

Classroom Engagement Session

9 March 2022

5.00 p.m. – 6.00 p.m.



崇福學校
CHONGFU SCHOOL
ESTD 1915



新加坡福建會館屬校
SINGAPORE HOKKIEN HUAY KUAN Affiliated School

Classroom Engagement Session

School Leaders' Address



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Chongfu Strategic Map

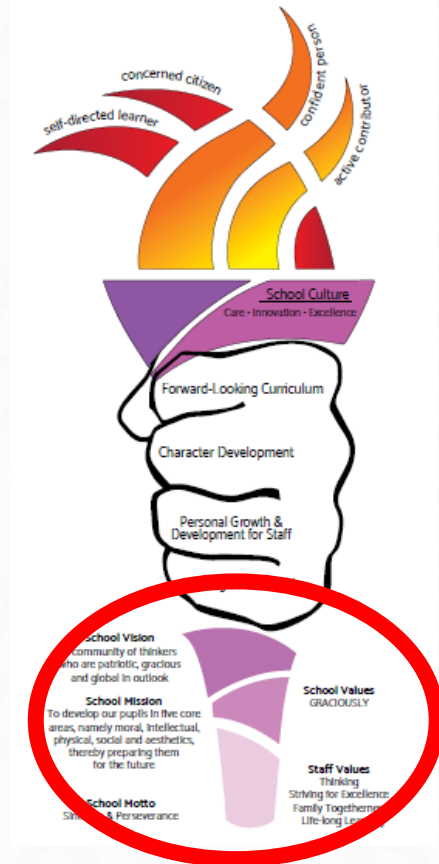


Mr Soon Woo Sin
Vice Principal



Our Chongfu Torch

- A visual representation of our strategic map



School Vision

A community of thinkers who are patriotic, gracious and global in outlook

School Mission

To develop our pupils in five core areas, namely moral, intellectual, physical, social and aesthetics, thereby preparing them for the future

