



Lower Secondary Parents' Engagement

23 Feb 2024



Item	Time	Presenter	Brief
Welcome & Introduction	1800 – 1810	PSG Exco/ YH(LS)	Introduction of PSG
Opening Address	1810 – 1820	Vice Principal	VP Address and the context of the changes in the educational landscape
Educational Landscape Briefing	1820 – 1835	ECG Counsellor/ YH(LS)	Educational landscape: National exams and beyond- overview and implications of changes
Introduction of Program Student Well Being	1835 – 1840	Year Head (Lower Secondary)	School Arrangements for Sec 1 2024 and Sec 2 2024. Student Well Being, SEN/ Counselling/ Attire
Learning Structures	1840 – 1900	Chairperson/ Learning Excellence Committee, HOD English LL HOD ICT	Blended Learning, Student Initiated Learning, AI, School Assessment, Weighted Assessment Promotional Exercise/ Lateral transfers/ FSBB Entry/ Exit in Lower Secondary
Applied Learning Program (S1/S2)	1900 – 1910	SH Applied Learning Program	ALP Sec 1 and Sec 2. ALP Changes
FCE Art and D&T	1910 – 1920	HOD Craft and Technology	Design and Technology, Food and Consumer Education and Art and assessment in these subjects
History and Geography	1920 – 1930	HOD Humanities	Brief on History and Geography and assessment in these subjects
Question and Answer and Closure	1930 – 2000	School Management Team	Q&A segment



Thank you for your
telling us what you
would like to
know!

Subject Info sheet available for
download



Ask Here
www.slido.com
#4167254



Introduction to Parent Support Group (PSG)

23 Feb 2024



The WSSS PSG is...

>400 Parents in the Parent Support Group

- Informed of school news, upcoming PSG activities & talks
- Participate in activities & talks (no obligation)
- Participate in dialogues with school leaders

+ PSG Executive Committee (Exco) - Parents who come together to plan and organize the activities & talks

- Promote a collaborative relationship between parents, school leaders and students
- Provide opportunities for parents to participate and volunteer their time and talent in student programmes and co-curricular activities
- Provide constructive input on school policies, practices and programmes

PSG Executive Committee (EXCO)

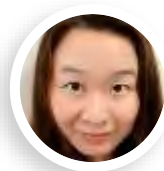
Role adjustments in progress



Advisor / Treasurer
Jacqueline Koh



Chairperson
Henry Agus



Vice Chairperson 1
Audrey Lee



Vice Chairperson 2
NorAzlin Jumadi



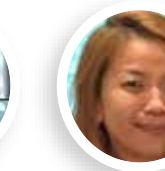
Secretary
Ranna Seah



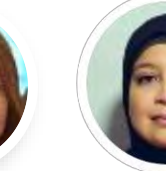
Secretary
Raudha Robu



Treasurer
Jimmy Wong



PSG Badminton IC
Kelly Lim



Member
Rorhidayu Yusope



Kani
Kanimoshi



Role of PSG

*“Children whose **parents are involved** in their educational journey have been found to have **better self-esteem**, are **more self-disciplined**, **show positive attitudes**, and **exhibit higher aspirations** and **motivation** towards school”*

– Research *Olsen, Glenn W. and Fuller, Mary Lou. Home-School Relations: Working Successfully with Parents and Families. (Pearson: Allyn and Bacon, 2008)*

1. Supportive Partner in Education

- Align with school objectives
- Support and strengthen school’s programmes
- Improve our children’s well-being and learning

2. Bridge between Parents and School

- Provide feedback to school
- Facilitate school’s communication to parents

3. Parent-to-parent connection



Benefits of joining the PSG

1. Stay Informed

- School-related matters
- Get answers to Frequently Asked Questions
- Upcoming Activities / Talks for parents and students

2. Opportunity to Participate and Bond with your child

- Some Activities / Talks only for PSG members
- Participate only if you are interested
- First-come-first-served

3. Bond with School Leaders, Teachers and other Parents

- Regular interactions
- Understand school policies and direction
- Get to know other parents



Participate only if you
are interested

NO OBLIGATION

PSG Activities

Selected PSG activities/talks in 2022

- **Resumed the weekly Badminton sessions!** Thanks to the support of the School Leaders, the sessions enabled parents and students to bond over a healthy game of badminton and learning from each other. Average weekly turnout up to 30 participants.



- **Appreciating our WSSS Teachers!** A group of PSG parents and students came together to create something special for our Teachers. Over a crafts workshop session, parents and students put their artistic and sewing talent to good use to produce handsewn pencil cases and personalized handwritten Thank You notes. These were presented to WSSS Teachers during the Teachers' Day celebrations. The School Leaders were very touched and conveyed their appreciation to the PSG!



- **Engaged School Leaders on Secondary 3 Placement!** Represented parents to clarify and discuss Secondary 3 Placement queries and concerns with School Leaders.

- **Organized support for Night Study in School for Secondary 4 and 5 students!** We are thankful for the parents who volunteered to support the daily Night Study sessions in School in the 2nd half of 2022. The intent was to provide the students with a conducive environment to prepare for the national examinations. Our appreciation goes to many more parents who contributed food and drinks for the students' consumption as well!

- **Touching Lives of our Graduating Students!** PSG parents came together to prepare a special gift for the graduating Secondary 4 and 5 students – a handcrafted notebook with a **Personalized Note from their parents/guardians!** These were presented to the students during their Valediction Day ceremony and many students were moved by the words of encouragement from their parents/guardians!





Participate only if you are interested

NO OBLIGATION

PSG Activities

Selected PSG activities/talks in 2023



WSSS PSG is a group of parents who are dedicated in partnering with the school in her mission of Shaping Character, Engaging Learners and Touching Lives.

- We promote synergy and collaborative relationship between parents and school.
- We support parents in nurturing their children in their parenting journey through programmes, events and activities.
- We represent fellow parents in showing appreciation to the teachers and staff of the school.

HIGHLIGHTS

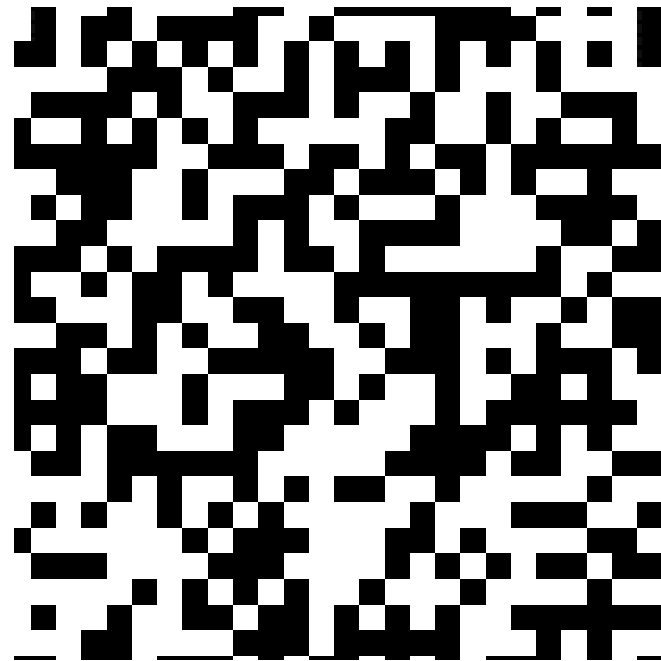
- **Parenting Talks:** Equipping parents with skills to support and guide their children.
- **Weekly Badminton Sessions:** Creating bonding opportunities for parents and children.
- **Teachers' Day and Valediction Day Workshops:** Handmade tokens and gifts by parents and students with love.
- **Richard Clayderman Concert Outing :** PSG's significant event with a turnout of 120 parents and children.



Come and join us!!!

How to Register as a PSG member:

Scan the QR code and sign up using the Online form





School Directions 2024

Lower Sec Parents' Engagement

WEST SPRING SECONDARY SCHOOL



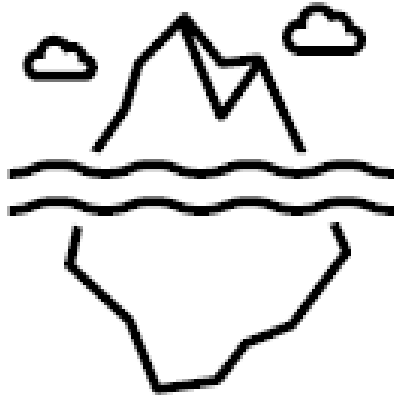


Setting the Context

Mr Malvin Chan, Vice Principal

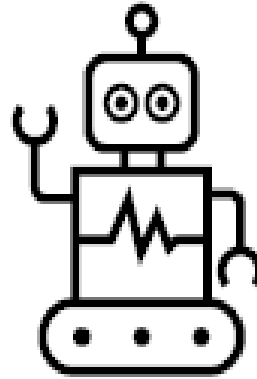


An Increasingly Challenging and Volatile Environment



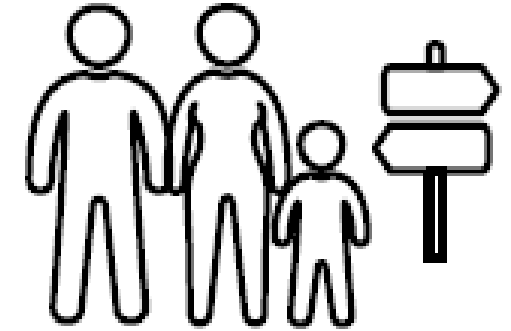
**Increasingly
complex global
order**

1. Increasingly fragmented and adversarial global environment
2. Uncertain global economic outlook



**Rapidly changing
technological
advancements**

1. New technological advancements such as GenAI



**Evolving domestic
social compact**

1. Growing diversity in our domestic population's aspirations and views



Initiatives announced in 2023

1  **Every Student a Creator, Connector and Contributor**

- Enhanced 21CC Framework and Priority Emerging 21CC (E21CC)

2  **EdTech as a Capability Multiplier**

- "Transforming Education through Technology" Masterplan 2030
- Strengthening Student Cyber Wellness



Enablers



Schools can decide when to implement and which enablers to tap on.



