

Education in Singapore

Diversity and Nurturing Students in Singapore

The different needs of students will thus be met through a wide range of school types and educational programs. They include:

- Wider range of curricula and schools:
 - Schools will be allowed to offer new 'O' Level subjects and elective modules. Some will also offer different curricula and examinations, e.g. the International Baccalaureate.
 - New programmes in schools – e.g. the Programme for School-based Excellence in primary schools and the Integrated Programme (IP) and Bicultural Studies Programme (Chinese) in selected secondary schools and junior colleges.
 - Specialised independent schools – Singapore Sports School, NUS High School for Maths and Science, and the proposed Arts School.
 - Two privately-funded secondary schools have been set up.
 - Greater flexibility in streaming. In secondary schools, Normal (Academic) and Normal (Technical) students have more flexibility to take a few subjects at a higher level or faster pace. Schools also have greater flexibility to transfer these students to another course when they show that they have the ability to benefit from them. Schools may also allow their top Normal (Academic) students to progress to Secondary 5 without taking the 'N' Level examinations. In primary schools, the EM1 and EM2 streams have been merged, and primary schools have the autonomy to decide on putting their EM3 students with other classes for lessons in various subjects.
 - Greater flexibility in teaching and learning of the Mother Tongue Languages (MTL) to help students with different abilities to go as far as they can. Students may choose to study a non-native MTL as a third language.

A Broad-based, Holistic Education

School Graduation Certificates will be introduced from 2008 to reflect students' academic as well as non-academic achievements. Co-curricular activities have been broadened to recognize and give credit to student-initiated activities and community-based activities. They will also encourage students to participate in rugged activities as a second CCA. The school ranking system has been revised to encourage schools in their efforts to provide a broad-based education.

1. Encourage schools to move away from an overly strong emphasis on examinations in Primary 1 and 2, and explore the use of bite-sized forms of assessment to help build pupils' confidence and desire to learn.
2. Place less importance on semestral examinations in Primary 1 so as to smoothen pupils' transition from pre-school to primary school. Primary 2 pupils could be slowly eased into taking examinations.
3. Equip teachers to use rubrics to assess and provide pupils with richer and more holistic feedback on their development and skills acquisition in academic and non-academic areas.

4. Encourage primary schools to provide parents with a more comprehensive “Holistic Development Profile“ which captures a fuller picture of their child’s progress and learning throughout the year.
5. Continue to provide clear guidelines on the learning outcomes for each subject at the end of every level, to facilitate teachers’ design of appropriate assessment tasks and ensure students’ continued mastery of foundational skills.
6. Develop a system to assess the schools’ ability to develop their pupils in academic and non-academic areas and to provide a more holistic education.