School Motto

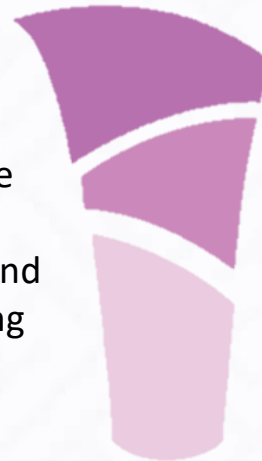
Sincerity & Perseverance

School Values

GRACIOUSLY

Staff Values

Thinking
Striving for Excellence
Family Togetherness
Life-long Learning



Presenter

Mr Soon Woo Sin



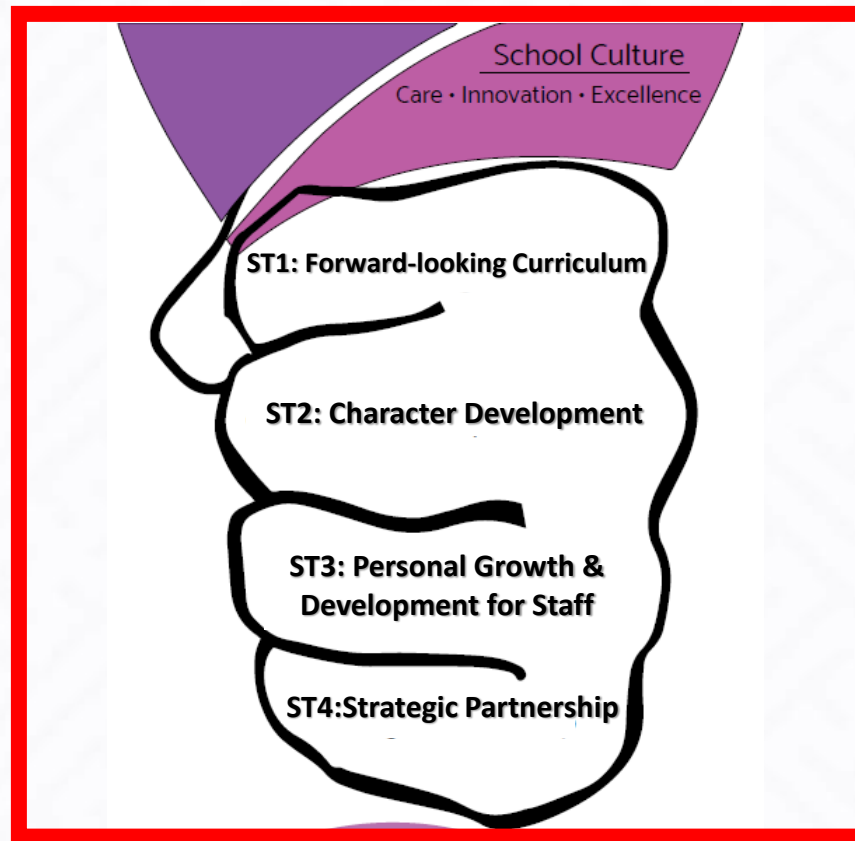
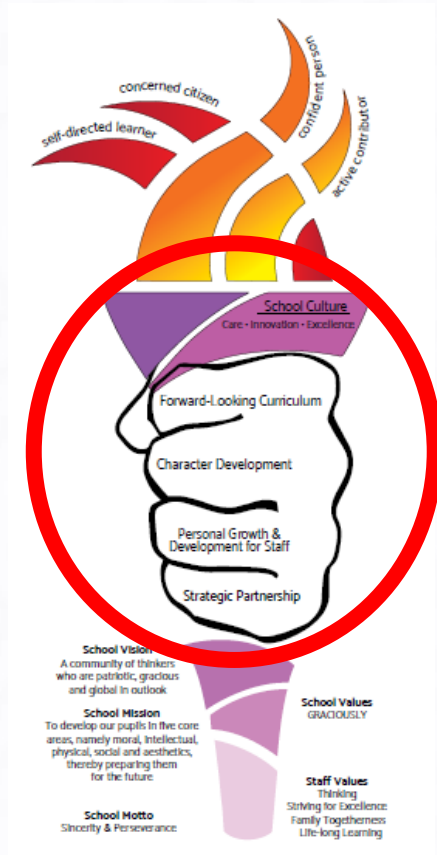
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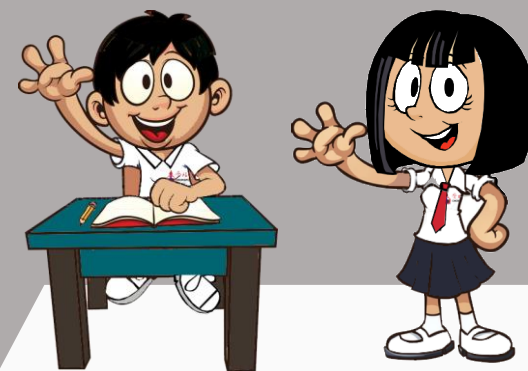


