

IN FOCUS

Qihua Primary School – Character Education Programme (2017 – 2019)

In Qihua, we strongly believe in a Quality Teaching Curriculum (QTC). In order to realise the outcomes of QTC, our school prioritised character development as a key leverage, with the belief that personal character undergirds the holistic development of students.

The refreshed Character Education Programme (2017) expanded through a whole school approach. Formal education through CE-infused lessons are supplemented by an immersive informal education through various platforms.



Whole School Approach

Termly Character Education Focus

- Term 1: Greet people, walk quietly and in an orderly manner, keep our school clean
- Term 2: Use positive language
- Term 3: Be appreciative
- Term 4: Be responsible and disciplined

Effective Formal Education through Character-infused Lessons and Programmes

Mother Tongue CCE Lessons, FTGP Lessons, Term 1, 2 and 3 SIR, Character Education Mass Lectures, Term 4 EIW Character Education Exhibition, Character Education Assembly Programme, Daily Modelling of Speaking Skills, Tea Serving

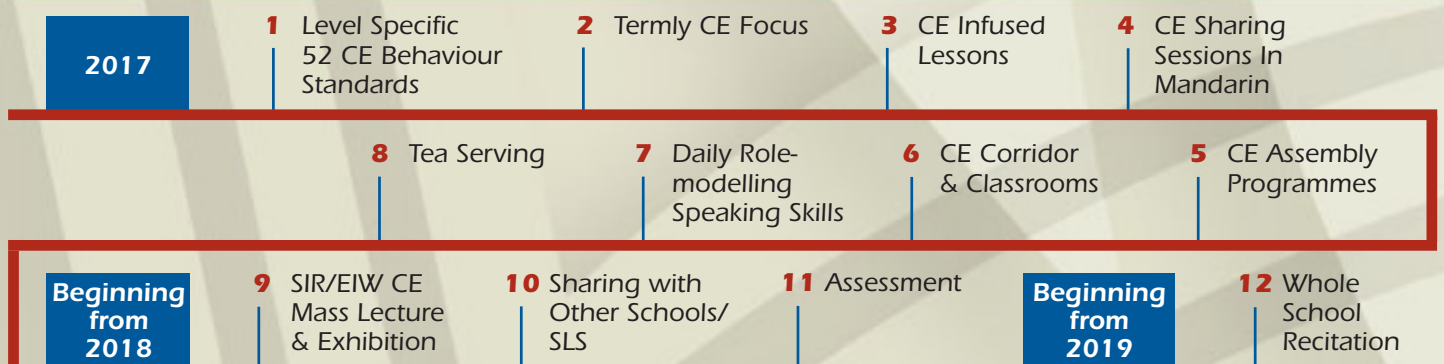
Partnering Parents

- Character Education Sharing Sessions in Mandarin (2017)
- Character Education Sharing Sessions in English (2018)
- Character Education Sharing Sessions in English (2019)

Environment as the third teacher

- Character Education Behaviour Standards Posters (2017)
- Character Education Behaviour Standard Panels (2018)
- Launch of the Character Corridor 2018 (80th Anniversary Celebration)

Character Education Journey



Interest-Based Experiential Elective Programme (IBEEP)

IBEEP is an after-school enrichment programme that offers students consistent and regular interest-based activities. This programme provides opportunities to build self-esteem and develop talent in areas of interest within a safe and conducive environment.

There are 3 parts to IBEEP: Partners' Programme

As part of the programme, the school engages external agencies such as YGOS and Mendaki to mentor and lead the students in value-inculcation activities.

Experiential Electives

Students attend workshops or training sessions based on their areas of interest.

Electives offered include Kickboxing, Cooking, Photography, Coding, Trampoline Workout, Inline Skating and Taiko Drumming.

IBEEP room

A room has been refurbished to be the place for students to do self-studying, reading and playing games with peers under the supervision of our support staff.

IBEEP received positive responses from the students. Through this platform, they have been supported in their journey of self-discovery. Being able to explore their interests has made coming to school so much more engaging and fun!