From the School as our World, to the World as our School



- School White Area and Canteen Grant
- Additional funding for flexible furniture
- Establishment of Partnerships Engagement Office



Staff Capacity & Capabilities

- Teacher Growth Model (2024)



Focus Areas for Schools

Partnerships

Learn for Life



Future of Learning
21st Century Competencies

Embrace All Learners



- Support for SEN students
- UPLIFT and support for vulnerable students

Enhance Student Well-being



- Holistic Student Well-being**
- Mental Health & Resilience
 - Cyber Wellness
 - Physical health & well-being

People


Full Subject Based Banding . Technology in Education

Other system-level Moves



Our Refreshed

- New Vision: ***Leaders of Character, Learners for Life***
- Refreshed school values: **Resilience, Integrity, Care, Harmony (RICH)**
- New ALP – Advocating for Sustainability (ActS)
- New LLP – Community Youth Leadership (CYL)
- Adopted **PERMA** framework


**Every Student a Creator,
Connector and Contributor**
 Enhanced 21CC Framework and
 Priority Emerging 21CC (E21CC)





School Vision

Leaders of Character, Learners for Life

Students of West Spring Secondary School possess **strong moral values**, are **compassionate** and **take initiative** to make **positive changes** in the **school** and the **community**.

Students of West Spring Secondary School are **curious** about the world, **think critically** and **possess a growth mindset**. They **demonstrate resilience** in the face of challenges and are **committed to lifelong learning**.



School Values

Resilience

Has emotional strength and perseveres in the face of challenges, with courage, optimism, adaptability and resourcefulness.

Integrity

Upholds ethical principles and has the moral courage to stand up for what is right

Care

Believes in intrinsic worth of self and others and fulfils responsibilities with compassion and commitment thus contributing to the betterment of the community and the nation

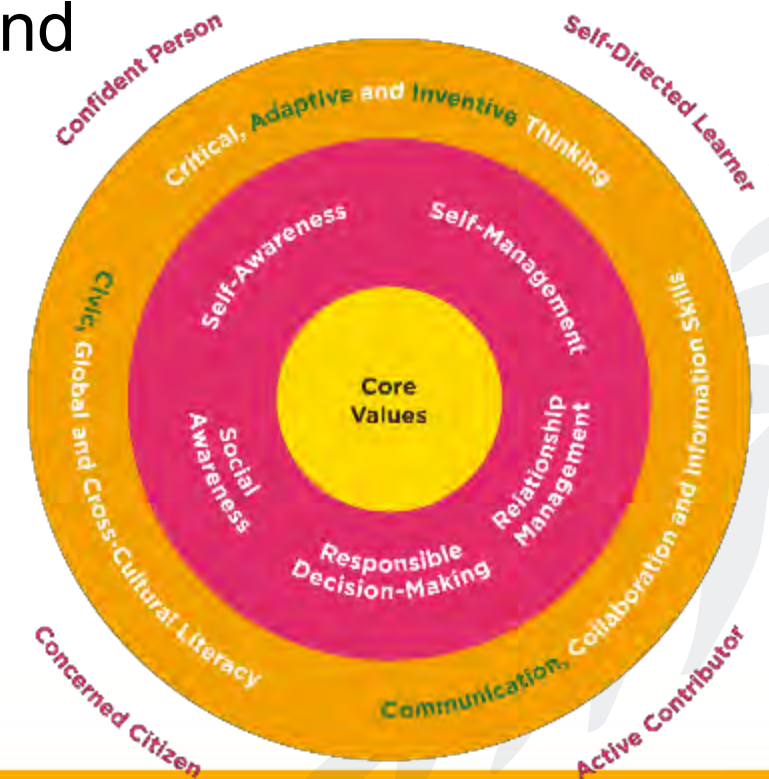
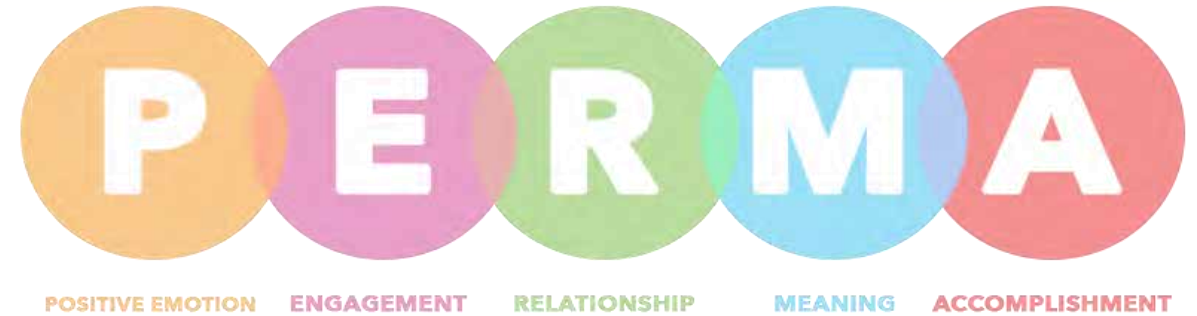
Harmony


Appreciates the unity and diversity of our society and seeks to find solutions to create a positive and supportive environment.



Holistic Development

- Use of PERMA with intentionality
- Character & Learning – Discipline, Disposition and Decorum
- Student Leadership (from self to community)
- ALP/ LLP/ PW/ Internationalisation (platforms for 3C and E21CCs)



 **Every Student a Creator, Connector and Contributor**

Enhanced 21CC Framework and Priority Emerging 21CC (E21CC)



Supporting Your Child's ECG Journey

Lower Sec Parents' Engagement
West Spring Secondary School
23 February 2024



By Ms. Aries Lim
Education & Career Guidance (ECG) Counsellor

www.slido.com #4167254



Overview



01

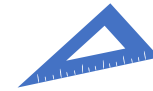
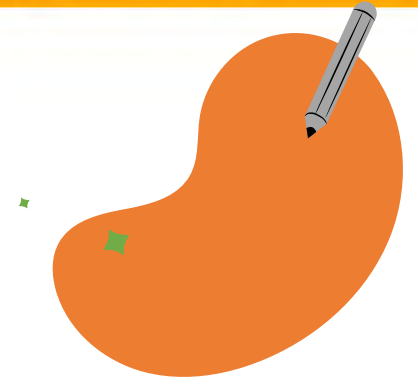
Changing World of Work

02

Overview of Post-Secondary Education Landscape

03

Supporting Your Child's ECG Journey

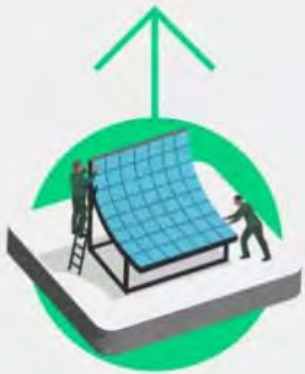




Changing World of Work

Future of Jobs

Three key drivers of job change



Green transition



Technology



Economic outlook

Impact Driving job growth Driving job decline

Source: The Future of Jobs Report 2023 | World Economic Forum (weforum.org)

Growth Engines of the Singapore Economy

Digital Economy



Smart Nation Singapore

Green Economy



Singapore Green Plan 2030

Care Economy





Top Five Critical Core Skills

Communication

- Share information effectively

Collaboration

- Work effectively with others

Problem-solving

- Identify and solve problems

Self-management

- Manage one's personal effectiveness and holistic well-being

Creative thinking

- Generate new and innovative ideas

Framework for 21st Century Competencies and Student Outcomes



Adapted from Skills Demand for the Future Economy 2023/24 Report

Skills Demand for the Future Economy report.



2023 Ministry of Education, Singapore



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COMMENTARY - FUTURE OF WORK

The next era of work will be about skills—not pedigree. Here’s how employers are changing the way they judge potential, according to LinkedIn and Jobs for the Future

BY ANEESH NAYAN AND CAT WARD
JANUARY 5, 2022 AT 8:52 PM GMT+5.30



THE STRAITS TIMES

PUBLISHED 22 DEC 2021, 4:00 AM SGT

It's a match: How skills-based hiring fits in the future of work

Initiatives like Skills Path help employers fill in-demand roles based on skills instead of formal qualifications



Source: The next era of work will be about skills—not pedigree. Here’s how employers are changing the way they judge potential, according to LinkedIn and Jobs for the Future | Fortune

Source: It's a match: How skills-based hiring fits in the future of work | The Straits Times