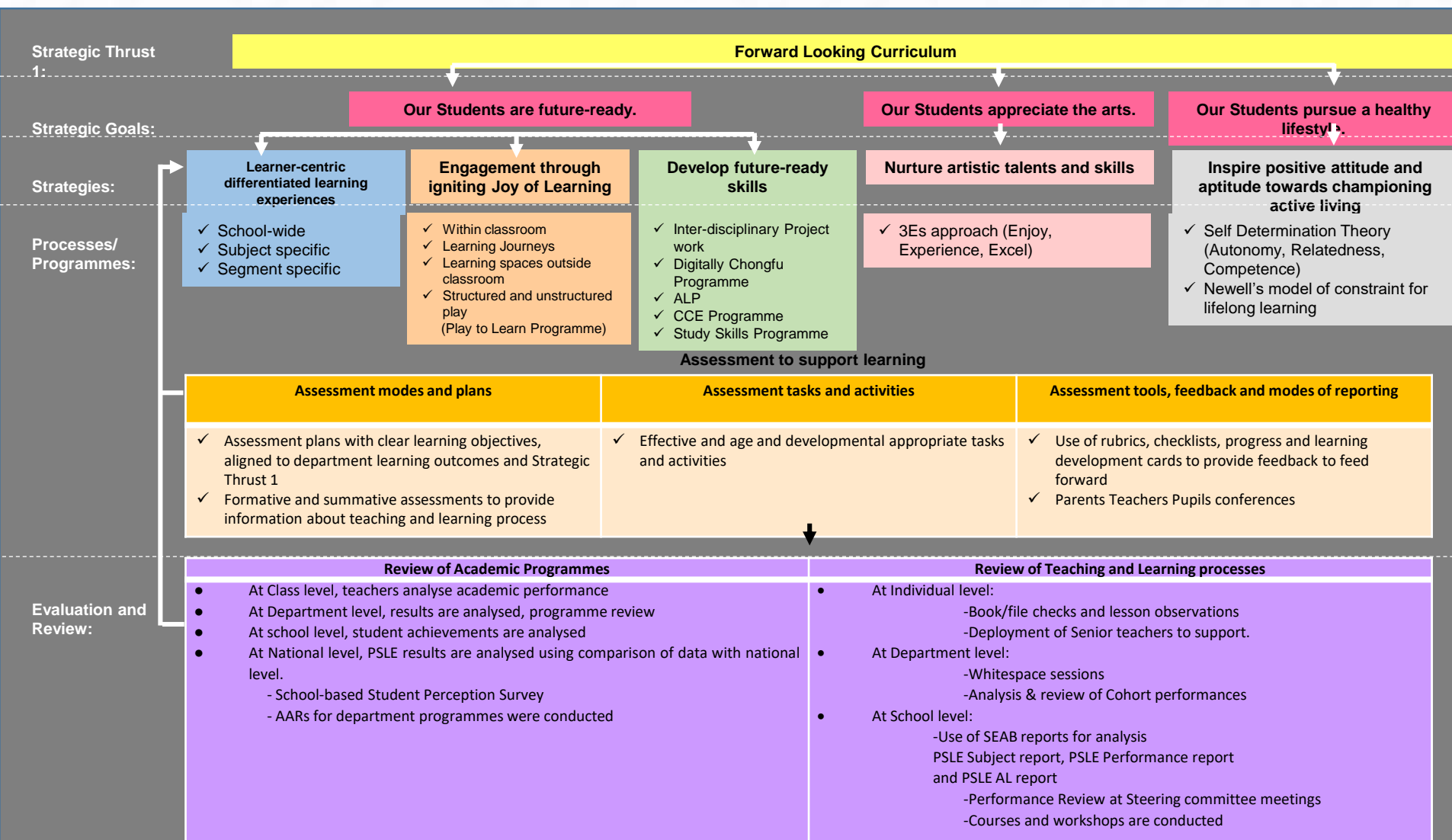
Presenter

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STRATEGIC THRUST 1

Forward-Looking Curriculum





Presenter

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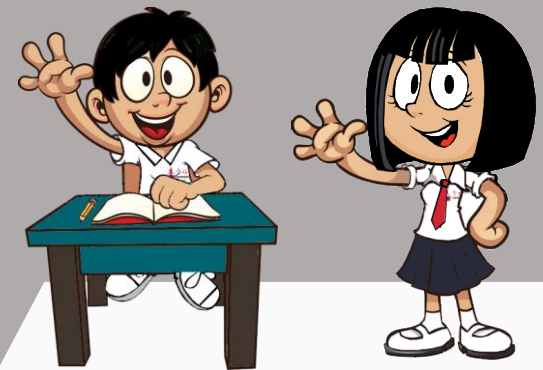


