



# SINGAPORE CENTRE FOR CHARACTER AND CITIZENSHIP EDUCATION

Welcome Message from Centre Director	2
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About SCCCE	4
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SCCCE Milestones	6
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People of SCCCE	8
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Advancing the Science of CCE through Research	9
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---

Championing Professional Learning in CCE	12
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# TABLE OF CONTENTS



## WELCOME MESSAGE

### From Centre Director

As educators, we believe that every child can learn and achieve his or her potential. More than a decade ago during my tenure as the Dean of Teacher Education at NIE, we launched the V<sup>3</sup>SK model of teacher education which emphasises values above skills and knowledge. Many liberal critics were skeptical about the dialoguing on values at that time. Nevertheless, we always do things differently in Singapore. Our founding Prime Minister, the late Mr Lee Kuan Yew, once said that if Singapore does the ordinary, we will never survive – we must be “extraordinary”.

V<sup>3</sup> represents the multiple dimensions of our values as teachers, illustrating how we cherish the learner, our teacher identity, and our community. Mindset alone is not sufficient to power us in our education mission. The value-set of the teacher is integral to reaching the hearts and minds of our learners. We remind ourselves constantly that while we entered the teaching profession with a firm understanding of our subject matter, we are ultimately teachers of learners, not subjects. We want our learners to experience meaningful interactions where values such as respect, responsibility, resilience, integrity, care and harmony are woven into their daily lives, both inside and outside the classroom. We view each child not just in terms of their academic achievements, but more importantly, as individuals with a trajectory of character growth and maturity in citizenry. The goal of education is to flourish in life. Flourishing lives involves a symbiotic equation of nurturing the individuals in their identities and building their relationships with others. Today, teachers hold a pivotal role in moulding future citizens who are capable of contributing positively to society.

To further Singapore's expertise and capabilities in Character and Citizenship Education (CCE), the Singapore Centre for Character and Citizenship Education (SCCCE) was established on 30 May 2023. SCCCE's mission is to advance research and professional development in the field of CCE. We extend a warm welcome to educators, professionals, academics and policy makers to join us in this enlightening journey through the world of CCE, with the aim to flourish future generations through a more intentional approach to CCE.

The setting up of SCCCE has come at a most crucial time given the confluence of several developments. In an era marked by diversity, division and polarisation, peace and harmony cannot be taken for granted. The social media landscape, while facilitating the sharing of ideas and learning, has also introduced serious issues such as misinformation, cyberbullying, and data breaches. The advent of new technologies calls for greater ethical considerations, and the changing political, social, and economic climates have implications on our understanding of democratic values and national identity. The changing profile of our young learners and the world they are experiencing have led to increasing levels of uncertainty, worry, and fear. Character education involves strengthening social-emotional competencies, performative virtues, learning optimism and well-being. In this increasingly complex and challenging world, we must reimagine education. Traditional academic competence is inadequate. We need big-picture thinking, creativity, grit, and social-emotional competencies.

The immense significance of CCE in education and our society can only be realised through greater reflection, deeper research, richer dialogue, and stronger professional development. SCCCE has responded by embarking on a range of professional development programmes and securing research in several areas of CCE. As educators, our goal is to create an inclusive, caring, and inspiring learning environment. The journey of CCE begins with us embodying the qualities and virtues we aim to instil in our learners. Professional development in education is not just about resources and innovative pedagogies. It is about embracing our role as character educators. This requires constant self-reflection, understanding of our own biases, continuous learning, and striving to exemplify the virtues we teach.

Join us as we explore the transformative power of CCE and its potential to not only enrich the lives of our students but also to elevate our own professional journeys. Welcome to the journey of shaping minds and hearts in CCE, for a better classroom today and a better world tomorrow.