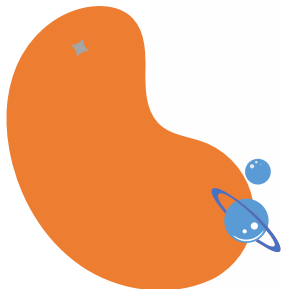
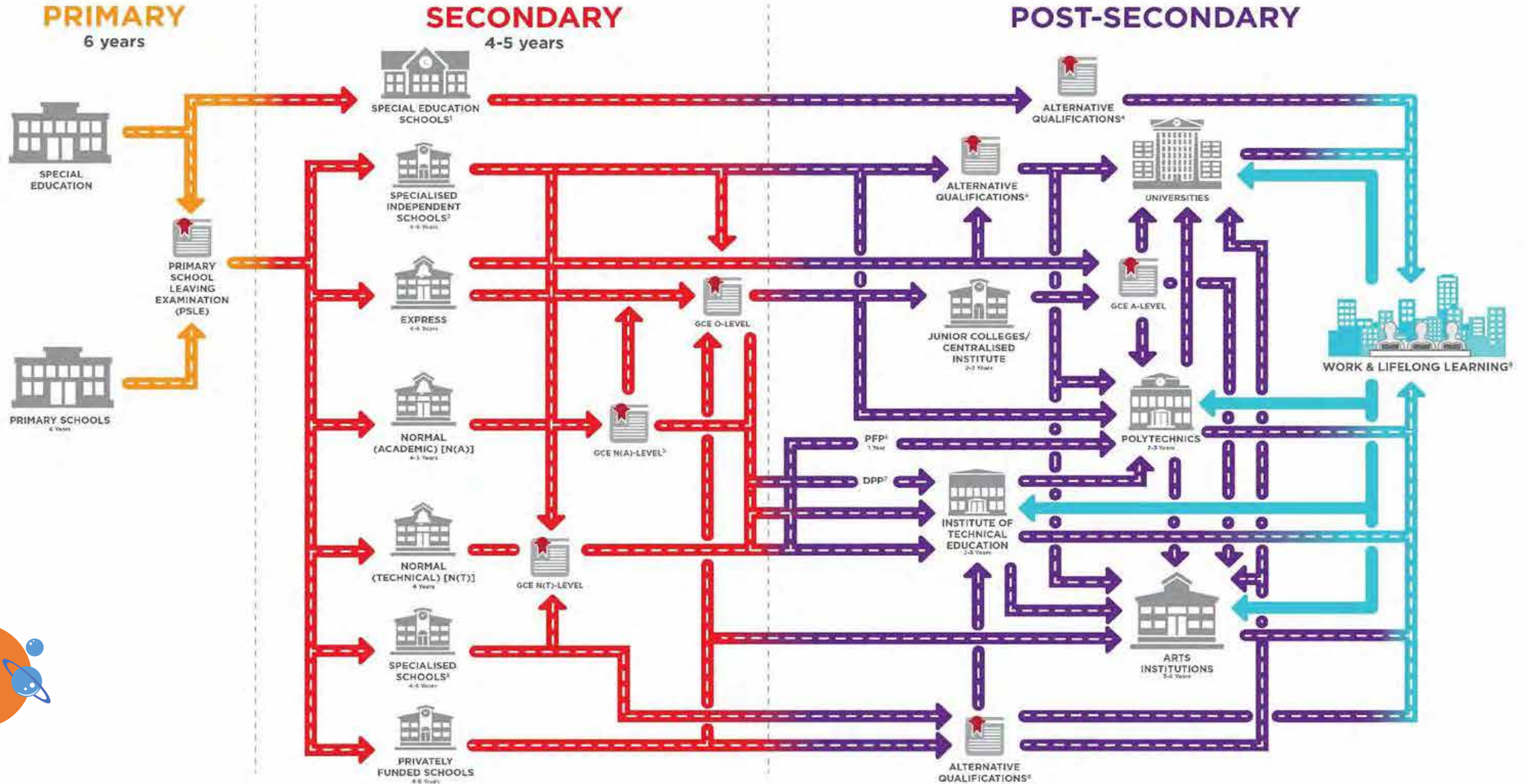


Overview of Post-Secondary Education Landscape





Today the Education Landscape is Dynamic





What are the Main Post-secondary tracks?

1

Junior Colleges (JCs) or Millennia Institute

Prepares students for the GCE 'A' level examination or International Baccalaureate Diploma Programme.

3

Institute of Technical Education (ITE)

Equips students with technical knowledge and skills relevant to the industry.

2

Polytechnics

Trains students with relevant skills for the workplace in a knowledge-based economy.

4

Art Institutions

Allows students with the aptitude and interest to pursue the creative arts at the tertiary level.



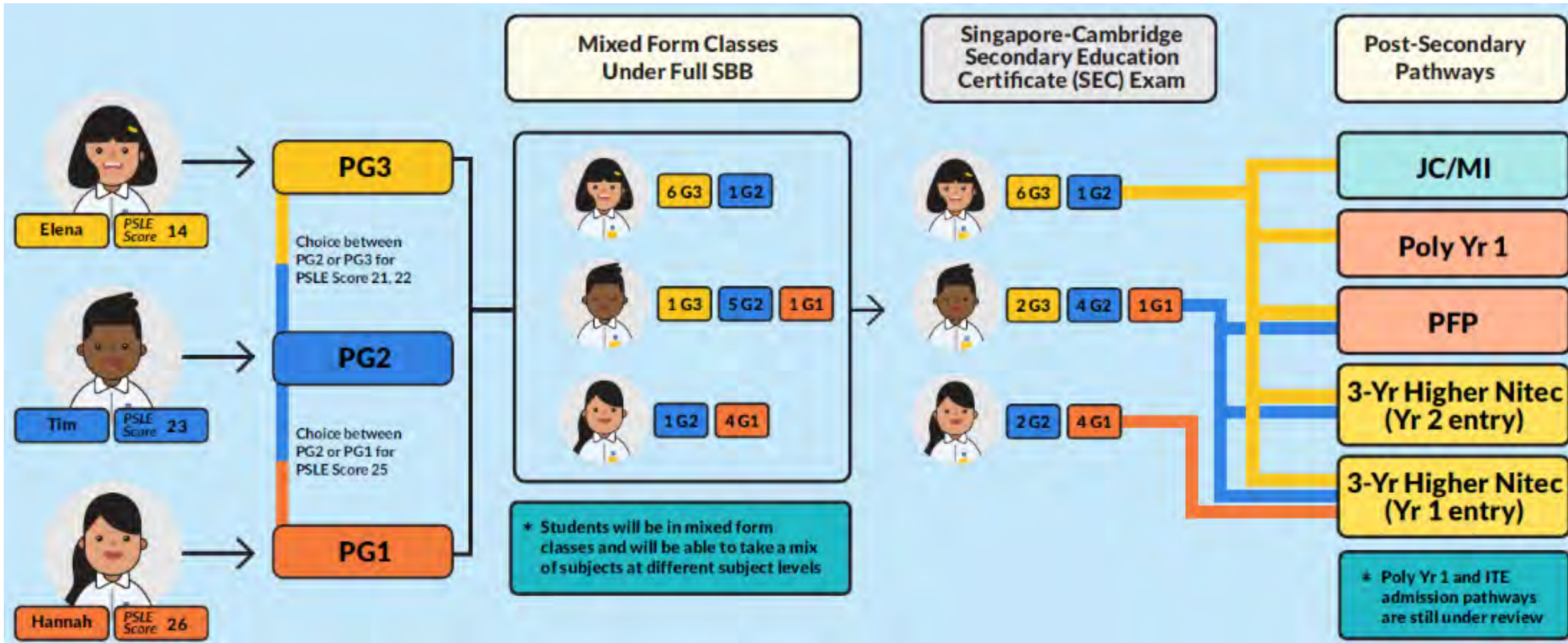
Educational Pathways after Graduation

Multiple Pathways

Schools	Types of Qualifications	How to apply?
Institute of Technical Education	Nitec / Higher Nitec (2-3 years), ITE Colleges – East, Central, West Learn technical skills and knowledge to meet the workforce needs of various industry sectors.	<ul style="list-style-type: none"> • JAE for 2 years Higher Nitec • JIE 'O' & 'N' • ITE EAE • DPP
Polytechnics	Diploma (3 years), 5 Polytechnics – NYP, NP, RP, TP, SP Hands-on experience in a dynamic and progressive learning environment.	<ul style="list-style-type: none"> • JAE • Poly EAE • PFP
Junior Colleges Centralised Institute	GCE 'A' Level (2-3 years) 18 JCs, 1 CI (Millenia Institute) Get ready with skills and knowledge required for tertiary education.	<ul style="list-style-type: none"> • JAE for JC and MI • DSA-JC
Arts Institutions	Arts Diploma (3 years), NAFA, LASALLE. Learn arts related knowledge and skills.	<ul style="list-style-type: none"> • Direct Application • NAFA Foundation programme



Secondary school experience under Full SBB





Changes to ITE Pathway

Enhancement in ITE Curricular

Enhanced three-year curricular structure leading directly to a Higher Nitec certification.

Poly Progression

Poly progression guarantee for all Higher NITEC graduates with raw GPA of 3.5 and above.

GPA Eligibility

Review GPA eligibility to Poly from net 2.0 to net 2.5 for Higher Nitec graduates.

<https://www.moe.gov.sg/news/press-releases/20230721-changes-to-admissions-requirements-for-ite-upgraders-applying-to-polytechnics-from-ay2027>



Changes to Polytechnic Pathway

PFP – Relaxation of Best 2 subjects

Relaxing the grade requirement of two 'Best' subjects in ELMAB3 (English Language, Mathematics, Best 3 subjects), from Grade 3 to Grade 4.

PFP – Cluster approach

Starting 2026 intake, admissions to PFP will be restructured to a cluster-based approach. Students in the PFP will enter one of three key broad clusters:

1. Sciences
2. Design, Engineering & Technology or
3. Humanities, Art, Media and Business,

Poly Year 1 Admission

MOE is reviewing the Poly Year 1 admission criteria.

<https://www.moe.gov.sg/news/press-releases/20230721-changes-to-admissions-requirements-for-ite-upgraders-applying-to-polytechnics-from-ay2027>



Changes to A-Level Curriculum and Autonomous University Admissions

Computation of University Admission Score (UAS)

From 2026, the fourth content-based subject will be included in the computation of UAS only if it improves the UAS.

Project Work to be graded as a "Pass/Fail" subject

Project Work's grading will be a Pass/Fail.

Source: <https://www.moe.gov.sg/news/press-releases/20230301-learn-for-life-forging-our-collective-future-nurturing-diverse-talents-and-expanding-pathways>

Secondary school experience and post-secondary pathways under Full SBB

2024

Relaxation of PFP entry requirements

The minimum grade requirement of two 'Best' subjects from N(A)-Level will be relaxed from Grade 3 to Grade 4 from the AY 2024 intake for PFP.

Implementation of Full SBB in Secondary Schools

Transition to 3-year Higher NITEC

Transition of ITE's 3-year Higher NITEC structure is under way, and will be completed by the 2026 ITE intake. There are currently 25 of the 3-year Higher NITEC courses available for the AY 2024 intake for Higher NITEC.

2026

Structuring of PFP admissions to a cluster-based approach

From the AY 2026 PFP intake, admissions to the PFP will be restructured to a cluster-based approach. Students in the PFP can enter one of three key broad clusters: (i) Sciences (ii) Design, Engineering & Technology or (iii) Humanities, Art, Media and Business, before posting to a specific diploma course based on their interest and PFP performance.

