



1 July 2019

Dear Parents/Guardians,

I bid you a warm welcome to Semester 2 and hope that you had valuable family time with your child during the June break. As we head into the second half of the year, it is amazing how time flies. In my last letter, I recounted the CCA achievements of our students and the contributions of many graduating students in bringing glory to the school. Soon, these same graduating students will be turning their focus to the national examinations and working hard to do their best. Motivation is inevitably a subject that takes centre stage at home and in school. Recently, teachers in ACS(BR) had an opportunity to dialogue about the concept of motivation and I want to share with you our learning about this subject.

We believe that all students want to and can learn. When students are motivated, they learn better, put more effort into learning, and are more willing to take on new challenges. Motivated students are self-directed learners. The challenge is often what our students choose to learn may not always be the same things that we want them to learn. If you have watched your child doing something they love e.g. playing computer games or a sport or learning the latest hip-hop dance moves, you will agree with me that they are motivated. If only they could be as motivated about the things that we want them to be motivated about...

Motivation theories seek to explain how individuals' beliefs, values and goals, and their environment shape what they want to achieve and how they go about doing so. Motivation impacts students' educational outcomes because it determines what and why students learn, and their drive and persistence in learning. Motivation is influenced by context. It can vary, depending on many factors including students' interests and wants, their environment and their interactions with peers and teachers.

Motivation can be extrinsic or intrinsic in nature. Students are extrinsically motivated when they engage in an activity as a means towards an end, such as for rewards, or to avoid guilt/punishment. Intrinsic motivation is demonstrated by students who engage in a task because they find it interesting, enjoyable and satisfying. Students show extrinsic or intrinsic motivation, depending on contexts, the nature of the tasks and their own personal needs and preferences. Excessive tangible rewards, however, can negatively interfere with intrinsic motivation for learning. Research has shown that motivation could decrease when the reward for learning is subsequently discontinued.

60 Barker Road Singapore 309919 Tel: 6256 1633 Fax: 6256 1366

Intrinsic and extrinsic motivation is part of the Self-Determination Theory. The Self-Determination Theory focuses on the sources of individuals' motivation and is concerned with the degree of the individuals' autonomy in performing a behavior or engaging in a task (as opposed to the behavior being other-determined or externally-regulated).

It posits that motivation becomes increasingly intrinsic when participation in the activities meet the three psychological needs of competence, relatedness and autonomy. The need for competence is the desire to feel competent, the desire to understand 'how to do' and have control over desired outcomes. The need for relatedness is the desire to feel socially connected to others and experience warm and genuine social relationships. The need for autonomy is the desire to feel one has control to choose tasks and activities that align with one's interests and preferences.

In the next letter, I will share more about how we can enhance intrinsic motivation especially with regard to academic matters.

CCA Achievements

During the June break, we received news about our students' individual achievement in the Uniformed Groups. The table below summarizes the individual awards conferred on our students by the respective Uniformed Groups.

Individual Award	Recipient(s)
Boys Brigade Founder's Award	<ol style="list-style-type: none"> Cheah Eu Jin, Ethan (4L) Marcus Chung Ming Feng (4S1) Zachary Jeremiah Pang Kin Hong (4A2) Evan Chong Ian Han (4G2) Matthew Cheong Wei Jie (4S1)
Singapore Police Force (SPF)-National Police Cadet Corp (NPCC) Badge	<ol style="list-style-type: none"> Zachary Tan Wei An (4S1)
National Cadet Corp (Sea) Outstanding Cadet Award	<ol style="list-style-type: none"> Joel Goh Tuan Lun (4H2)
Scouts Chief Commissioner's Award	<ol style="list-style-type: none"> Andrew Tay Tze-Hsien (4L 2018) Ethan Chia Rui Hsien (4S1 2018)

Reminders about important events

No	Event	Date/Time	Remarks
1	Inter-House Games	Friday 5 July / 7.40am – 11.30am	Reporting at different venues and dismissal at 11.30am from respective venues. More details will be sent via another letter.
2	Youth Day School Holiday	Monday 8 July	Not a school day
3	O-Level MT/MTB Listening Comprehension Examination	Tuesday 23 July	School will be dismissed at 12.30pm

Yours sincerely,

Loo Ming Yaw
Principal