Presenter

Mr Soon Woo Sin







STRATEGIC THRUST 2

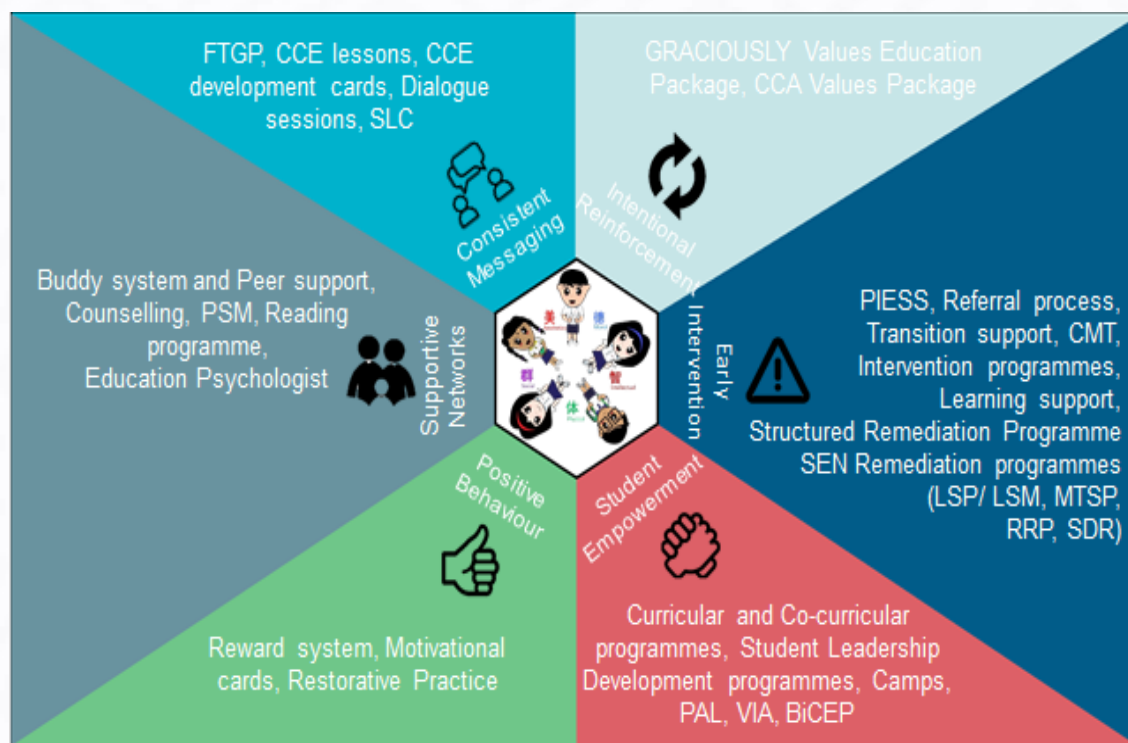
Character Development



Student Well-being Framework

Leverage on 6 enablers to establish shared responsibility among all stakeholders to foster and strengthen students' well-being

Enabler 1 	Consistent Messaging
Enabler 2 	Intentional Reinforcement
Enabler 3 	Support Networks
Enabler 4 	Positive Behaviour
Enabler 5 	Student Empowerment
Enabler 6 	Early Intervention



Presenter

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MY GRACIOUSLY CHONGFU VALUES EDUCATION JOURNEY



CCA Values Education

LLP- Camp Inspire

Peer Support

Recognition and Rewards

Class Committee



CCE Development Card

Cyber Wellness

Student Leadership

Presenter

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SCHOOL VALUES



gracious
respectful
achieving
innovative
servant
committed
integrity
loyal
outgoing