2027

Singapore-Cambridge Secondary Education Certificate

No more N-Level and O-Level certs: From AY 2027 graduating cohort, students will instead sit for a common Singapore-Cambridge Secondary Education Certificate.

2028

Polytechnics to be more accessible to a wider profile of students

More students taking G3 subjects or a mix of G3 & G2 subjects can join the PFP, from the AY 2028 intake for PFP.

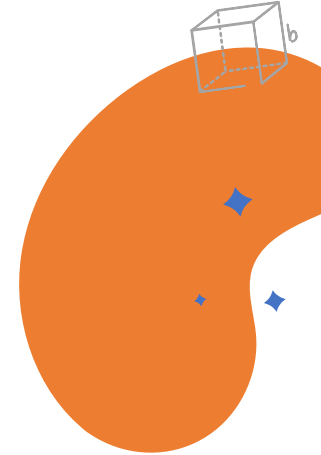


Supporting Your Child's ECG Journey





What is Education & Career Guidance (ECG)?



Where Do I
Want To Go?

- Explore possible Courses & Careers

- Know yourself and the world around you better

Who am I?



- Decide on further education options

How do I get there?

Education & Career Guidance



Explore MySkillsFuture Portal Together With Your Child

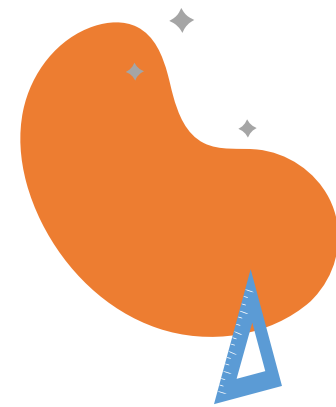


About Know Yourself World of Work Education Guide

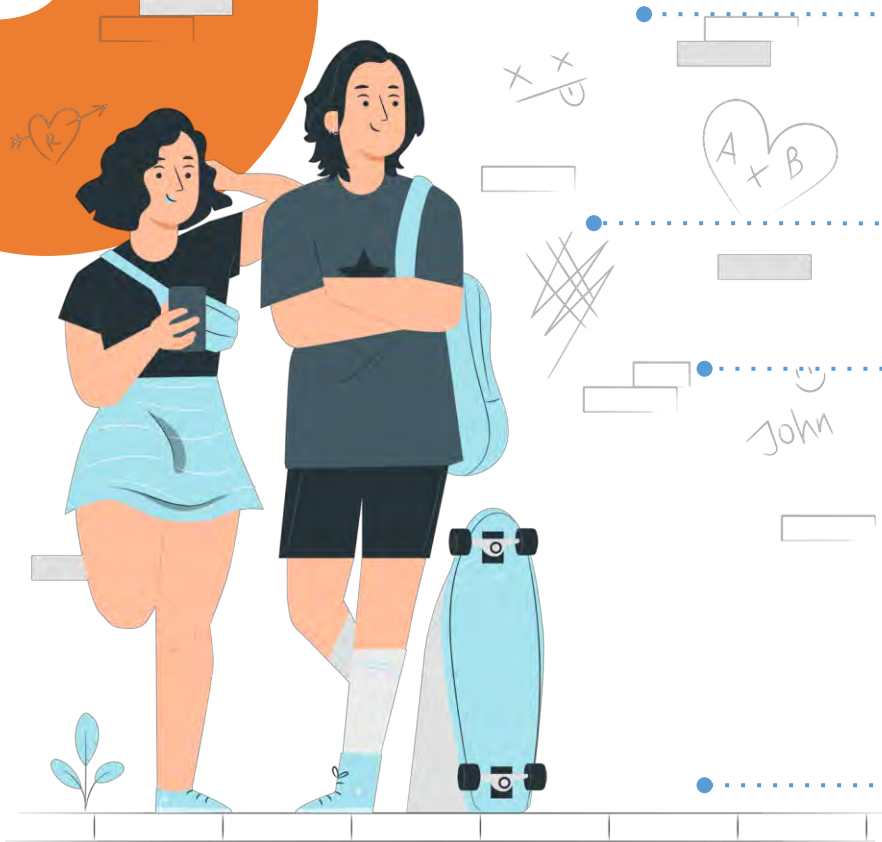


About MySkillsFuture

A one-stop portal that empowers you to embark on a journey of self-discovery and make informed education and career choices. Use the information and tools to explore various education and career pathways, and take charge of your future.



<https://go.gov.sg/mysfsec>



Have regular and genuine conversation with your child

Familiarize yourself with your child's personality and learning style





Provide opportunities for your child to grow

Show love and support which helps your child grow in confidence

Supporting our Child's Aspirations






Useful Resources

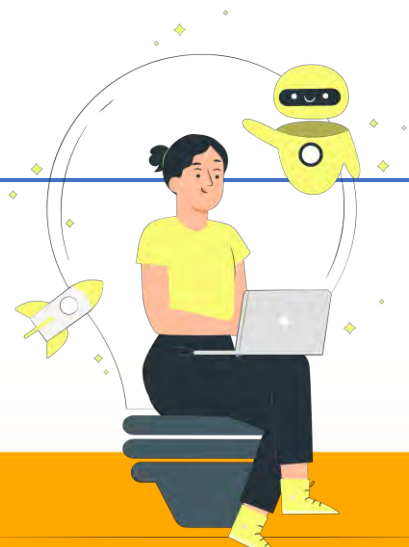
Website	URL	
Journeying with our Children. Supporting their Aspirations	go.gov.sg/ecg-parent-guide	
Overview of Post-Secondary Education Institutions (PSEIs)	go.gov.sg/overview-pseis	
The Next Step Forward (e-book)	go.gov.sg/next-step-forward	
MySkillsFuture for Secondary School	go.gov.sg/mysfsec	





Useful Resources

Website	URL	
MOE Course Finder	go.gov.sg/coursefinder	
What's Next (After 'N' / 'O' / 'A' Level)	go.gov.sg/whats-next	
Schoolbag Website	go.gov.sg/schoolbag	





Come and have a chat with Ms Aries

Booking link: <https://go.gov.sg/wsssecg>

Venue: ECG Space @Library

When: Tuesdays and Thursdays

Email: lim_bee_pheng@schools.gov.sg

Hope to see you soon!





Class Structure FSBB

Form Class vs Learning Groups

Common Curriculum: FCE, D&T, Art, CCE, Music

Other subjects in learning groups

Same form class through the years

Learning groups may change (FSBB)

PLD Update (S1)

Collection on 4th
Mar

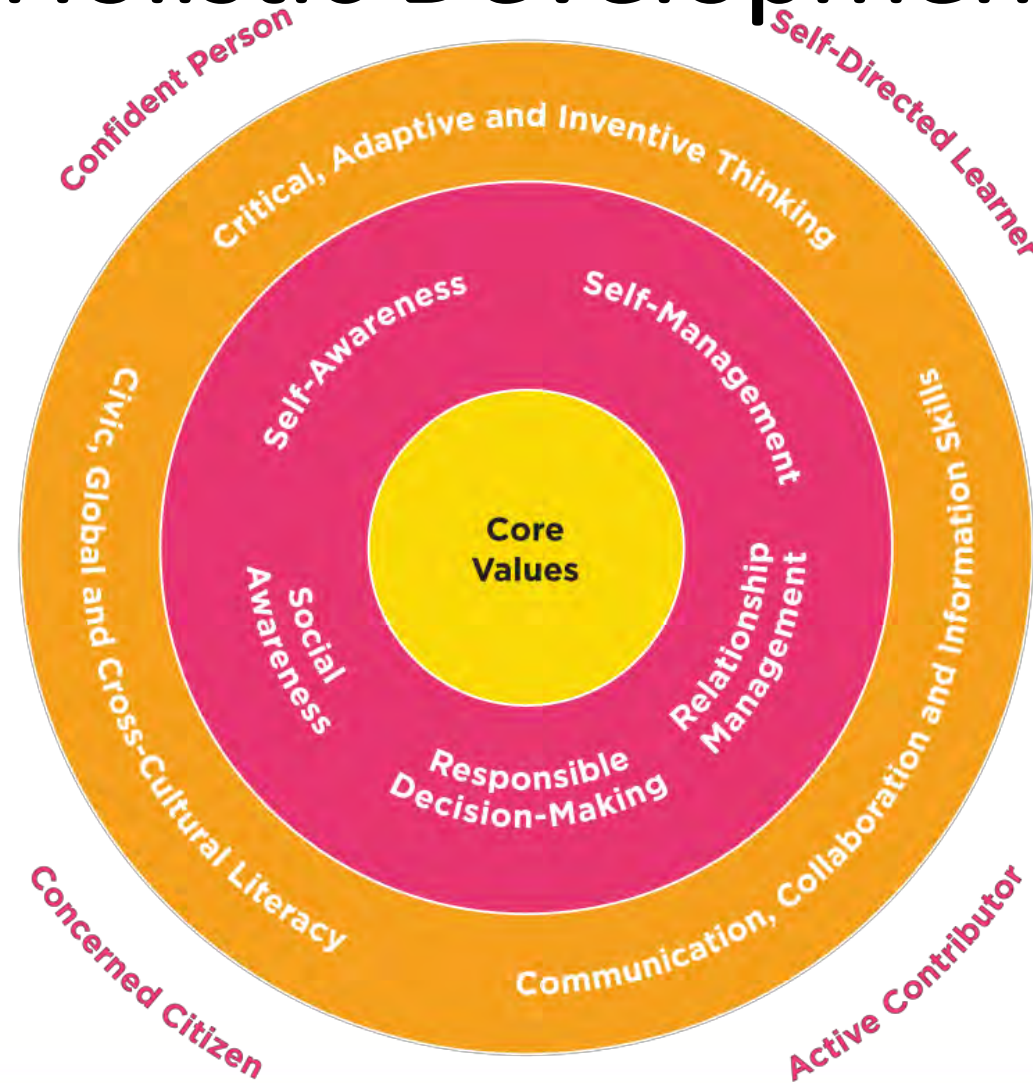
Payment-
deduction in April



Student Well Being & Holistic Development

Design positive school environment to develop students with strong hearts and minds.

