

Initiatives in Singaporean Education

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(I) Introduction

i. Intent of the Study/Focus/Purpose

The Singapore education aims to provide every child the best education (Wolf and Bokhorst-Heng, 2008, p. 151). With this aim in mind, a number of recent, current and ongoing initiatives are introduced to cater to the needs of Singaporean children so as to prepare them for a comprehensive development through quality instruction, appraisal system and learning (Kim et al., 2010). To be done away are rote learning of content and model answers and drilling without understanding of concepts and content (Saravanan, 2005, p. 98). New initiatives such as 'Thinking Schools, Learning Nation' which focuses on a holistic development of a child (Saravanan, 2005, p. 98) and 'Teach Less, Learn More' (TLLM) which aims to 'engage learners and prepare them for life, instead of teaching more for tests and examinations' (CPPD and CPPU, 2007) were embraced. The most recent recommendations, PERI and Curriculum 2015 (C2015) were introduced to assess students holistically in the development of knowledge, skills, values and attitudes (Kim et al., 2010).

With the introduction of such initiatives, the greatest impact will be on how teachers need to change the way they teach and for the students, how they learn. The 'old' teaching and learning styles will no longer be appropriate if these new initiatives are to bring out positive outcomes. Therefore, the most imperative transformation that must be done immediately will be a change on pedagogical instructions and assessments. Without a change, the initiatives introduced would be futile because the 'old ways' of teaching and learning can no longer adequately prepare Singaporean students to face the challenges of the 21st century.

It has been est...

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...allenges and benefits of implementing feedback as [assessment](#) for learning strategy and the possibility of integrating assessment for and of learning in Social Studies performance assessment system.

With the above objectives, my research will be able to shed light on how feedback as part of assessment for learning can be used effectively in Social Studies learning so that students would have a sense of achievement and eventually increase their interest towards the subject. As for the teachers, my research will be the first step towards embracing assessment for learning and making it part of their teaching culture. My research also strives to reach to a consensus that a balance needs to be struck between assessment for and of learning, so that students can enjoy the best of both assessments to develop them holistically to face the uncertain future with success.

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