**Professor Tan Oon Seng**

Centre Director

*Singapore Centre for Character and Citizenship Education  
National Institute of Education*







# ABOUT SCCCE

The Singapore Centre for CCE (SCCCE) is jointly established by the Ministry of Education (MOE) and National Institute of Education (NIE) to further Singapore's expertise and capabilities in Character and Citizenship Education (CCE).


SCCCE is the first of its kind in the region, set up to advance professional learning and research in CCE to support the holistic development of children and youth in Singapore and beyond. The centre was launched by Minister for Education Mr Chan Chun Sing at the opening of the 11<sup>th</sup> Teachers' Conference and ExCEL Fest on 30 May 2023.




The logo of the Centre is based on the iconic Tembusu overlooking Swan Lake at the Singapore Botanic Gardens. A native of Singapore, it is at least 150 years old and was designated as a "heritage tree" under the Heritage Tree Scheme in 2002.

The Tembusu represents strength, resilience and growth. The Centre's logo draws inspiration from these qualities to symbolise our commitment to nurturing the young generation's fundamental values and social-emotional competencies. SCCCE strives to provide a solid foundation for their growth, ensuring they blossom in well-being and character and become responsible citizens.


## Purpose




Conduct CCE-related educational research to inform policy and practice and be a nexus for research, practice, and theory in CCE, with greater emphasis on practice and pedagogy in the Singapore context.



Collaborate with schools to explore, develop, and promote new and innovative ways to enhance learning in CCE.



Provide leadership for effectiveness, coherence and intentionality of CCE-related courses and programmes in NIE.



Provide thought leadership and expand expertise in CCE by forming learning communities and bringing together experts as consultants and collaborators in research and professional development, both locally and internationally.

## Key Strategies

**Internal deepening**

*Establishing and deepening the theoretical underpinnings of CCE*

**Partnerships in Singapore**

*Leveraging research-policy-practice nexus, strengthening educator confidence and competency, leveraging partnerships for CCE beyond school*