- Positive Emotions
- Engagement
- Relationships (Positive)
- Meaning
- Accomplishment
- +





T1W9 Program

Sec 1

ALP Learning Journey

Design Thinking Workshop

Study Skills Workshop

Sec 2

HBL

VIA Preparation

Museum LJ

Sustainability LJ

Creator Program

Holistic Development

Positive school experience

Feedback from stakeholders

Complementary Opportunities in Student Leadership

Sec 3

Outward Bound School

Sec 4/5

Lifelong Learning Institute LJ

Motivation/ Stress Management Workshop

Class Cohesion



PE Attire

Feedback from parents and students considered:

The following will take effect from the next school day:

- Students to report to school in uniform and change to PE attire just before PE lesson
- If PE lesson occurs before recess, students to change into half school uniform during recess.
- If PE lessons occurs after recess, students to change to half uniform after PE lesson.



Counselling and special ed needs support

Dear parent,
Thank you for reaching out to seek help for your child. We hope to work with you to provide the best possible support for your child in West Spring! The School Counsellor or Special Needs Officer will be in touch with you soon. 😊

fauroni_sukhaimi@moe.edu.sg [Switch account](#)



* Indicates required question

Email *

Record fauroni_sukhaimi@moe.edu.sg as the email to be included with my response

Name of Parent/ Guardian *

Your answer

Name of Student *

Your answer

Class *

REACH OUT!

School Counsellor

pang_nien_cherh_grace@moe.edu.sg

SEN Officer

kavitha_padmanathan@moe.edu.sg





The School Experience: Maximizing Potential

Enhance Learning Experiences for students to develop holistically.

Student Well Being

Positive Emotions
Engagement
Relationships (Positive)
Meaning
Accomplishment

Learning Excellence



Learning Structures @ WSSS



Items

- Artificial Intelligence (AI)
- Blended Learning (BL) + Student-Initiated Learning (SIL)
- School-based Assessment
- Promotions Exercise including Lateral Transfers
- FSBB Inserts at Lower Secondary
- Supporting Our Children



AI in Lower Secondary Programmes



Sec 1 Student-Initiated Learning (SIL)

SLS

12 Jan
26 Jan
09 Feb

ZOOM with NLB @ 11am

23 Feb

Module 1 - What is AI?

What is AI?
AI in daily life

Hear, Learn, See, Speak, Move

Activity: Try this out!

QUICK, DRAW!

Can a neural network learn to recognize doodling? Help teach it by adding your drawings to the world's largest doodling data set, shared publicly to help with machine learning research. <https://quickdraw.withgoogle.com/>
Read Less

Interactive Thinking Tool 1

Reflecting on the AI tool

Well drawn!

Our neural net figured out 6 of your doodles. Select one to see how it figured it out, and visit the data to see 50 million drawings made by other real people on the internet.

Share your drawings

S.U.R.E. generative AI programmes

What is generative AI?

S.U.R.E. generative AI programmes

Games on generative AI

Pull an Generative AI

Resource Toolkit

AI Fact checking Tools

AI Chatbots

AI Image Generators

Go Library

Generative A.I. Talks & Workshops

Look out for our new programme series running from Aug 2023 to Jan 2024

Share with us what do you know about Artificial Intelligence (AI)?

AI stands for artificial intelligence and it helps people do some of their daily tasks depending on what programs they were given	Artificial intelligence.	AI is very smart and is increasing in knowledge as we know it	AI is the science of making machines that can think like humans. No AI efficiency through task automation, data analysis for informed decisions.
artificial intelligence can learn and change	ai is the development of computer systems that can perform tasks.ues i am using ai tools already. ai i can give me informations	AI is, for example, a robot created by humans to stimulate a human and a human's expression.	I know that AI is about technology and AI can do many things today



Sec 2 Creator Programme (T1W9 & T3W1)

Objective:

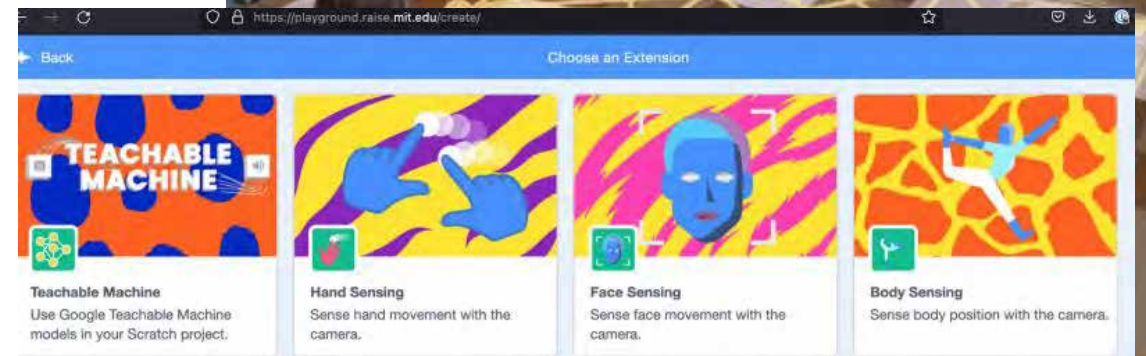
Provide an understanding of key concepts and applications in the field of Artificial Intelligence (AI) and Machine Learning (ML).

This course explores Generative AI, the “creative” side of AI and student will also explore ethical issues surrounding the development of AI.

URL:

<https://www.westspringsec.moe.edu.sg/character-excellence/ict-programme/>

- Understanding ML using Google Teachable Machine
 - Coding AI applications on RAISE Playground
 - Simple microcontroller programming with the micro:bit.
 - Using the EF Smart AI Lens
- www.slido.com #4167254



	2A, 2B, 2C	2D, 2E, 2F, 2G
27 Feb, Tues		1120 to 1340
29 Feb, Thur	1120 to 1340	
1 Mar, Fri	1050 to 1310	0750 to 1010
25 Jun, Tue	0935 to 1155	1155 to 1415
28 Jun, Fri	0750 to 1010	1045 to 1305



Useful Websites

1) Sec 2 Creator Programme

<https://www.westspringsec.moe.edu.sg/character-excellence/ict-programme/>

2) SIL programme: <https://go.gov.sg/wsssbl>

3) School Website: [Links for Parents](#), [Parents' Guide to GenAI](#).

<https://file.go.gov.sg/parent-guide-genai.pdf>



AI in Curriculum

- Use of AI-enabled SLS e.g. Short Answer Feedback Assistant, Language Feedback Assistant, etc.
- Use of Gemini.ai, GPT-4, Fotor.ai, Quill (Grammar)

Concerns

- Over-reliance on Technology
- Impact on Social Skills
- Ethical Considerations

SINGAPORE
**Student
Learning
Space**



Gemini

Supercharge your creativity
and productivity

Quill 



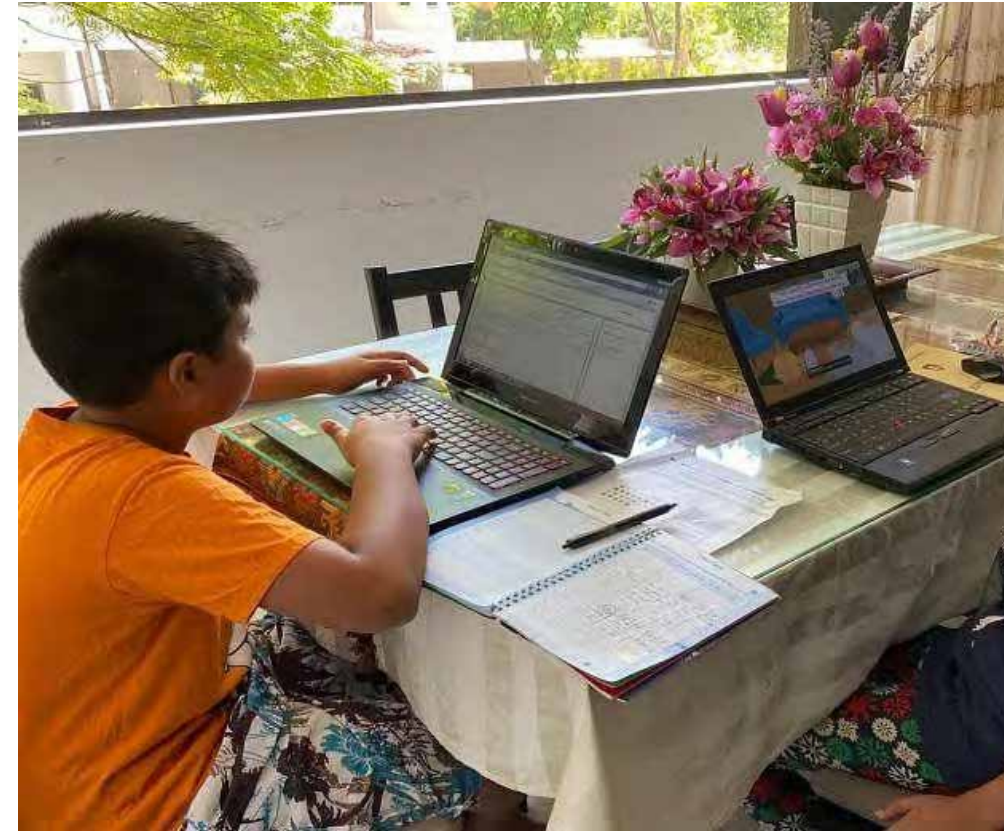
Blended Learning

Purpose

- Nurture self-directed and independent learners
- Develop passionate and intrinsically motivated learners

