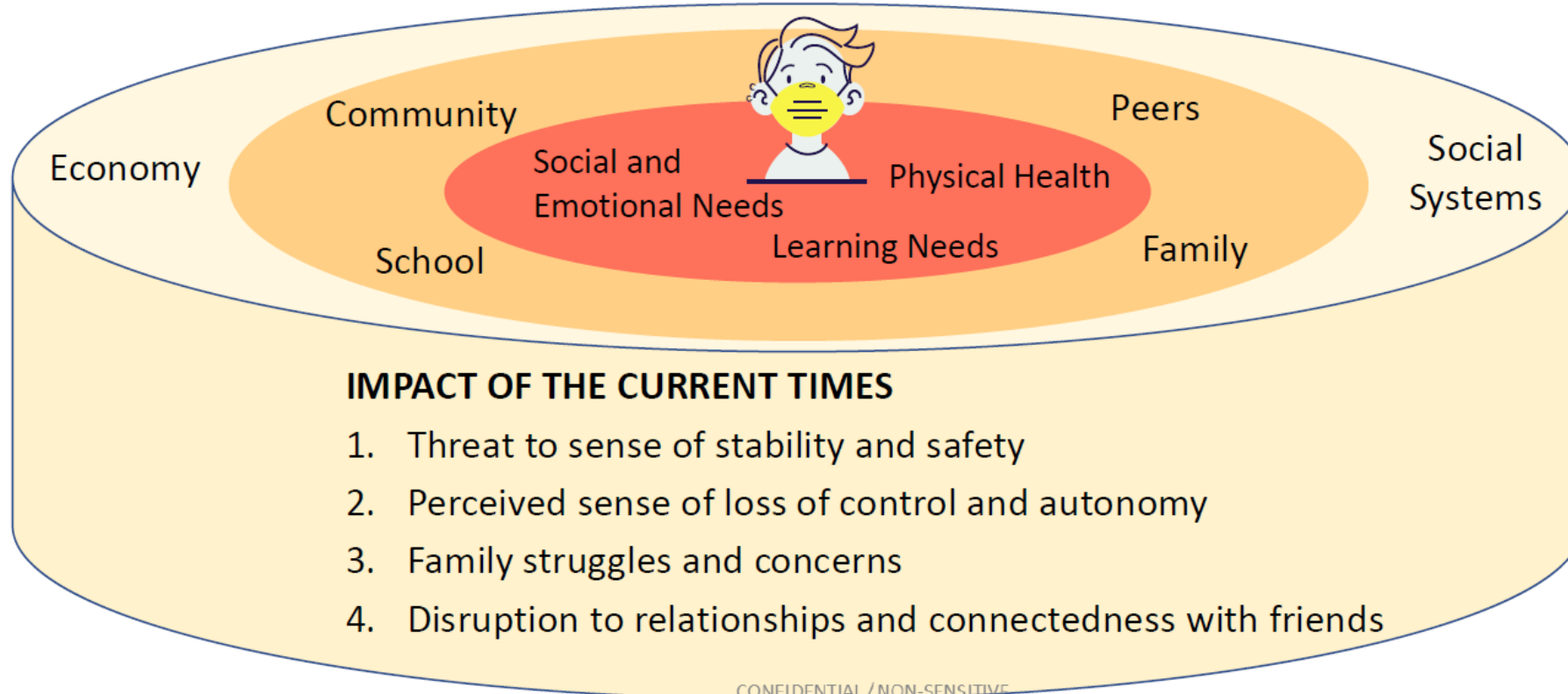
Self-Worth Theory

individuals strive to give their lives meaning by *seeking the approval* of others. Which usually means *accomplishing things that are valued* by the larger group that one belongs to or hopes to belong to.



Assessment and Student Well - Being

Recognise the unique factors in the child's ecosystem that can negatively impact the learning and well-being of the child.



Assessment and Student Well - Being

**Assessment is an inherently
social and emotional process**


Impact of assessment experiences on students

Students need to **feel competent** to build
confidence and self esteem

Students' **motivation and efforts** in their
studies are related to their sense of
self-worth.



Parent's Support

- Support and partnership of parents are crucial in realising these changes.
 - These changes provide more time and space to deepen students' learning, help them enjoy the process of learning and develop dispositions for lifelong learning.
 - Parents can play a part to encourage Joy of Learning, and Learn for Life.
- 

Encourage Joy of Learning!

Encourage Joy of Learning by

- not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.



Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



Don't compare

celebrate their successes instead of comparing with others.

Give our children the time and space to deepen learning


I'M NOT WASTING TIME...




...I'M PLANNING MY FIRST NOVEL!
Learning happens in different ways.



I'M NOT DISTRACTED...




...I'M LEARNING HOW PLANES FLY!
Learning happens in different ways.



I'M NOT IDLE...



...I'M DESIGNING A FUTURE CITY!
Learning happens in different ways.



“Kids show care for the poor by giving away their old toys”

What is success?



Name: Megan Tay

School / Class: chijala?



Thank you



CHIJ (KATONG) PRIMARY

CONVENT OF THE HOLY INFANT JESUS
(KATONG) PRIMARY
17 MARTIA ROAD

