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

Ministry of Education
SINGAPORE

A Student-Centric, Values-Driven Education

A Broad and Deep Foundation for a Lifelong Journey

School

XXX Secondary School

SINGAPORE QUALITY CLASS

PEOPLE DEVELOPER
SINGAPORE

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

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To share:

the **purpose** of Co-curricular Programmes

the **intent** & **domains** of LEAPS 2.0

& how parents can **support** the holistic development of your child

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School

- **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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- Co-Curricular Programmes support the **holistic development** of the child

    – Provides **multiple avenues** to **nurture students** to prepare them for their future work and life

Character & Values	Social-Emotional Competencies	21st Century Competencies	Interests & Talents

- **Role of Parents in the holistic development of your child**

  – **Reinforcement** of values, life skills, interests and strengths **at home**

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**

LEAPS 2.0

RECOGNITION OF CO-CURRICULAR ATTAINMENT

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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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?
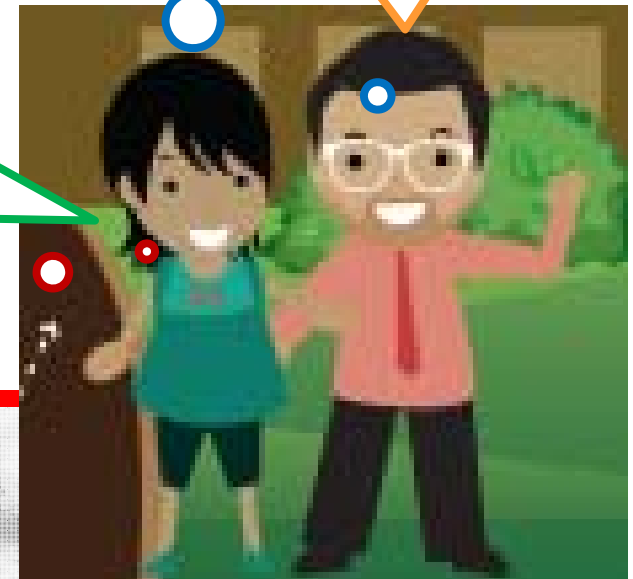
Is my child able to cope?

How can I help to support him/her in the learning pursuits?
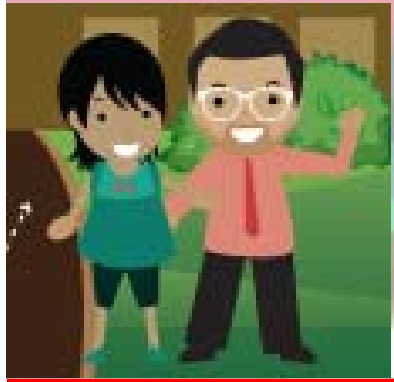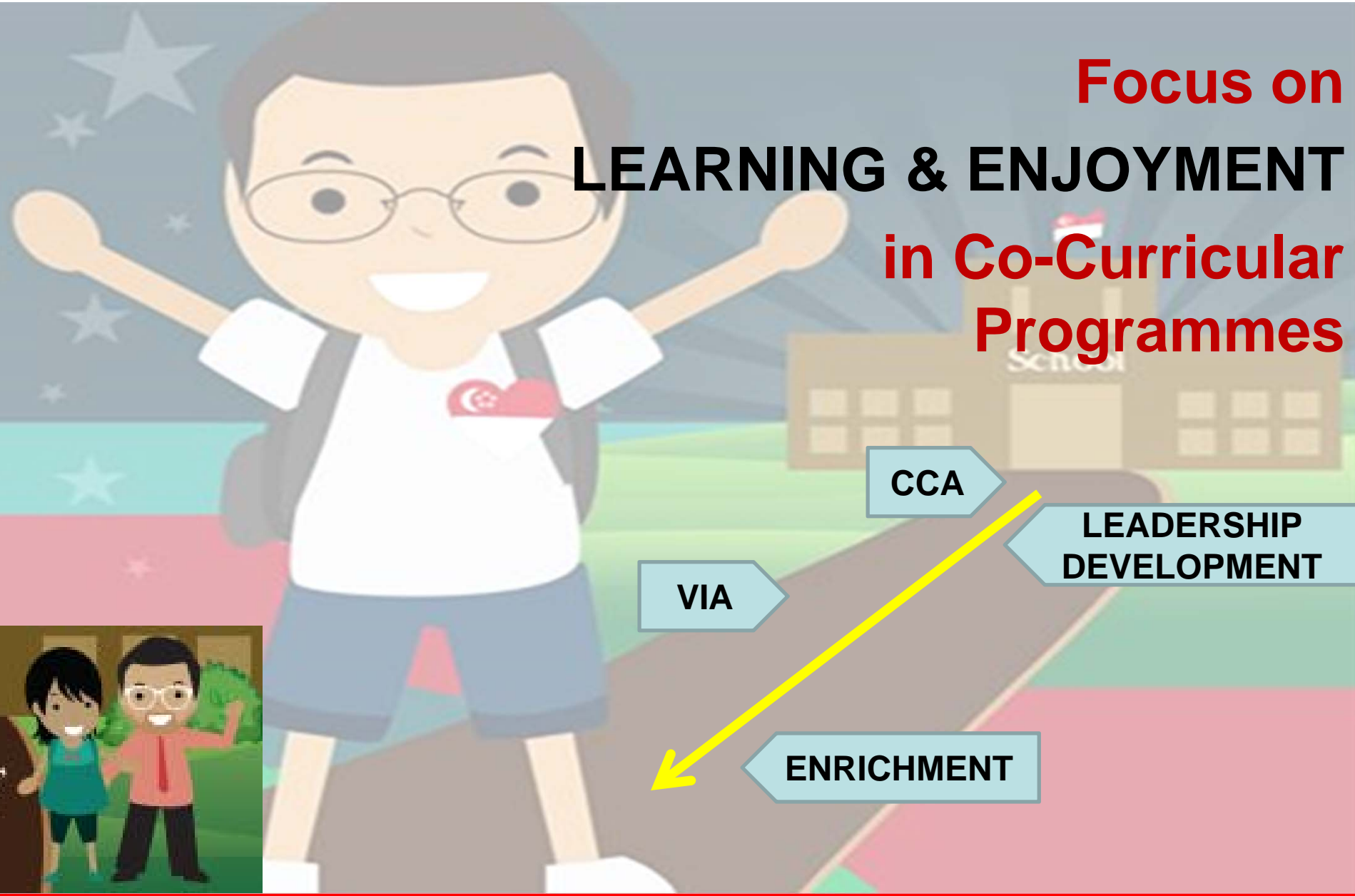
How does my child want to pursue this development?

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

What is my child interested in?

What is my child good at?

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Focus on
LEARNING & ENJOYMENT
in Co-Curricular Programmes

CCA

LEADERSHIP DEVELOPMENT

VIA

ENRICHMENT

Feedback ✏️

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Thank You

LEAPS 2.0 and previous LEAPS

Previous LEAPS	LEAPS 2.0
Grading scheme to differentiate Fine differentiation - A1, A2, B3, B4 …..	Recognition scheme to chart development Broad attainment – Fair, Good and Excellent Co-curricular Experience…
Recognising domains unevenly e.g. different domains carry different weighting in the computation of points	Recalibrating towards balanced participation across domains: • equal weighting for all domains • requiring minimum attainment 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