



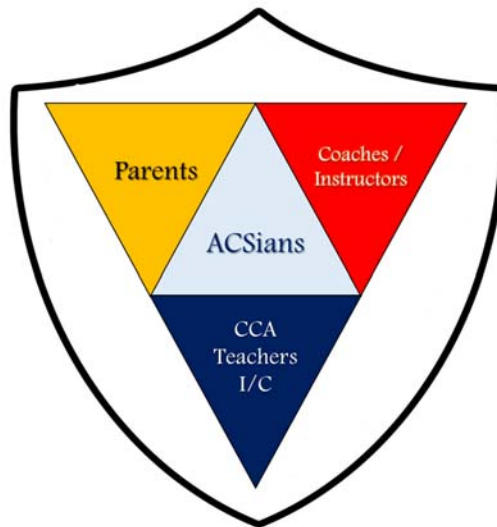
Principal's Message: Vital Partnerships that Support Learning & Growing in CCAs

Co-curricular Activities (CCA) are an integral part of our school programme for character - building and the holistic development of our students. It is part of the DNA of the school and a way of life at ACS.

So, when Honours Day was celebrated at ACS on 29 September 2017, it was indeed a joyful and proud moment for the school family to witness so many ACSians being recognised for excelling in their fields of pursuits and distinguishing themselves in service to the school and community.

The sheer scale and intensity of the various CCA programmes at ACS means that there is hardly a dull or lull day for all the key people involved in any CCA - first, the students and then all the significant adults in their lives who support them in their CCA pursuits - their parents, teachers, coaches and instructors, often including alumni. For any CCA programme to be effective and achieve its desired goals, there must be understanding and support from all these key partners involved in the CCA. This is where it will be useful to explain the ACS Partnership Model for CCA.

ACS Partnership Model for CCA



At the heart of the model are our **students**, whose well-being and development as young men and women with Godly values and robust character are our key CCA goals. The model shows that the collective efforts of all the partners - parents, coaches/instructors and the teachers - are focused on the students to achieve these goals. Each partner plays a unique and complementary role in contributing to the CCA.

Parents are the primary care-givers and provide the vital foundation of their children's development. They are the first significant adults in their child's life to establish the right values and to shape their child's view of life and their relationships to people. In the CCA Partnership Model, parents support their children in their respective activity, ensure their attendance and readiness for the activities and encourage them to give their best whatever their position or role may be in the CCA. When their expertise and support are required for the team, they are there to partner the coaches and teachers for the benefit of the whole CCA.

"A coach or teacher cannot and should not play a parent's primary care role – and neither should any parent overstep his or her boundary and take on the responsibility that is the teacher's in representing the school in official matters. When we become careless with these boundaries, problems can arise."

Coaches and instructors provide the expert domain knowledge for the CCA. They are identified and engaged by the school to train the CCA members so that each member has the skills and knowledge to participate fully in the CCA and can contribute to the whole. Most importantly, coaches and instructors inspire the members with their passion and guide the students to acquire the right instincts and values necessary for the CCA – whether it is a sport, a performance group or club activity.

Teachers form the base of the CCA Partnership Model, supporting the efforts of our students, parents and coaches and instructors in each CCA. Teachers are the ones fully responsible for the running of the CCA – they make the decisions for the CCA, based on school and national policies and are always in alignment with the school's core purpose. They oversee the welfare and safety of the students in the CCA and are the sole representative of the school in all official matters related to the CCA.

It is significant that the students, parents, coaches, instructors and teachers are all depicted in the CCA Partnership Model within the outline of the school crest. This is deliberate and indicates the context for all CCAs to exist – that they are an integral part of the school and must operate within the ethos, policies and mandate of the school.

From the CCA Partnership Model, it is clear that each partner – whether a parent, coach/instructor or teacher – has a different but significant role to support our students in their CCA pursuit. These roles must not overlap or be blurred over time. A coach or teacher cannot and should not play a parent's primary care role – and neither should any parent overstep his or her boundary and take on the responsibility that is the teacher's in representing the school in official matters. When we become careless with these boundaries, problems can arise. When it happens, the morale of the CCA is affected and in extreme cases, the reputation and good standing of the school may be impinged.

As we wrap up a successful 2017 CCA season and prepare for 2018, let me thank and affirm the many supportive partners in ACS among our parents, coaches, instructors and teachers. Because you have faithfully and dutifully carried out your roles and responsibilities as partners, you have brought out the best in our students and supported them to learn and grow in their CCAs.

Winston Hodge
Principal
Anglo-Chinese School (Independent)