**International networking**

*Establishing networks for partnership in research and professional learning*

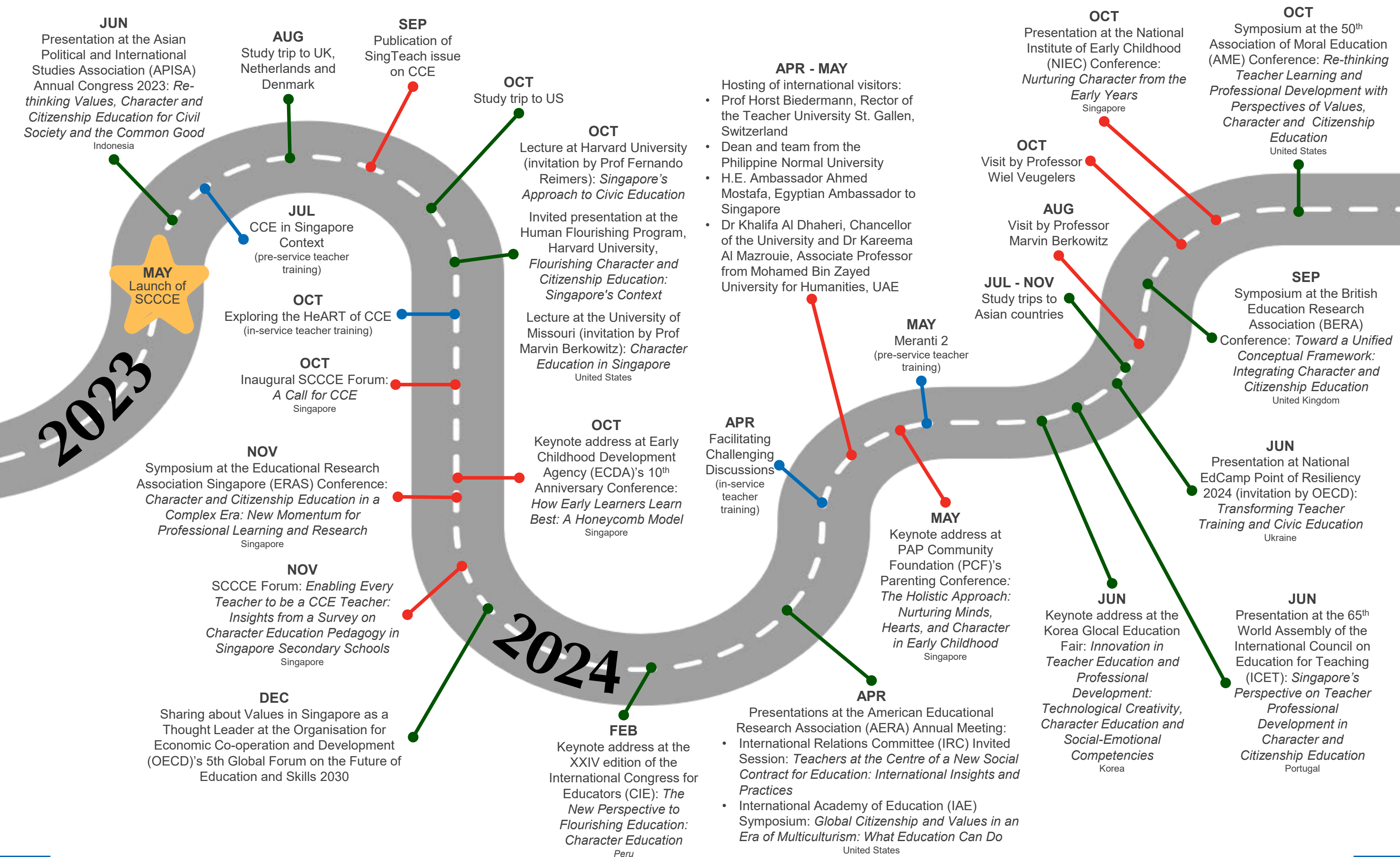
“Setting up the Singapore Centre for CCE shows MOE’s unwavering commitment to nurture holistic, future-ready children and youth who can thrive in a turbulent world. I hope that the Centre will lead the way for CCE and signal its importance not just in our education system, but even in our larger society and beyond our shores.”

Mr Chan Chun Sing  
Minister for Education, Singapore





# SCCCE MILESTONES





# ADVANCING THE SCIENCE OF CCE THROUGH RESEARCH

## PEOPLE OF SCCCE

**Prof Tan Oon Seng**  
*Centre Director, SCCCE;  
 Dean, Special Projects;  
 Professor, Psychology and Child & Human Development*

**Ms Nicole Liaw**  
*Deputy Centre Director, SCCCE*



### RESEARCH TEAM

**Assoc Prof Suzanne Choo**  
*Associate Professor,  
 English Language & Literature*

**Dr Melvin Chan**  
*Assistant Dean, Knowledge Management;  
 Research Scientist,  
 Office of Education Research*

**Dr Ng Ee Lynn**  
*Assistant Centre Director,  
 Centre for Research in Child Development;  
 Senior Research Scientist,  
 Office of Education Research*

**Dr Sandra Wu**  
*Lecturer, Policy, Curriculum and Leadership*

**Dr Yu Yue**  
*Education Research Scientist,  
 Centre for Research in Child Development*

**Ms Ng May Gay**  
*Senior Research Fellow*

**Dr Yvonne Seng**  
*Assistant Dean, Office of Teacher  
 Education;  
 Lecturer, Psychology and Child & Human  
 Development*