GRACIOUSLY



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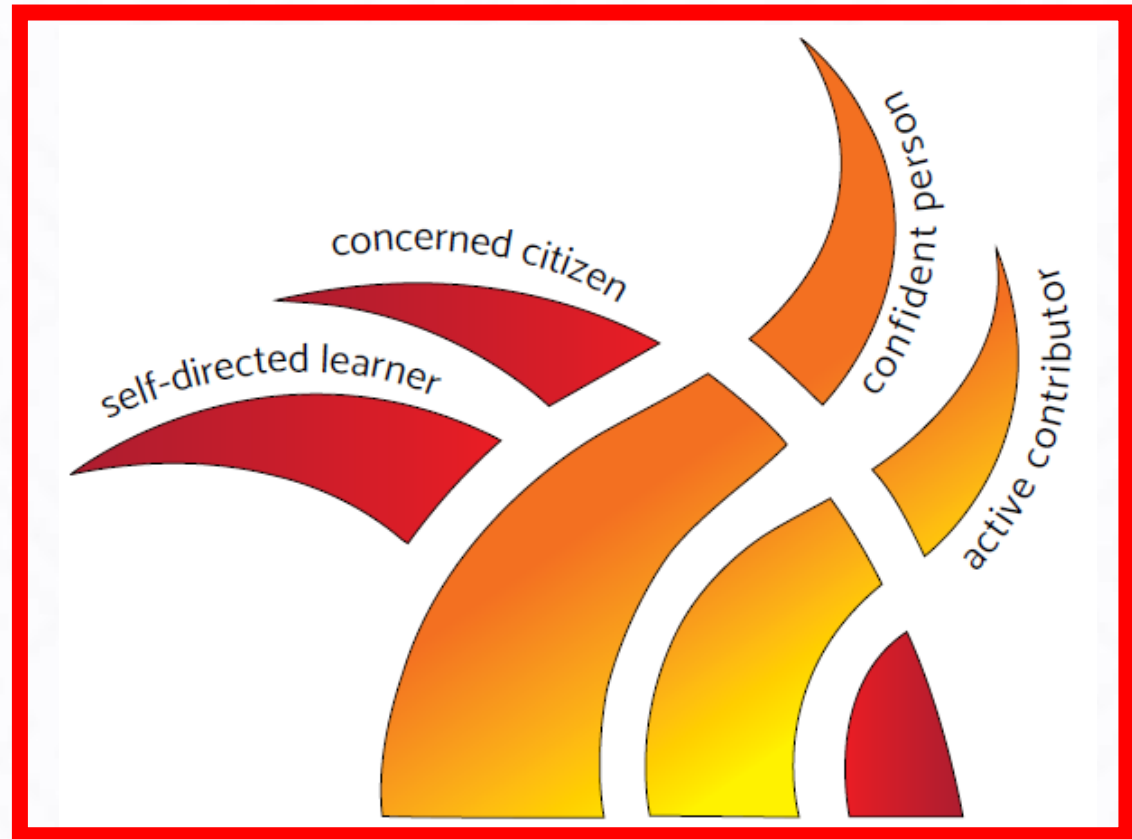
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Our Chongfu Torch

- A visual representation of our strategic map



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THE KEY STAGE OUTCOMES OF EDUCATION

At the end of Primary school, students should:

- be able to distinguish right from wrong
- know their strengths and areas for growth
- be able to cooperate, share and care for others
- have a lively curiosity about things
- be able to think for and express themselves confidently
- take pride in their work
- have healthy habits and an awareness of the arts
- know and love Singapore



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At the end of 6 years of our students' uniquely Chongfu experience, we hope all our students continue to exemplify their development in the five core areas, namely moral, intellectual, physical, social and aesthetics, thereby preparing them for the future.



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Want to be a better parent? Try doing nothing

We have all gone out of our way to shield our kids from failure or frustration. But prioritising their comfort and happiness over life skills and values does more harm than good



Tee Hun Ching

Mums and dads today have a stinking reputation and it all boils down to one main reason: We are doing too damn much.

Much scorn has been heaped on parents who are not just over-scheduling their children, but are also overbearing, overzealous and overprotective.

Cue the slew of derisive labels slapped on parenting styles: tiger, helicopter, lawnmower, bulldozer. We push, hover, meddle and whack away all stumbling blocks, laser-focused on grooming them for narrowly-defined success – good grades and good jobs.

In the wake of the recent college admissions scandal in the United States, our job approval ratings have plunged to a new low.

Besides widespread outrage, the audacity of those rich and privileged parents who tried to get their children into elite universities has also sparked much soul-searching and hand-wringing. By constantly clearing obstacles from their children's paths, commentators, educators and mental health professionals warn that "snowplough parents" will render their kids impotent adults.

Instead of being prepared for life, they are protected from life.

Hyper-parenting is accused of spawning an emotionally fragile and needy generation that is unable or unwilling to step out of their parents' protective shadows.

A recent poll by The New York Times and market research company Morning Consult seems to bear this out.

Among other things, 76 per cent of the respondents – parents of young people aged 18 to 28 – have vanished their adult children of deadlines they needed to meet, 11 per cent of them would call their child's employer if he or she had an issue at work.

