



Ministry of Education
SINGAPORE

A Holistic Education for Secondary School Students - **LEAPS 2.0**

*A Student-Centric,
Values-Driven Education*

A Broad and Deep Foundation for a Lifelong Journey

CHIJ Secondary School



Integrity, the Foundation ■ People, our Focus ■ Learning, our Passion ■ Excellence, our Pursuit

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• **Co-Curricular Programmes**

– 4 structured programmes that complement the academic curriculum

**Co-Curricular
Activities (CCA)**

**Student
Leadership
Development**

**Values In Action
(VIA)**

**Enrichment &
Lifeskills
Programme**



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Recognition System for Co-Curricular Attainment

LEAPS 2.0



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LEAPS 2.0

DOMAINS

– to **recognise**
students' **holistic**
development

Leadership
Enrichment
Achievement
Participation
Service



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- **LEAPS 2.0**

– 4 domains has **levels of attainment: 1 - 5**

Participation

Achievement

Leadership

Service



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- **LEAPS 2.0**

- **Enrichment** domain **complements** the other domains for students' holistic development
- Will be recognised in **School Graduation Certificate**
- Will not have levels of attainment



INTENT OF LEAPS 2.0

Motivate students towards **holistic and balanced participation** through the co-curricular programmes

Facilitate the **learning** of values, skills and competencies **for life**

Recognise **diverse interests** of students; developing students to be **self-directed learners**

Recognise the “**home-school-community**” **approach** to holistic development of every child



Key Information on LEAPS 2.0 Domains

- **Participation**

- Affirms students' sustained development in school-based CCA throughout secondary school
- Student can choose from Sports, Arts, Uniformed Groups, Clubs and Societies

- **Achievement**

- Affirms students' character development and efforts in representing the school/external organisations in events
- Students diverse interests and talents are recognised as events can go beyond CCA and beyond school



Participation Domain in LEAPS 2.0

- At least 75% attendance each year
 - Levels 1 - 4:
 - Participation in a CCA for 2 to 5 years
 - Levels 4 – 5:
 - Continuous involvement in the same CCA for 4 or 5 years
 - Levels 3 – 5:
 - **Exemplary conduct and active contribution** in CCA with at least 3 years of participation in any CCA



Achievement Domain in LEAPS 2.0

Representation

- Level 1:
 - Represent class / house / CCA (**Intra-school**)

Representation/Accomplishment

- Levels 2 – 4:
 - Representation **school or external organisation** in an event
 - Accomplishment in an event represented
 - Levels increase with no. of years of representation/accomplishment
- Level 5:
 - Represent/accomplish Singapore / MOE / Singapore Schools / National Project of Excellence (NPOE) / UG HQ in international UG competitions



Key Information on LEAPS 2.0 Domains

- **Leadership**

- Affirms students' development as a leader
- Students are developed through leadership modules, National Youth Achievement Award and leadership positions.

- **Service**

- Affirms students' contributions to the community and development as responsible and active citizens
- Students serve the community through schools' Values-In-Action programmes



Leadership Domain in LEAPS 2.0

- Level 1:
 - Completed 2 modules on leadership
- Levels 2 – 3:
 - **National Youth Achievement Award:**
 - Level 2: Bronze
 - Level 3: Silver and above
- Levels 2 – 5:
 - Recognition of **progressive student leadership development** through leadership positions



Service Domain in LEAPS 2.0

- Level 1-4:

Highest level attained in either:

- Number of **hours of service**
 - Number of **VIA projects**
 - A **combination** of both
- Level 5:
 - VIA project:
 - **Student-initiated**
 - Impacts the community **beyond the school**



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LEAPS 2.0

RECOGNITION OF CO-CURRICULAR ATTAINMENT



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| Co-Curricular Experience | Basic Requirement for Level of Attainment in Domains | Bonus Points |
|---------------------------------|---|---------------------|
| Excellent | 4,3,3,3 | 2 |
| Good | 4,1,1,1 3,2,1,1 2,2,2,1 | 1 |
| Fair | did not meet above criteria | 0 |

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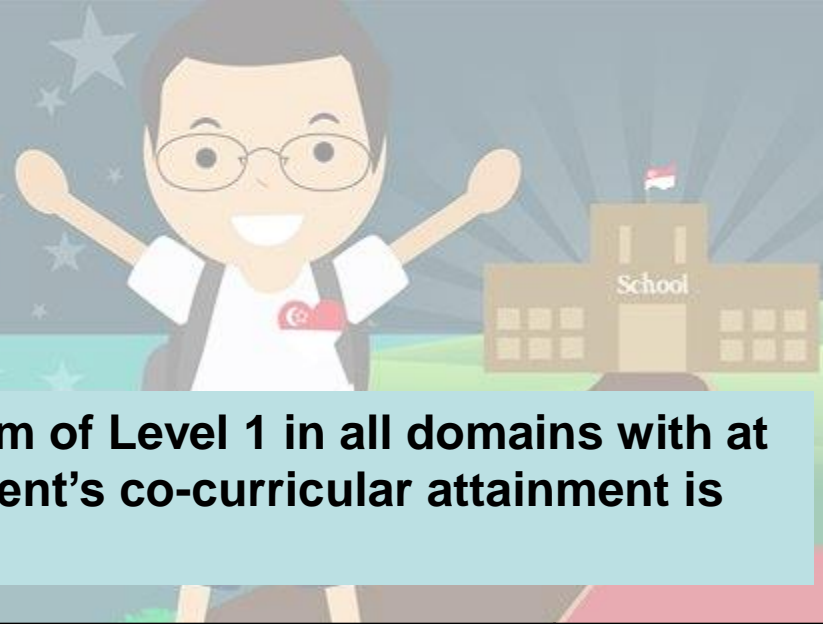
Example A: Student has attained a minimum Level 3 in all four domains and at least Level 4 in one domain (Participation). Hence, the student's co-curricular attainment is recognised as Excellent.