**Mr Lee Lin Ping**  
*Teaching Fellow*

**Mr Ong Chin Leng**  
*Teaching Fellow*

**Mr Siah Swee Chuan**  
*Teaching Fellow*

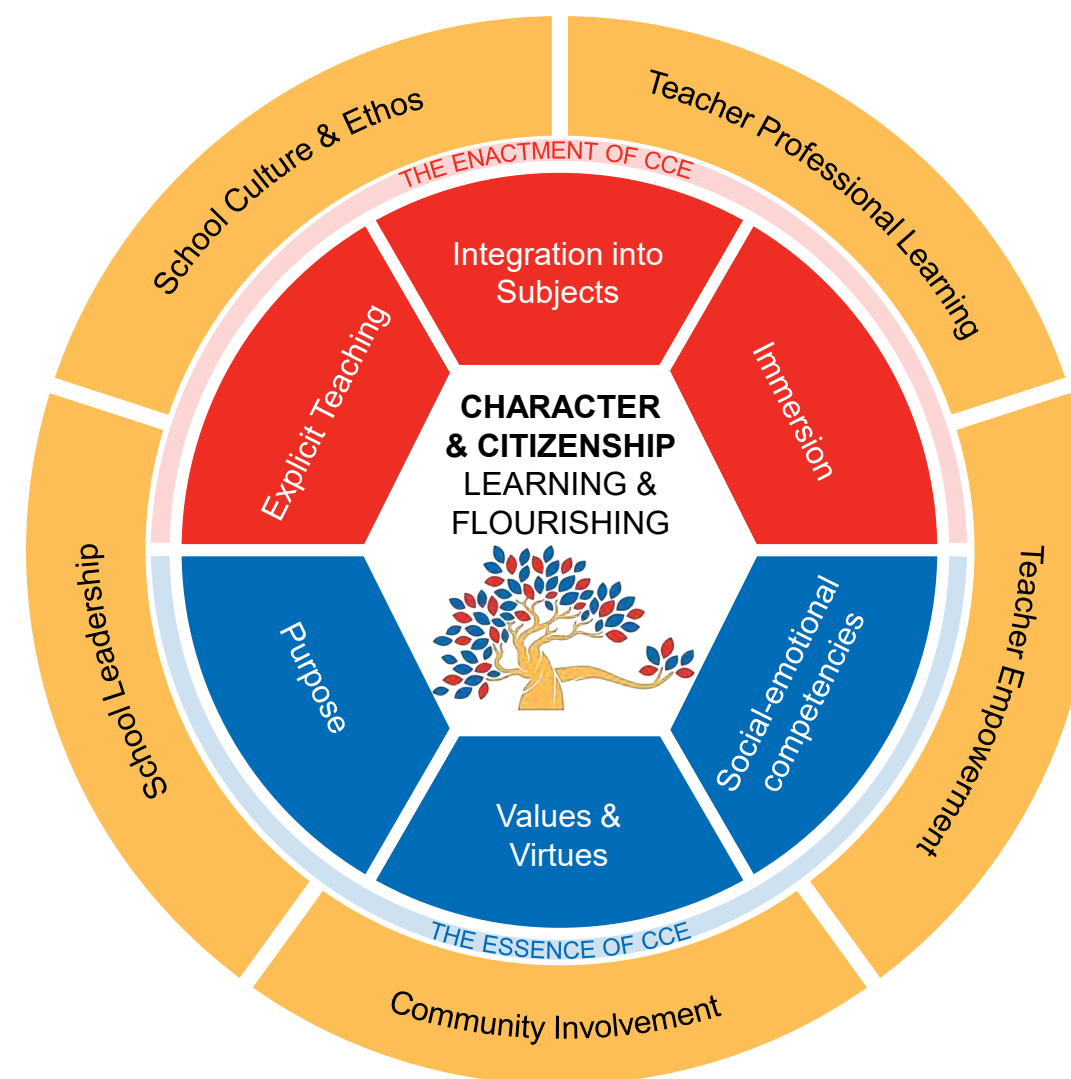
**Ms Tan Fangxi**  
*Teaching Fellow*

**Ms Faith Yeo**  
*Teaching Fellow*

### PROGRAMME TEAM

CCE is not just about the curriculum, lessons and programmes. Rather, there is a need for a consistent and coherent ecology of positive relationships and empowerment of student voices. Fostering character is not a one-time endeavour; it requires sustained effort and reinforcement throughout a student's educational journey and beyond.

