Volatility, Uncertainty, Complexity & Ambiguity

Instead, individuals now think about adaptable and willing to learn. They need to have the confidence to deal with problems that have no clear-cut solutions. And they need to be able to work effectively with others, across races and nationalities, and communicate clearly. In fact they might not even be relevant.”

Mr. Heng Swee Keat
Minister of Education
2013 MOE Workplan Seminar
“Our educational system is moving to recognise the need to produce students with holistic abilities rather than only those who are exam-smart.

Nowadays, the use of psychological interviews and psychometric tests has enabled the PSC to better determine other abilities in our candidates such as Leadership, Intellectual Abilities, Character, Interpersonal Skills, Communication Skills and Stress Tolerance.”
Our Mission
To nurture thinkers, leaders & pioneers of character who will serve by leading and lead in serving
Principle of Students First

Our Core Business

Delivering the Raffles Programme to nurture thinkers, leaders, pioneers
The RI Curriculum: Beyond the Academic

Primary School Leaving Exam  Singapore-Cambridge O Level Exam  Singapore-Cambridge A Level Exam

Primary  Secondary  Junior College

Raffles Integrated Programme

Raffles Institution (Yr 1-4)  (Year 5-6)

Singapore-Cambridge A-Level Exam & Raffles Diploma
The RP is modeled on exemplary gifted education principles. The curriculum is based on the Integrated Curriculum Model (Joyce Van Tassel-Baska, 1986), developed for high-ability learners.

KEY CURRICULUM ELEMENTS

Advanced Content

Higher Order Process–&–Product Work

Overarching Themes and Concepts
Rafflesian Values
Fortitude
Integrity
Respect
Enterprise
Raffles Programme

- Raffles Leadership Institute
- Raffles Aesthetics Institute
- Raffles Science Institute
- Raffles Debate Academy
- Raffles Institute of Experiential Learning
- E.W. Barker Institute of Sport
- Sports & Health
- Arts & Aesthetics
- Character & Leadership
- Cognitive Institute
- Community & Citizenship

Raffles Academy
21st Century Skills: Programmes and Assessment

GAP SEMESTER

RI STUDENT DEVELOPMENT FRAMEWORK

THE RAFFLES PROGRAMME
RAFFLES DIPLOMA
Student Development at Raffles Institution

The Gryphon and the FIRE Values

Good Stewards of their Lives

Reflective and Visionary Leaders

Active & Socially Responsible Citizens

CCE Student Outcomes
Character & Leadership: Key Programmes

Raffles Leadership Programme

• Leadership Challenge and Myers-Briggs Type Indicator used as primary frameworks
• Includes 1-semester stay at RI Boarding.

Leadership Through the Ages

• Students explore the challenges faced by great leaders throughout history
• Taught by team of alumni facilitators
Character & Leadership: Key Programmes

Raffles Public Policy Programme

- Seminar discussions with policy experts, plus student discussions and presentations.
- Addresses major local, regional and international policy themes.
- Includes 6-week attachment to government ministry or statutory board.
Community & Citizenship: Key Programmes

Governance & Civic Engagement Programme

• Discussion and debate of issues related to government and society with invited speakers.
• Includes an attachment to a Member of Parliament during his/her Meet-the-People Session.
• Culminates in a study visit of a foreign system of government.
Community & Citizenship: Key Programmes

Human Element Overseas Immersion Programme

Y4s team up with peers from our partner schools from China, India, Indonesia, South Korea, Thailand and Vietnam, to collaborate on community service initiatives.

International Service Learning Elective

- Year-long in-depth community engagement and service project for Y5 students.
- Student-led and driven, with RLI support.
| Gryphon Hatchling  
<table>
<thead>
<tr>
<th>Year 1-2</th>
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<tbody>
<tr>
<td>• Gaining awareness of self</td>
</tr>
<tr>
<td>• Young and waiting to be tested</td>
</tr>
<tr>
<td>• Learning to spread its wings</td>
</tr>
<tr>
<td>• Honing of skills</td>
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<tr>
<td>• Eager and capable learner</td>
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| Adolescent Gryphon  
<table>
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<tr>
<th>Year 3-4</th>
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<tr>
<td>• Competent in essential skills and abilities</td>
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<tr>
<td>• Fearless and unafraid to test its limits</td>
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<tr>
<td>• Trying to stretch boundaries</td>
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<tr>
<td>• Agile and fast learner</td>
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| Adult Gryphon  
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<th>Year 5-6</th>
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<tbody>
<tr>
<td>• Adept and skillful</td>
</tr>
<tr>
<td>• Focused on honing and mastering abilities</td>
</tr>
<tr>
<td>• High-flying and far-reaching</td>
</tr>
<tr>
<td>• Full of vigor and vitality</td>
</tr>
<tr>
<td>• Fast and analytical learner</td>
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<th>Mature Gryphon Alumni</th>
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<tr>
<td>• Learned and wise</td>
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<tr>
<td>• At the pinnacle of mental and physical prowess</td>
</tr>
<tr>
<td>• Brimming with vast experience</td>
</tr>
<tr>
<td>• Seasoned and established</td>
</tr>
<tr>
<td>• Returns to nurture and groom the next generation</td>
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Year 1 Outcome:
Gryphon hatchlings who embrace new challenges, value respect, integrity and service, and understand the Rafflesian ethos.