| Domain | Description of Attainment | Level |
|---------------|---|-------|
| Participation | Participated in the <u>same</u> CCA for 4 years with at least 75% attendance for each year | 4 |
| Achievement | Represented school at local competition / conference / festival / exhibition for 2 years | 3 |
| Leadership | Committee for school-wide events | 3 |
| Service | Completed at least 24 hours of service <u>and</u> at least one VIA project that impacts the school or community | 3 |



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Example B: The student has attained a minimum of Level 1 in all domains with at least Level 2 in three domains. Hence, the student's co-curricular attainment is recognised as Good.

| Domain | Description of Attainment | Level |
|---------------|--|-------|
| Participation | Participated in any CCA for 3 years with at least 75% attendance for each year | 2 |
| Achievement | Represented class / house / CCA at intra-school event | 1 |
| Leadership | Class Committee | 2 |
| Service | Completed at least one VIA project that impacts the school or community | 2 |



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Example D: The student has not met the criteria for a Good co-curricular attainment. Hence, the student's co-curricular attainment is recognised as Fair.

| Domain | Description of Attainment | Level |
|---------------|--|-------|
| Participation | Participated in any CCA for 4 years with at least 75% attendance for each year | 3 |
| Achievement | Did not represent class / house / CCA / school in any event | 0 |
| Leadership | Completed 2 modules on leadership | 1 |
| Service | Completed at least 24 to less than 30 hours of service | 1 |



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HOW TO SUPPORT MY CHILD'S HOLISTIC DEVELOPMENT



Supporting the **Holistic** **Development** of my Child

What kind of person does my child want to be?

How can I reinforce my child's learning of values and life skills in his /her Co-Curricular Programmes?

How does my child want to pursue this development?

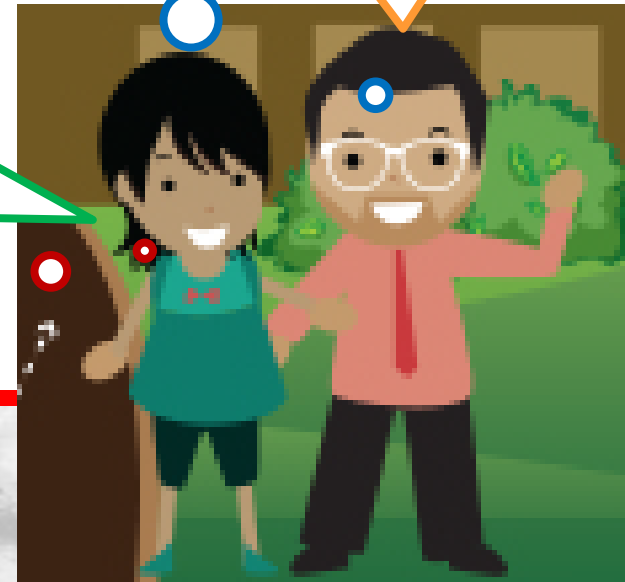
What are the possible opportunities that can help support this development?

What is my child interested in?

What is my child good at?

Is my child able to cope?