Lead, Care and Inspire – One Small Deed at a Time

Having been with Qihua for over two years now, our Principal, Mrs Lee Hui Feng has certainly touched the lives of staff and students alike with all the little things she has done. Here are a few of the many signature deeds of our Principal and significance of each nice little gesture.



Always being at the gate at the start and end of the day to welcome and bid farewell to students.

Mrs Lee values such pockets of time as her personal time with students. Not being able to interact more with students in the classroom, she uses these precious moments to “feel how students feel”. She finds that it helps her get a sense of how students are experiencing school and life. Sometimes, she even imagines how they would develop into adulthood, coping with the demands of society. Being at the gates allows her to observe the way children interact with their family or friends. This in turn enables her to pick up on issues or concerns. Not only children need empathy and support, even parents and adults might need a helping hand at times. At the very least, it is a positive way to help someone start a good day ahead or make a bad one slightly better. She does this to lead by example, hoping that in future, others will do the same.

Always supporting school activities through hands-on participation.

In Qihua, everyone tries to support each other and make a difference to everyone's life. As teaching is a very giving profession, Mrs Lee feels it is important to take turns to lead or support, much like the flight formation of geese. All jobs are important. It does

not matter who does it as long as it gets done. Also, showing support through action speaks louder than words and creates shared positive experiences. When given support, one should always reciprocate and build bonds and camaraderie. Being involved is the best form of encouragement.

A personal touch to building student-staff relations.

Mrs Lee values family above all things, so much so that she sees our Qihua family as an extension of her own. Her family members are often involved in school activities and our staff have savoured her mum's cooking more than



a few times.

She is here not to lead a team but to look after a big family. Mrs Lee revealed that her love language is sharing food and experiences. In her 32 years of service, she is thankful to be led by her heart and supported by positive staff around her. It is her firm belief that when we follow our hearts and do what is right to help others, they will be able to better understand and appreciate our actions. This would then inspire others to do the same and create a positive cycle of positive actions and positive outcomes that is fundamentally fueled by our hearts.

So what have we learnt from Mrs Lee? Well, character can be taught as a subject or instilled through formal and informal curriculum (such as the modelling of daily good deeds). In her own words, “Convince the heart, and the mind and hands will follow.” Now, that's something we could all learn to live by, don't you think?



SEMESTER 1 EVENTS AT A GLANCE

JANUARY

Buddy Programme

The Buddy Programme is held on the first three days of the school academic year as an orientation programme for the P1 students. The older students assist the younger ones to quickly settle into the school routines. The programme develops the values of care and responsibility among our P5 students. The P1 students reciprocate their kindness by giving them personalised thank-you cards at the end of the programme. Opportunities for interaction are created over two years till the P5 students graduate.



Parent Engagement Sessions



FEBRUARY

Chinese New Year



P6 Mandarin Orange Distribution

In collaboration with Sembawang GRC, our P6 students spread the CNY festive joy and display the spirit of giving by distributing oranges to the residents of neighbouring blocks. It is also a good platform for our students to present themselves confidently to the residents.



Video Conferencing with Japan School



P5 Camp

The P5 Camp is one of the most memorable events for a Qihuaian. Students are taught to be self-reliant while being away from their families for 3 days and 2 nights. They participate in activities that test their resilience and teamwork. They learn to make the best use of limited resources and appreciate the provisions available. Students are more confident and resilient after attending the camp.



Total Defence Day

Through experiences such as having lessons without electricity and consuming rationed food during recess, Qihuaians learn to appreciate the current prosperity and stability of our nation.



MARCH

P4 Growth Mindset Game

Through playing a specially-designed board game, the students grow to believe they can get smarter and understand that effort leads to success. With a growth mindset, our students are more likely to put in extra time and effort in pursuing their goals.