When I was heading a fashion and retail newspaper at The Straits Times, I once took a call from the mother of an intern who was on a college term break.

The girl – sorry, young woman – had stopped coming to work barely two weeks into her stint and no one knew why. Calls and text messages to her mobile phone went unanswered. Over the phone, her mother hinted at some vague health problems and asked to terminate the internship.

She also asked that we pack up her daughter's things – "don't forget her slippers under the desk" – and said she would send someone to pick them up. Our guess was the intern panicked when she realised the job was a bad fit. Perhaps by asking the girl to inform me personally, she got her mother to bail her out.

Another parent had quit within a day because she found the work culture "too king". Due to miscommunication, she had arrived late for a meeting with a senior editor during her induction and claimed she was ticked off by his personal assistant.

"I've never been scolded so badly

in my life," the woman in her early 20s huffed.

I ran into the mild-mannered personal secretary later that day. "I just asked why she was late," she said, stunned by the account I related.

As a mother of two preschoolers then, I joined my colleagues in tut-tutting over how "young people these days" were so mollycoddled they couldn't take an iota of hardship.

Now, as my kids turn 12 and nine, I constantly wonder if I might become part of the problem.

It's easy to check in other people. But it's not always easy to draw the line between doing our duty and going overboard.

I've rolled my eyes at friends who asked to change their kids' seats or even classes in school so they could be around musical forces.

But I mostly did the same two years ago, when my daughter had a rocky start to Primary 1 because the girl next to her kept racing her pencil case and disrupting her work.

All well-meaning parents have been guilty at some point of paving the road and solving problems for our children in a bid to shield them from failure or frustration.

Motivated by misguided love, we tend to prioritise their comfort and convenience over important life skills and values.

When I discovered recently that my son had left his mobile phone and wallet at home, my first instinct was to go to his aid.

I wondered how he would make his way home with neither his student concession card nor money for his bus fare. I couldn't arrange to pick him up either since he did not have his phone with him due to road rules.

I ruled out delivering the items to him, but toyed with the idea of passing him a message via his form teacher.

In the end, I settled for waiting for an SOS call, which never came. My pre-teen made it home by frantically borrowing money for his bus fare and repaid the consequences of his forgetfulness.

Lauren Nichols, an assistant professor at the Adler School of Professional Psychology in Chicago, argues that in learning from their mistakes, children build positive self-esteem from negative experiences.

"When parents unnecessarily intervene, the young adult begins to think, 'I can't handle this. Parents need their children to feel confident in their decisions and their approaches, especially as they get older and the stakes get higher.'"

We can be their guide, but not their lifeline.

It is my job to inform their teachers when my children have to miss school for a good reason. But it is their duty to account for themselves when they miss school for no or protect deadlines.

We might ask about a job or internship for older kids through our connections. But we must definitely should not draft their resumes, negotiate the terms of employment or call in on their



behalf when they can't turn up for work or meet their targets.

Just because we can doesn't mean we should.

The other day, my son let on that he had got lost while making his way to the tuition centre.

It was a bus trip he had made many times. But confused by the closure of his regular route of freedom at Stanford University, he had made one stop earlier and found himself walking in circles for a good 10 minutes.

He panicked and tried asking for directions before regaining his bearings.

resourceful than we give them credit for.

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"Why didn't you call us?" I asked. "I didn't think you would be able to help even if I did," he replied matter-of-factly. "Anyway, it was faster to figure my own way out."

He was right, of course. It was yet another experience which bolstered his belief that he could navigate the twists and turns in life.

And it was all because I did what parents today should do more of – nothing.

stef@spah.com.sg

Want to be a better parent? Try

We have all gone out of our way to shield our kids from failure or frustration. But prioritising their comfort and happiness over life skills and values does more harm than good

Mums and dads today have a stinking reputation and it all boils down to one main reason: We are doing too damn much.

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It's easy to check in other people. But it's not always easy to draw the line between doing our duty and going overboard.

Julie Lythcott-Haims, who wrote *How To Raise An Adult* after years of dealing with over-involved parents as the former dean of freshmen at Stanford University, has this simple advice: "The point is to prepare the kid for the road, instead of preparing the road for the kid."