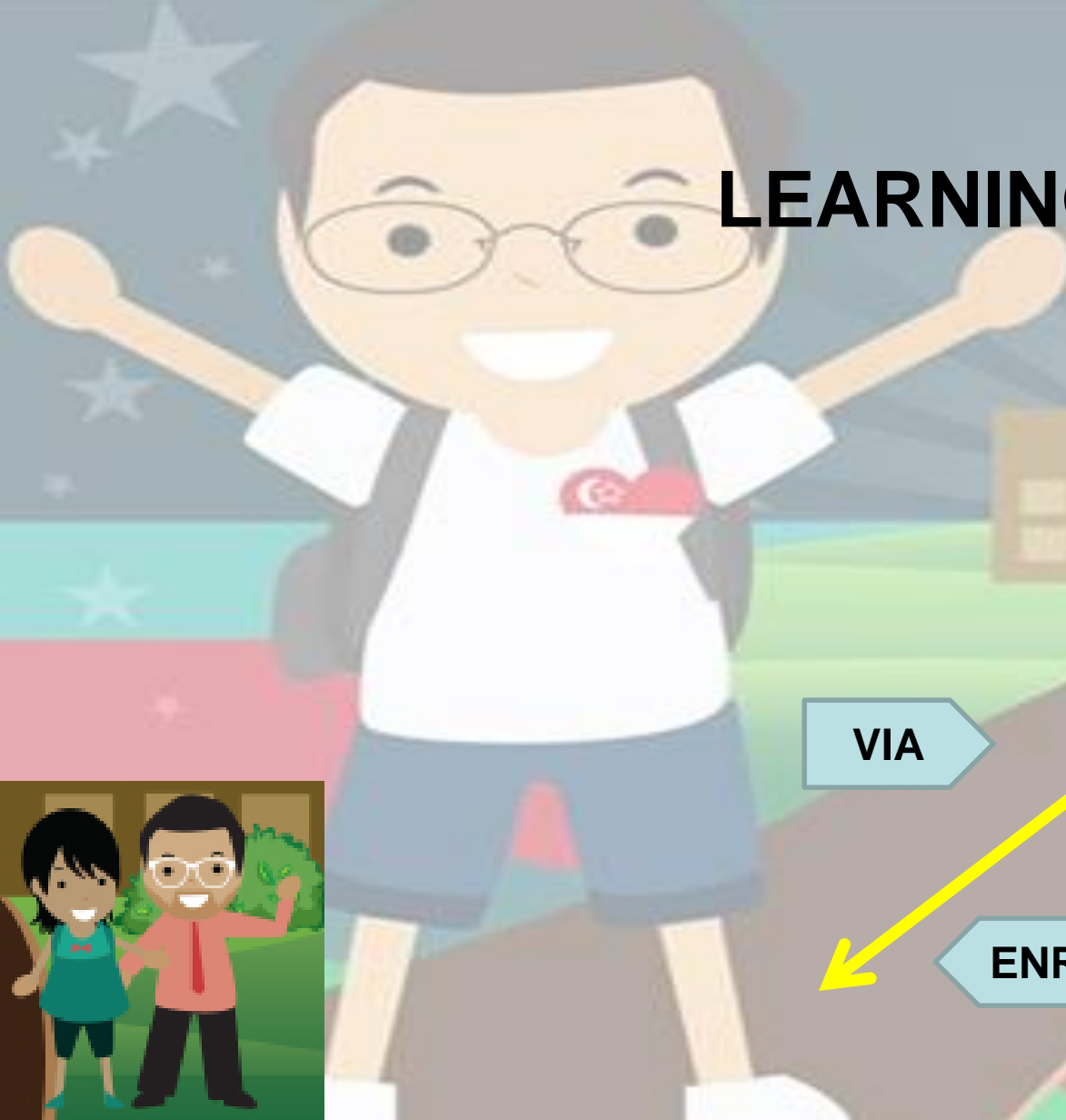
How can I help to support him/her in the learning pursuits?



Focus on

LEARNING & ENJOYMENT

**in Co-Curricular
Programmes**

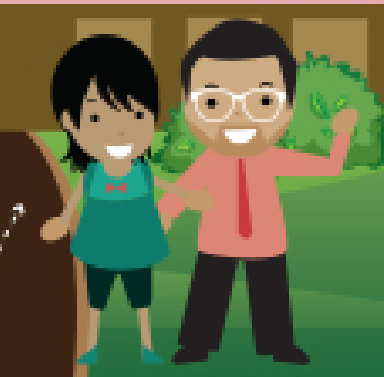


CCA

VIA

LEADERSHIP
DEVELOPMENT

ENRICHMENT



Thank You



LEAPS 2.0 and previous LEAPS

| Previous LEAPS | LEAPS 2.0 |
|---|---|
| <p data-bbox="98 237 645 368">Grading scheme to differentiate</p> <p data-bbox="98 465 668 601">Fine differentiation - A1, A2, B3, B4</p> | <p data-bbox="794 237 1611 372">Recognition scheme to chart development</p> <p data-bbox="794 465 1561 675">Broad attainment – Fair, Good and Excellent Co-curricular Experience...</p> |
| <p data-bbox="98 715 716 851">Recognising domains unevenly</p> <p data-bbox="98 943 716 1225">e.g. different domains carry different weighting in the computation of points</p> | <p data-bbox="794 715 1692 851">Recalibrating towards balanced participation across domains:</p> <ul data-bbox="813 943 1804 1150" style="list-style-type: none"><li data-bbox="813 943 1773 1001">• <u>equal weighting</u> for all domains<li data-bbox="813 1022 1804 1150">• requiring <u>minimum attainment</u> in each domain |



LEAPS 2.0 and previous LEAPS

| Previous LEAPS | LEAPS 2.0 |
|--|--|
| Encourage involvement in different activities through scoring and accumulating points | Encourage progression of development through levels of attainment within each domain over the years |
| Recognition of student achievement in mainly CCA activities | Recognise student achievement beyond CCA beyond school ; harnessing community resources |
| Complex computation of points | Easy to understand requirements with only 3 broad levels |