HBL Format

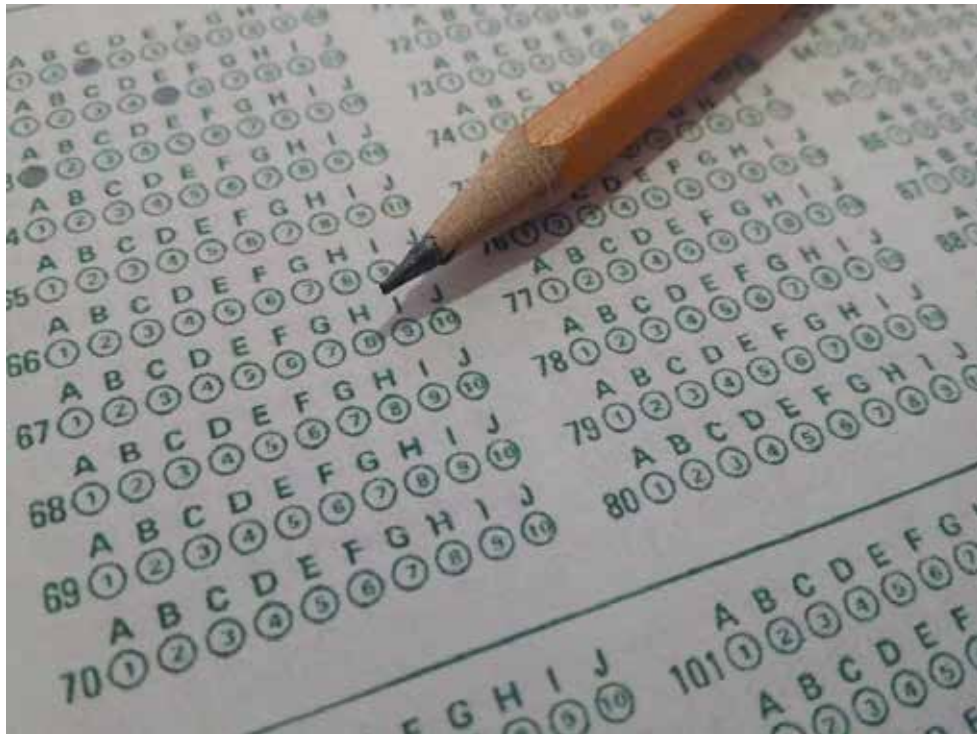
- Even week, Fridays
- Critical subjects; rotation for subjects with fewer face to face periods; coursework not included
- Asynchronous – aligned to MOE's direction to develop self-directed learners
- Modified Tasks (30 minutes)
- Student-initiated Learning – develop interests and passion





School-based Assessment

- Purpose & Types
- Assessment Timetable/Information
- Progress Reports at the end of WA cycle



Level	Assessments			
	Term 1	Term 2	Term 3	Term 4
Sec 1 & Sec 3	WA1		WA2	End-of-Year Examinations
Sec 2	WA1	WA2	WA3	End-of-Year Examinations
Sec 4 & Sec 5	WA1	WA2	Preliminary Examinations	



Promotions Exercise including Lateral Transfers

- Sec 1/2024 – Cohort Promotion + Offering subjects at more demanding level
- Sec 2/2024

Level	Promotion
Secondary 2 G1 (NT)	Attain Grade D in either EL or Mathematics and one other subject
Secondary 2 G2 (NA)	Attain Grade 5 in EL and 2 other subjects, or 4 subjects
Secondary 2 G3 (Exp)	Pass EL and attain at least 50% for overall total of all subjects

Level	Eligibility Criteria
Secondary 2 G1 (NT) to Sec 2 G2 (NA)	Minimum of 70% in the overall percentage of all subjects combined A holistic assessment by the school to ensure that the student can cope with the subject and overall workload.
Secondary 2 G2 (NA) to Sec 3 G3 (Exp)	



FSBB Inserts at Lower Secondary

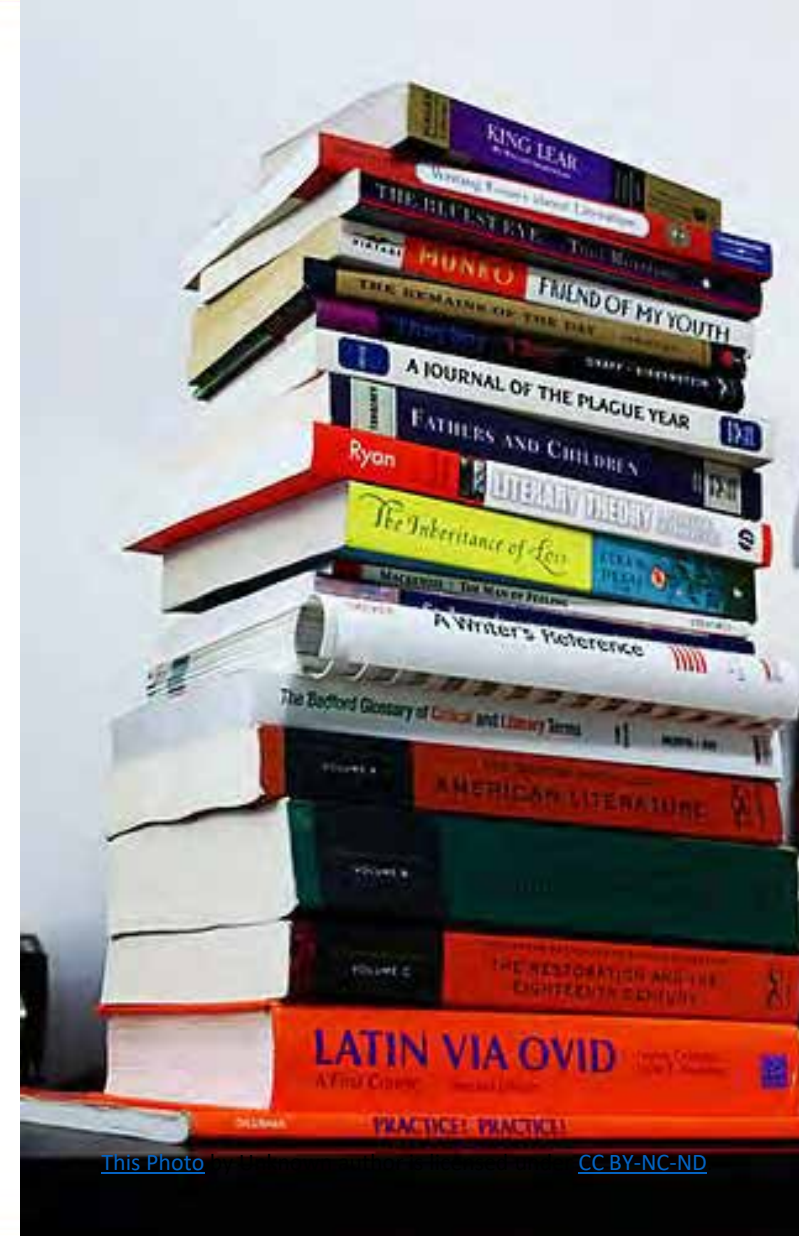
Option to offer **subject/s** at a more demanding level

	G1 → G2	G2 → G3
When	End of Semester 2	End of Semester 2
What	<i>EL, MTL, MA, SCI and Humanities subjects</i>	
How	<p>75% or higher in the specific subject (OVERALL)</p> <p><i>Humanities:</i> $\geq 75\%$ overall in G1 English Language (or $\geq 50\%$ overall in G2 English Language); AND A Pass with Distinction grade for both G1 Humanities (Social Studies component) Performance Tasks in Semesters 1 and 2.</p> <p>Subject Teachers' recommendations/feedback</p>	<p>75% or higher in the specific subject (OVERALL)</p> <p>Subject Teachers' recommendations/feedback</p>



Subject Combinations at Upper Secondary

- Evolving educational landscape
- Changes at institutes of higher learning
- Subjects offered will provide students the opportunity to maximise their strengths and competencies and take advantage of the post-secondary options available to them
- More details will be shared at the Placement Talk



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Supporting Our Children



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Challenges	Approaches
Academic support for child	<p><i>School</i> – identifying of students with challenges; consultations/remediation with subject teacher/s; study skills for all cohorts</p> <p><i>Students</i> – approach teacher/s for help</p> <p><i>Parents</i> – conversations with child; raise concerns directly with YH/AYH/FT/ST</p>
Support for children who have been laterally transferred to a higher stream/taking subjects at a more demanding level	<p><i>School</i> – bridging programme in the year before offering</p> <p><i>Students</i> – Catching up with peers through extra practices; approaching teacher/s for help</p> <p><i>Parents</i> – encouraging and supporting them</p>
Checking in on child's progress	<p><i>School</i> – progress reports</p> <p><i>Students</i> – check their own class performance in informal assessments</p> <p><i>Parents</i> – check in with child and subject teachers for areas of concern</p>



ALP/PW

Note: The revamped ALP/PW programme is currently available for Sec 1 students in 2024.



Why the change?