Year 2 Outcome:
Gryphon hatchlings who demonstrate teamwork, self-discipline and fortitude, respect our heritage, and understand that service is about meeting the needs of the community.
Year 3 Outcome: Adolescent Gryphons who exercise leadership driven by passion and values, undergirded by an appreciation of diversity and community needs.

Year 4 Outcome: Adolescent Gryphons with a sense of humility, identity and purpose, who make responsible choices and contribute towards the Singapore community.
Year 5-6 Outcome:
Adult Gryphons who accept challenges as a way of life, exhibit integrity in their leadership, and serve others with humility, kindness and compassion.

They have a global outlook and are anchored to Singapore.
Student Development at Raffles Institution

PUPIL DEVELOPMENT REPORT - 2012

Name of Pupil: GOH ZUO MIN
Date of Birth: 18-May-1996
Class: 4M

Reg. No.: 10
NRIC No.: S9617508F
Date: 08 Nov 2012

A) Character and Leadership Education (CLE)

Development Areas

Personal Effectiveness
- Is aware of his strengths and weaknesses
- Is independent and self-reliant
- Demonstrates good time management and sense of self-control
- Is confident and able to manage disappointments

Interpersonal Effectiveness
- Relates effectively to others as a member of a community
- Adjusts to changes positively
- Is receptive to diverse views and sensitive to the needs of others
- Is able to work and cooperate with others

Leadership
- Is able to influence others through his exemplary conduct
- Is responsible and has much initiative
- Possesses good organisational skills
- Shows flexibility and adaptability when managing group members

Service
- Understands that as a member of the society he has a social responsibility to fulfil
- Is sensitive in his interactions with people from different communities
- Demonstrates care, concern and respect for the community
- Participates willingly in CIP activities

Citizenship
- Demonstrates sensitivity to national issues and concerns
- Participates actively in NE-related activities
- Has a sense of pride for his country
- Demonstrates a sense of responsibility and duty to uphold the principles and rules of the school and laws of the country

Pupils were tasked to write a reflection on their growth and development in connection to one of the topics taught in the curriculum this year. The grade awarded was based on the reflection submitted.

Grade: Good

B) Character Development Programme Summary

Completed by
Class: 2Z

CHARACTER & LEADERSHIP EDUCATION
2013 Year 2 Semester 1 Reflect & Review
An Innovative Curriculum Model: Gap Semester

3.5 + 0.5 + 2
An Innovative Curriculum Model: Gap Semester

- First school at secondary/pre-university level to introduce a gap semester.
- Arose out of review of possibilities and student needs.
- Very much in line with GE tenets; excellent fit with school’s push to develop thinkers, leaders and pioneers: a mid-point rite-of-passage.
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<th>Tier</th>
<th>Details</th>
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| 1    | - Address student well-being; focuses on mentoring and the development of portfolios  
     | - Meant for all students  
     | - Electives that students can choose from  
     | - These include in-house differentiated modules, internships & research attachments in academic & non-academic domains, and student-initiated projects  
     | - Overseas opportunities – attachments & immersions - for students  
     | - Target segments: highly-able and talented students |
| 2    |         |
| 3    |         |
Overview of Courses

The Four Categories
1. International Courses
2. Work Attachment Programme
3. Singapore Courses
4. Student-Initiated Courses

The Five Domains:
1. Cognitive
2. Character & Leadership
3. Community & Citizenship
4. Sports & Health
5. Arts & Aesthetics

Structure: 9 weeks / 3 Blocks of 3 Weeks
(48 hours/block = 144 hours in 9 weeks)
On average, students usually offer:
- one international course
- one work attachment programme / student-initiated course
- four 12-hour Singapore courses
49 WAP
213 students

80 Singapore courses

429 Students traveling

125 Students on SIC
Journal – International Course

1. What was your most memorable experience during the trip? Why was that experience so memorable for you? How has this changed you (e.g. Your perceptions? Behavior? Attitude?) (Answer the above two questions on the back of this page as you will have more space to write.)

2. During the trip, list 3 roles you tend to play. You can use the roles in the cards (Pathfinder, Companion) and add your own roles to them (e.g. Healer, jester, etc)

   For each of the roles
   - List one or two examples of what you did
   - Write down one skill or attitude which enabled you to carry out this role
   - Write down one obstacle that you struggled with

   By asking others / Getting feedback

   Known by Self
   Open Area
   Hidden Area
   Unknown Area

   Unknown by Self
   Blind Area

   By telling others / Self-discovery
The Raffles Diploma

“The Raffles Diploma is a systematic way of organizing school programmes, and will be useful in mediating the perennial problems of students engaging in numerous activities and presenting a laundry list of activities to admission officers. It will be good if more high schools can adopt this system, to help admission officers assess the strength of the applicants.”

Cornell University Admissions Office
April 2010

- Certification that runs parallel to GCE ‘A’-Level certificate
- A-Levels too focused on cognitive aspect: need to highlight breadth and depth of student achievements
- Helps to differentiate Rafflesians’ learning pathways, while guiding them to focus on their strengths and interests
The Raffles Diploma

RAFFLES DIPLOMA

Meet the minimum criteria across all five development domains

RAFFLES DIPLOMA

Meet the merit criteria in any of the five development domains
&
Submission of reflection essay on their experiences

MERIT

RAFFLES DIPLOMA

Meet the distinction criteria in any of the five development domains
&
Submission of personal statement
&
Recommendation by Select Committee

DISTINCTION
Thank you