The good news is, children are often more resilient and

Presenter

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Help your child relate to others

A large part of what makes school memorable for our children is the friendships forged, but sometimes working up the courage to make new friends can be daunting.

Encourage your child to be kind to others by taking the initiative to talk to their schoolmates. Have your child ask them about their day. A simple "How are you?" and a word of encouragement can make someone's day!

Do not assume that children know how to make friends naturally. Help them practise their social skills through playtime opportunities with other children, teaching them to share and take turns.



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Bringing Out the Best in Our Children

Build your children's confidence by helping them learn to be :

- ❖ Compassionate
- ❖ Construct High Value Skills
- ❖ Believe in Constantly Learning

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Principal's Address



Mdm Foo Mui Chuw
Principal



Presenter

Mdm Foo Mui Chuw



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Joy of learning @ Chongfu



Presenter

Mdm Foo Mui Chuw

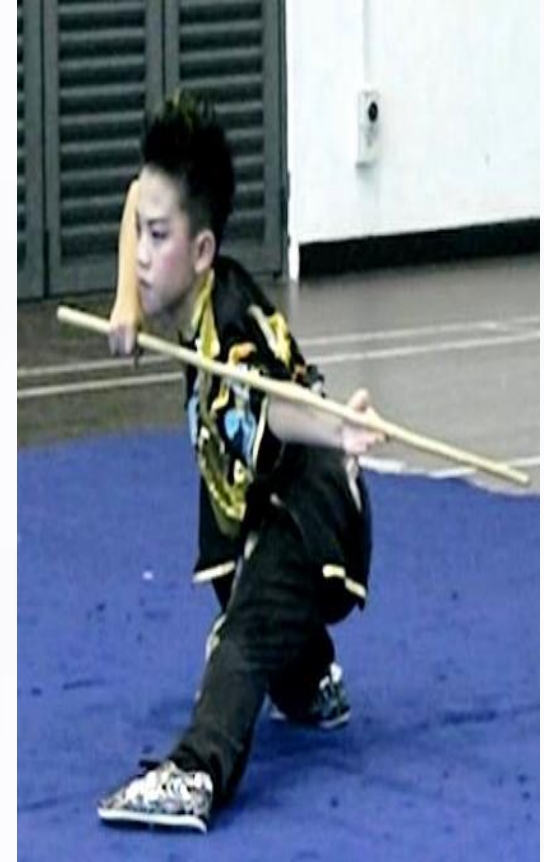


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Diverse CCA Choices



Presenter

Mdm Foo Mui Chuw



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My Dad was tested COVID-positive and started his self-isolation at home.



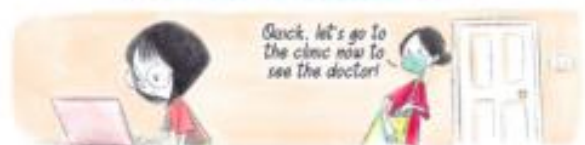
Shortly after, I received a Health Risk Notice (HRN) and was put under Protocol 3.
Protocol 3: Close contacts of an infected person

I'm feeling well, other than my throat feeling scratchy. As a close contact, I am supposed to monitor my health for the next 5 days and perform an ART.



LivingWith **COVID** PART 2

2



Hold on, Mummy. I checked [covid.gov.sg](https://www.covid.gov.sg) and I do not need to see a doctor. I can follow Protocol 2 since I am low-risk and feeling well



DAY 1 starts



3



Oh dear... please rest at home.

I'll let the school know and do update me once you're ART negative.

4



For the next 72 hours, I remained isolated in my room.

Thankfully, I didn't miss out on school since my teachers emailed me learning materials.



5

I also received many well-wishes,



including my favourite bubble tea!



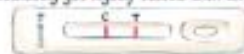
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After 72 hrs of isolation,

DAY 4



I immediately got myself tested with an ART.



It was so disappointing to be tested positive again. Luckily, the messages from my friends kept me going.



7

Yay! ART-negative on Day 5!

DAY 5



I updated Ms Wong on my ART results and confirmed that I will be returning to school tomorrow.