P4 Mother Tongue Language Cultural Camp



P5 Interdisciplinary Project



MARCH continued

Inter-House Games

The inter-house games are highly anticipated by the students. Through these games, students show that they are able to play as a team and collaborate with other students from their level. During the games, they can show their true competitive spirit in vying for medals given out to the top three teams of each game. They also show sportsmanship and fair play during these games. This year, a special Character Champion award is introduced to encourage students to display good values and be role models who positively influence their peers.



P6 Motivational Workshop

In this workshop, students reflect on themselves and appreciate the people who support them in their learning. Coupled with identifying their motivation to excel, they acquire study skills which help them learn more effectively.



Start It Right

The SIR programme comprises of an in-school programme and learning journeys to heritage sites for selected levels. In school, students build rapport and are brought closer through team-building activities. Through the learning journeys, students learn more about the cultures of the main ethnic groups in Singapore, resulting in greater appreciation and respect for one another.



Hosting visits by An Soon, China and ISS Academy International

Our students provide great hospitality as they care for their foreign buddies on overseas exchange programmes during the hosting sessions. The cross-cultural interaction and exchange of ideas, broadens the Qihuaians' perspectives and readies them for a more inter-connected world.



APRIL

International Friendship Day

In celebration of International Friendship Day, an array of engaging activities are carried out for students to nurture and cultivate respect for one another.



Mother Tongue Language Fortnight

Over two weeks, our students took part in a myriad of activities that reflect the cultures of the different races in Singapore. Mother Tongue Language learning is made more joyful with the incorporation of crosstalk performances, board games, and puppet shows.



Sports Carnival



English Language Fiesta



FOCUS ON OUR TEACHERS

In the spirit of life-long learning, our teachers seek opportunities to take part in short-term attachments at external organisations to gain new perspectives and exposure. They bring their newfound knowledge back to school to positively impact teaching and learning.

Ms Tan Swee Pin



In 2018, I took time off to upgrade myself. My interest and focus were on learning difficulties and behavioural issues faced by students.

For ten weeks, I was attached to three different organisations. The first was KK Women's and Children's Hospital in the Department of Child Development.

During lessons, I observed the responses from students and the behaviours exhibited. I found it rather challenging having to juggle between teaching and observing the students. I take my hat off to my mentors who did a great job effortlessly.

My second experience was at the Response Early Intervention and Assessment in Community Mental Health (REACH) service centre. With a team of psychologists, social workers and nurse clinicians, I visited students in their schools to help them with behavioural issues such as school refusal and selective mutism. The students showed resilience in overcoming their challenges.

The last learning experience was at Dyslexia Association of Singapore (DAS). Although the students there have difficulty in reading and understanding the mathematical concepts, they were enthusiastic and enjoyed their lessons.

Parents play a crucial role in a child's development and educational journey. With positive parental support, a student who faces difficulty in his studies or have behavioural issues will overcome it more easily and make greater improvement.



Likewise, students who take ownership of their own learning and carry out the tasks assigned to them with diligence and discipline gain the most.

Mdm Juliana Johari

My 12-day learning journey to Finland in November 2018 was a remarkable experience. Accompanied by like-minded educators, I embarked on a quest for knowledge and experience.

I was blessed to be given the chance to visit Juhannuslaituri Pre and Primary School at Tampere and Latokartanon Kallioden Grillipaikka Primary School at Helsinki. What struck me the most in these schools was the spirit of Sisu that is evident in the students and teachers.



Sisu is a Finnish concept describing grit, determination and tenacity with the spirit of risk-taking while facing adversity.

The values are evident during the conversations that we had with teachers, students and parents. Students are encouraged to be risk-takers and not fear failures.

In one of the lessons, I tried to help a student saw wood. As an adult, I had to put in a lot of strength to do so. I could see persistence in these young children as they carried out the task. The students were creative and took pride in creating their own products.

The culture of trust between teachers, students and parents is very admirable. Parents view incidents that happen in school as a part of learning and growing up for their children. Similarly, the children view setbacks as learning opportunities which help them grow. With the Sisu spirit, they are ready to embrace the world.