Researchers at SCCCE work to advance understanding of the emerging science of CCE, and how various aspects relate to and impact one another in enabling lifelong learning and flourishing.



**A framework for the holistic approach to CCE\***  
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\*This framework is developed by team members of SCCCE: Tan Oon Seng, Nicole Liaw, Suzanne Choo, Yu Yue and Ng May Gay; with contributions from Jallene Chua, Melvin Chan, Siah Swee Chuan, Lee Lin Ping, Ong Chin Leng and Tan Fangxi



## SCCCE's Role in Research

Establish the theoretical and philosophical foundations of CCE in child and youth development

Provide thought leadership on CCE-related education research in Singapore

Act as a hub for CCE research at the local and international levels

## Areas of Focus in Research

### To develop a rigorous and actionable framework that:

- is grounded on philosophical, psychological and educational theories;
- is informed by the latest research; and
- unifies the pursuit of personal and societal flourishing.

Framing CCE from a broad perspective, and in the Singapore context



### To identify key principles for effective CCE practices that:

- take a whole-school perspective;
- consider the impact of changes in the larger environment; and
- are suitable for the developmental stages of the students.

Examining effective practices for CCE in a rapidly changing world



### To translate research findings to:

- enhance professional learning with evidence-based practices;
- develop assessment tools to elicit evidence of learning;
- explore strategies for feedback and student reflection; and
- extend the reach of CCE to beyond schools.

Translating research findings to teacher education and beyond



## Key Research Projects

1

### Meta-synthesis of the science underlying CCE

- To review and synthesise relevant theories and processes on foundational concepts in CCE.
- To develop a rigorous and actionable SCCCE framework that is grounded on philosophical, psychological and educational theories; and informed by latest research across various interrelated disciplines.

2

### Exploring the development and demonstration of citizenship dispositions among children and adolescents in Singapore

- To understand the factors that contribute to Singapore youths' identity, values and development of citizenship disposition, and how this identity motivates them in knowing about, feeling and acting for Singapore.

3

### Enhancing whole-school implementation of CCE through identification of key enablers and development of assessment tools

- To summarise a list of key enablers for effective CCE practice from a whole-school perspective, with a focus on school leadership, culture, and ethos.
- To develop assessment tools to dipstick the current implementation of these principles in schools.
- To examine pedagogies and approaches for CCE lessons, and the infusion of CCE in subjects and student development platforms.
- To examine teacher social-emotional competencies and their impact on effective CCE enactment in the classroom.



"The Jubilee Centre for Character and Virtues, at the University of Birmingham, is delighted to work closely with SCCCE. The Centre is undertaking important research on character and citizenship which attracts global attention. Importantly, SCCCE strives to ensure its research has real world impact – it directly informs how character and citizenship is taught in schools in Singapore and in other countries. As Director of the Jubilee Centre, I am excited about continuing our research collaborations on character and citizenship education for many years to come."

Professor Tom Harrison  
Deputy Pro Vice Chancellor  
Director, Jubilee Centre for Character and Virtues,  
University of Birmingham

"The Singapore Ministry of Education has long been a world leader in valuing and promoting the place of schools in the development of character in youth. With the establishment of the SCCCE, Singapore takes a huge leap forward in the synergistic investment in the character of the people of Singapore, which has been a priority for the nation since its inception. Bringing educator preparation, leadership training, research, in-service training, and best practices together with the already impressive character education infrastructure will make Singaporean character education the model for the rest of the world."