- To provide a more current and relevant focus of sustainability for our curriculum
- To provide our students with a human-centered approach to creative problem-solving (Design Thinking)
- Focus on Media Literacy and Effective Communication will still be in the new curriculum

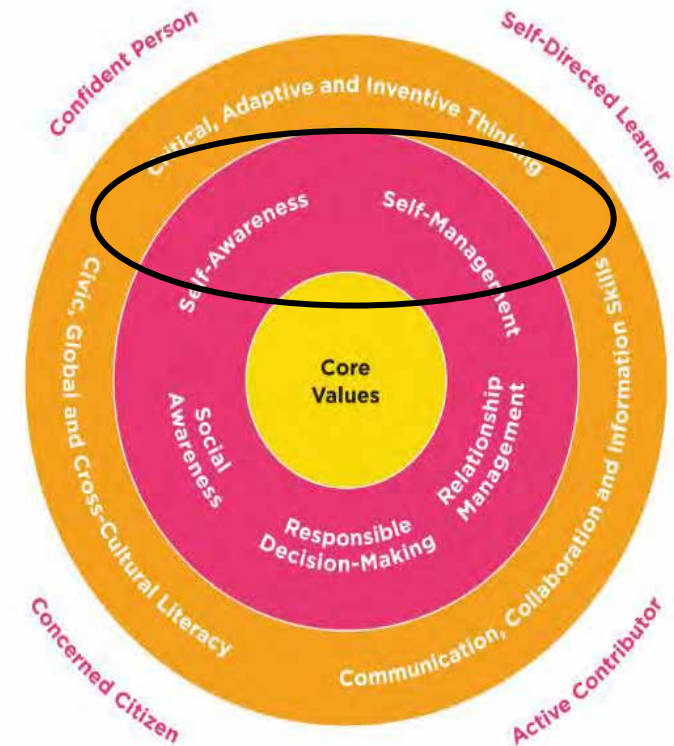


Relevance of ALP

ALP seeks to strengthen the following emerging 21st century competencies in our students:

- **Inventive Thinking** using Design Thinking, a *human-centric* and *user-centered* process to *creatively solve real-world sustainability issues*

Framework for 21st Century Competencies and Student Outcomes



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**Every student a Creator,
Connector, Contributor**

Mr Chan Chun Sing, Education
Minister (2023 Workplan Seminar)



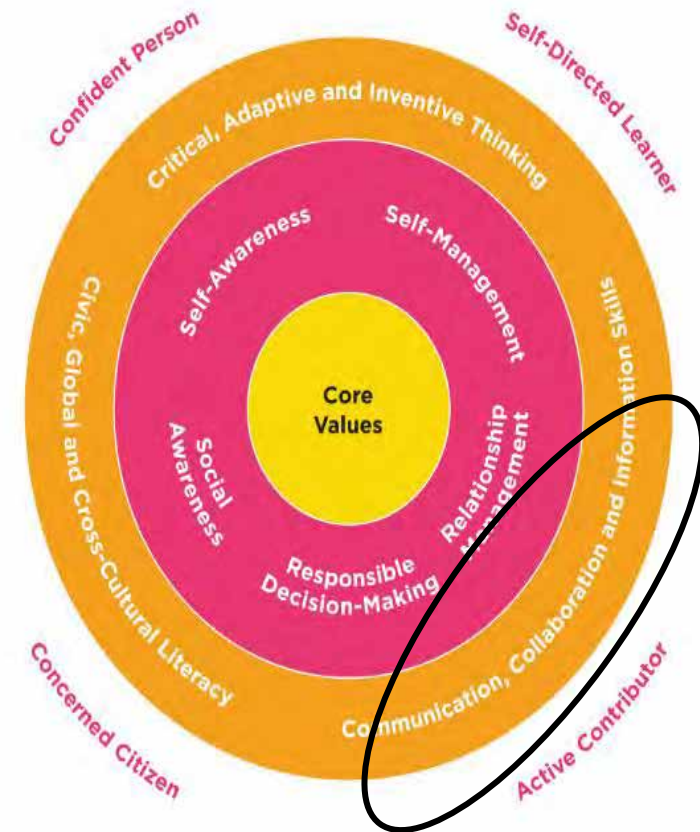
Relevance of ALP

ALP seeks to strengthen the following emerging 21st century competencies in our students:

- **Communication and Collaboration Skills** as they *interact and work together with others* to *advocate sustainability issues* through harnessing technology.

**Every student a Creator,
Connector, Contributor**

Framework for 21st Century Competencies and Student Outcomes



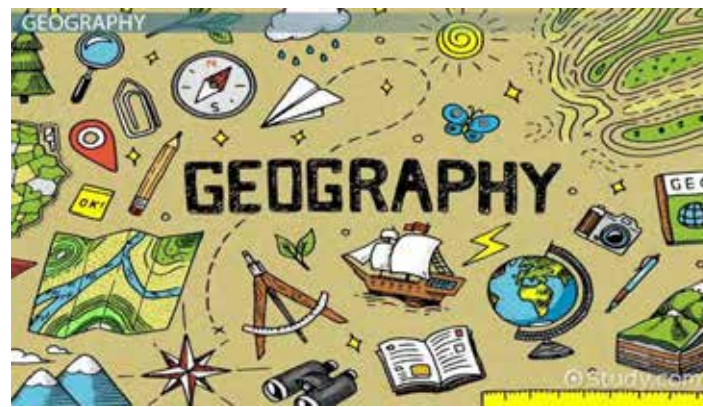
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Mr Chan Chun Sing, Education
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Sec 1 ALP/PW: ActS (Advocating for Sustainability)

- Inter-disciplinary programme
- Focus on sustainability and media literacy





Sec 1 ALP/PW: ActS (Advocating for Sustainability)

Aims to develop our students to become:

1. confident advocates of sustainability issues through the effective use of media and collaboration with the community.
2. empathetic and innovative thinkers using the Design Thinking framework to solve real-world sustainability issues.
3. proactive collaborators in an inclusive environment.
4. effective communicators by conveying ideas with clarity and impact.

**Every student a Creator,
Connector, Contributor**



Sec 1 ALP/PW: ActS (Advocating for Sustainability)

Programmes

- Curated ALP lessons on sustainability and food waste
- Design Thinking workshop
- Learning journeys
- Sustainable School Challenge (Project Work)





Sec 1 ALP/PW: ActS (Advocating for Sustainability)

Assessment

- Formative assessment from Term 1 to 3 through student reflections and teacher observations
- Summative assessment in Term 4 of students' presentations and student-created infographics
- Students will be awarded grade A, B, C or D.



Sec 2 ALP/PW: Media Literacy

Aims to help our students:

1. develop the knowledge of the definition and components of sustainability
2. learn the process of inquiry-based learning to make sense of new knowledge e.g. interviews
3. understand that information should be used in an ethical manner e.g. the data gathered from respondents
4. recognise that information can be used in a variety of ways and presented using an appropriate media form



Sec 2 ALP/PW: Media Literacy

Programmes

Express / Normal Academic	Normal Technical
Curated lessons on sustainability	Social Studies syllabus - maintaining peace in the community - sustainability
Research and conduct of surveys on sustainability project	Creation of infographics to showcase learning
Digital media and videography workshop	Animation workshop
Sustainability Learning Journey	



Table of contents

01 <i>The Questions</i> Survey Questions and Interview Details	03 <i>The Video</i> The final product
02 <i>The Story</i> The video storyboard and script	04 <i>Reflection</i> Our individual reflections

Results

2 Exp/NA ALP Project

Individual Thoughts

I had a fun time filming the interviews, however most of them went unused in the video. I feel that my strengths are in video editing, and designing the slides or infographics.

Areas of growth I have is probably in the planning of storyboard or script, as I did not have much ideas that were executed in the actual video.

Bai Hui

Our Planning Process:

We first planned who we wanted to interview, our script so we know what we should say in the video, & also thought about the order of the scenes played out in the video.

Script:

(1) Fashion is one of the most popular topics discussed among all generations. Overtime, the fashion industry has grown substantially. With this, issues have arisen throughout the years.

(2) Fashion trends change every so often, with vast changes being seen even in the span of a few weeks. Some trends may become a huge hit, with the internet going wild and many seen wearing them around. Other trends however, may not be the best, and could even be the most outrageous looks that no one wants to be caught wearing.

Videographer: (whoever knows how to use dsir)
Interviewer: Ritqi Haziq Mohamad Radzi (Westspringss)
Interviewee: Older sibling (Ritqi) already done interviewing
Sage (2-D) not done interviewing

1. Where do you usually shop?
2. How much money do you usually spend on clothes?
3. How often do you wear the clothes you purchase?
4. Are there clothes you regret purchasing?
5. What did you do with the clothes you no longer wear





:Padlet



md nurhanif • 2yr

1964 racial riots

Made With Effort

2 NT ALP Project



1964 RACE RIOTS IN SINGAPORE BETWEEN CHINESE & MALAY GROUPS, 23 KILLED



1964 RACE RIOTS IN SINGAPORE BETWEEN CHINESE & MALAY GROUPS, 23 KILLED



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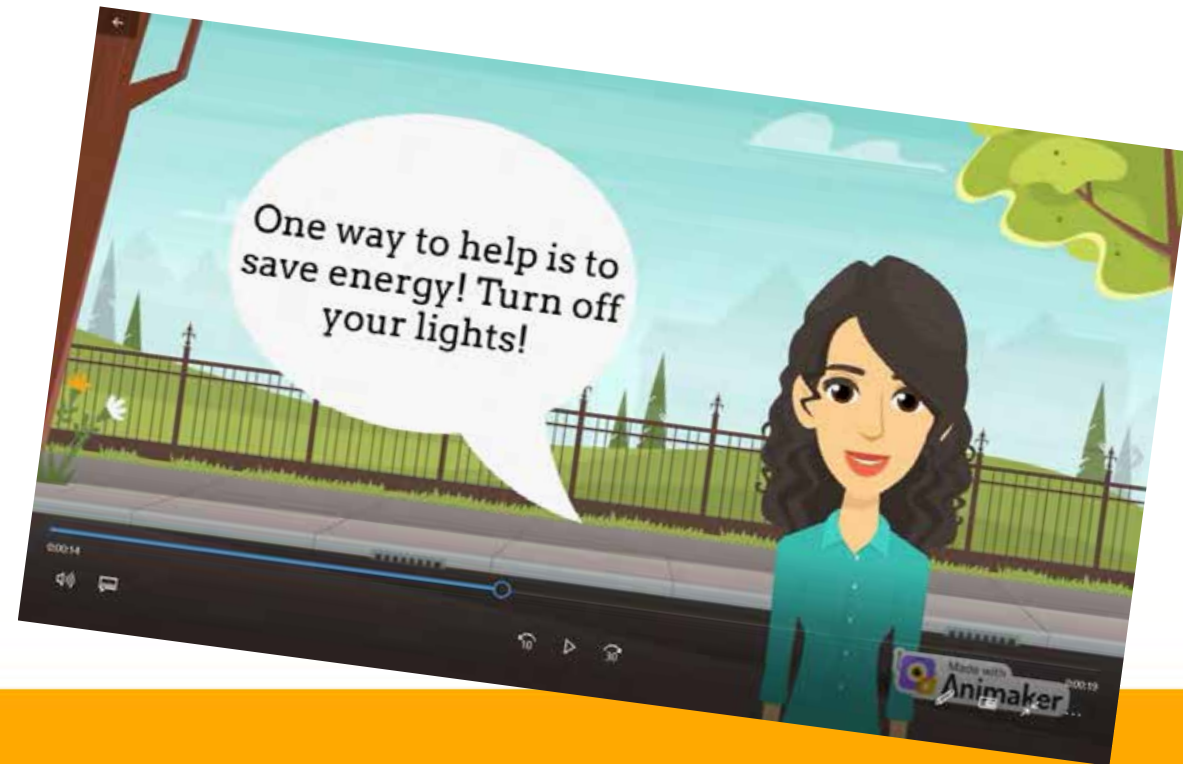


1.