Professor Marvin Berkowitz  
Sanford N. McDonnell Professor of Character Education  
UM System Thomas Jefferson Fellow  
Center for Character and Citizenship







# CHAMPIONING PROFESSIONAL LEARNING IN CCE

Teachers are shapers of character and custodians of values. They are the real catalysts for effective CCE and there is a great need to equip them with CCE pedagogy, facilitation skills, and the understanding that CCE is not just taught but largely caught through school culture and school climate as well as teachers' role modelling.

SCCCE strives to strengthen teachers' understanding and competencies in terms of both depth and breadth in the nurturing of the values of character, resilience, intra and interpersonal intelligences, well-being, active citizenship and future readiness.

## SCCCE's Role in Professional Development

### Advocate the importance of CCE in our education system and society

- Invite stakeholders to engage in continual learning to support students and youths in achieving the goals of CCE.

### Champion good pedagogical skills and content mastery in CCE

- Provide leadership for effective, coherent and intentional CCE-related training.
- Build up a pool of effective CCE facilitators amongst the stakeholders.

SCCCE helms a range of professional development (PD) programmes for pre-service and in-service educators. These programmes are developed and conducted in collaboration with the Ministry of Education, as well as various Academic Groups in the National Institute of Education. Together, the suite of programmes feeds into the SkillsFuture for Educators (SFEd) PD Roadmap in the area of CCE.

## SFEd in CCE

Level 1	Level 2	Level 3	Level 4
<b>Emergent</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Leading</b>
<b>CCE in the Singapore Context</b>	<b>Exploring the HeART of CCE</b>	<b>Facilitating Challenging Discussions</b>	<b>Reflecting on Practice through Lesson Study in CCE</b>
For all pre-service teachers	For all in-service teachers	For Specialised CCE Teachers	<b>A Process-Oriented Approach in Assessing Students' Learning In CCE</b>
Develop understanding of the 'What, Why and How' of CCE, and the role of teachers in CCE	Deepening conviction and competency to: <ul style="list-style-type: none"> <li>• Facilitate student learning in CCE</li> <li>• Cater to the diverse needs of students through building a caring and enabling school environment</li> </ul>	Deepening competency and efficacy to: <ul style="list-style-type: none"> <li>• Apply CCE pedagogical approaches in discussions of contemporary issues</li> <li>• Mentor other teachers in facilitating learning in CCE</li> </ul>	For Specialised CCE Teachers, CCE Key Personnel and Teacher Leaders
Main pillar to anchor a coherent learning experience across all CCE-related pre-service courses			Developing competency to: <ul style="list-style-type: none"> <li>• Mentor others in reflective practice to design learning experiences that meet students' learning and developmental needs</li> <li>• Lead others in enhancing assessment literacy and practices in CCE</li> </ul>



"For our students to learn and experience CCE in schools, we foster a caring and enabling school culture where teachers model and collaborate, including with SCCCE. This will provide opportunities to better understand the multi-disciplinarity of CCE, and impact curriculum and pedagogy by drawing on research. Through this, we can strengthen the community and design learning experiences that inculcate values and nurture social-emotional competencies for students to develop growth mindset and resilience. This will prepare our students and empower them with the agency to thrive and be future-ready."

Mdm Flora Ong  
Principal, Greenridge Primary School  
SCCCE Partner School





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“We teach not the subject, but we teach the child. Our schools nurture the whole child and the citizen, so that they can find and take their place confidently in society and contribute to the community and country as they continually learn. In so doing, they flourish, and so do our communities. As a vibrant nation, we will care for and take care of one another, and contribute to our world.”

Ms Liew Wei Li  
Director-General of Education, Singapore

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“Teachers are the shapers of character of future generations. Through CCE, teachers teach students the importance of being good citizens and compassionate individuals, and guide them in understanding their roles within the community, appreciating diversity, and contributing positively to society. The impact of CCE extends beyond the classroom, influencing the very fabric of our society and helping to build a more cohesive and inclusive nation.”

Professor Liu Woon Chia,  
Director, National Institute of Education

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An Institute of



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