The government of Singapore led by the PAP believed in Malaysia



2 NT ALP Project





Sec 2 ALP/PW: Media Literacy

Assessment

- Formative assessment through teacher feedback and student reflections
- Summative assessment of students' animation and videography skills
- Students will be awarded grade A, B, C or D.





Sharing on Art, Design & Technology (D&T) and Food & Consumer Education (FCE)



Lower Secondary :

Common Curriculum and Project-based subjects

- Art, D&T and FCE are common curriculum subjects
- Lower Secondary G1, G2 and G3 students will attend in their form class
- Students will be engaged in projects over weeks / months under the guidance of the subject teachers.



Lower Secondary Art

Aims:

1. Nurture awareness, appreciation and passion for expression in the visual art through artistic knowledge and art-making process.
2. Develop positive learning dispositions that help students to become lifelong thinkers and passionate learners.

Pedagogy:

Inquiry-based learning (IBL)

Authentic art learning experiences



Lower Secondary D&T

Aims:

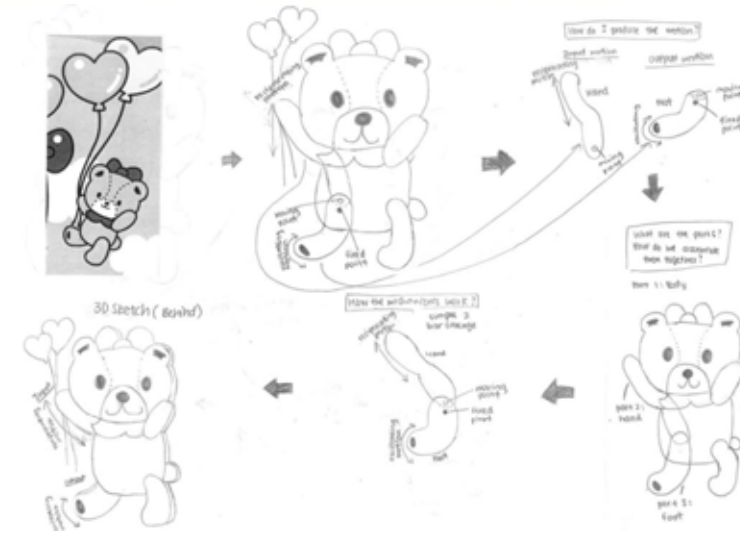
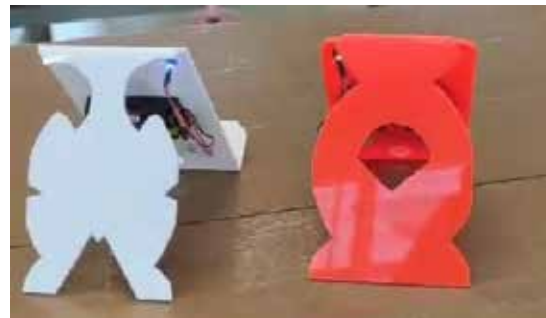
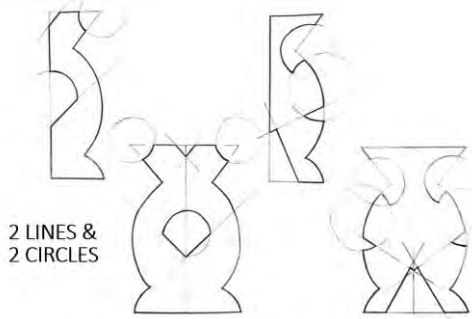
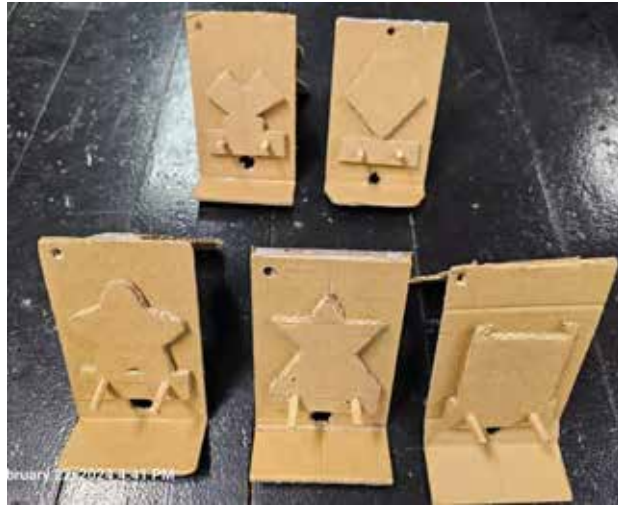
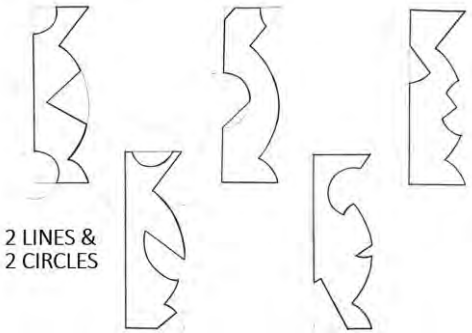
- 1 .Cultivate visual-spatial thinking through sketching, experimenting and prototyping using appropriate materials and basic hand tools/equipment safely
2. Exercise judgements for design appropriateness with respect to the users, functionality and the environment.
3. Develop confidence through turning ideas into physical objects

Pedagogy:

Design Thinking



Lower Secondary D&T





Lower Secondary FCE

Aims:

1. Understand the importance of nutrition and food safety and lead a healthier lifestyle proactively.
2. Apply basic culinary science in preparing healthier food to meet the needs of target groups.
3. Make responsible and informed decisions for self, family and the community.

Pedagogy:

Inquiry-based learning (IBL)

Activity-based Learning (ABL)



Lower Secondary FCE





How to cope well in these subjects ?

- Stay focussed during lessons
- Complete assignments diligently to meet deadlines
- Receptive to feedback



Lower Secondary Assessment Modes and Schedule

Art	D&T	FCE
Project work through formative and summative assessment	Project work through formative and summative assessment	Project work through formative and summative assessment
Timed assessment		Written Paper
Whole year	Semester	Semester



Subjects at Upper Secondary

Subjects will be offered at G1, G2 and G3 as :

- Art
- Design & Technology
- Nutrition & Food Science (G2/3) / Food Studies (G1)
- Focus on skills building in Secondary 3
- Coursework for national examinations will start at mid-January in Secondary 4



Art at Upper Secondary

- Nurture an informed awareness and appreciation of the visual arts
- Enhance ability to identify and solve problems creatively in visual and tactile forms.
- Develop competency in the use of art elements and design principles, materials and processes.

Assessment mode & weighting

G1	G2 / G3
Portfolio : 60%	Coursework : 60%
Art Task: 40%	Drawing & Painting: 40%

Benefits of subject

- Critical Thinking
- Emotional Intelligence
- Appreciation for Aesthetics





D&T at Upper Secondary

Designing and making with deeper depth and scope

- Research to understand and define user needs
- Explore and develop design solutions
- Prototype ideas using tools and equipment

Assessment mode & weighting

G1
Coursework : 70%
Written Paper: 30%

G2 / G3
Coursework : 60%
Written Paper: 40%

Benefits of subject

Problem solving, critical thinking and practical skills.

Related to tertiary engineering and design courses.



NFS at Upper Secondary

Research, select and create nutritious food for consumption to support proper growth and good health.

Plan a balanced meal and justify decisions in making sustainable food selection.

Apply food science concepts learnt in food preparation and cooking.

Benefits of subject:

Empower students to be health-conscious and discerning consumers.

Related to tertiary food science courses.

Assessment mode & weighting

G1/G2/G3
Coursework : 60%
Written Paper: 40%



Thank you



Humanities

History and Geography

1. What is the value of studying History & Geography?
2. What is the content?
3. What can I do to help my child in History & Geography?
4. What are the differences between History & Geography (upper sec)?



What is the value of studying History?

History is not a passive affair that involves simply memorising dates, places, events and dead people.

- draw connections & understand how the past explain today's world
- develop a disciplined and critical mind and an ability to operate in a VUCA (volatile, uncertain, complex and ambiguous) world.





Content lower sec history

- Unit 1: From Temasek to Singapore (1299–Early 1800s)
- Unit 2: Singapore's Development as a Port City Under the British (1819–1942)
- Unit 3: Singapore's Struggle for Independence (1942–1965)
- Unit 4: Surviving as an Independent Nation-State (1965–Late 1970s)





Historical Investigation

- apply their knowledge and skills to develop a personal response and connection to Singapore's national history.
-
- real-world application of historical knowledge and skills
- acquire 21st century competencies





What is the value of studying Geography?

Geography is integral to our lives.

Geography is driven by our desire to understand our place in relation to natural creations and other people in the world.

- developing a global outlook
- nurturing a sense of care and responsibility for the environment





content lower sec Geography

Overarching theme: Sustainable Resource Use and Management

- Thematic Question 1:
How Can We Sustainably Manage Natural Resources? (Water, Tropical rainforests and mangroves)
- Thematic Question 2:
How Can We Sustainably Build Cities? (Housing, Transport systems)





Geographical Investigation

Opportunities to carry out geographical inquiry, participate in fieldwork.

Go beyond the classroom to actively look for and gather data to address the inquiry.

Apply and transfer what was learnt from geography lessons to a real-world issue.



comparing upper sec History & Geography

type of question (History):

Source based case study

BACKGROUND INFORMATION

Appeasement was the policy adopted by democratic European countries in the 1930s. The Prime Minister of Britain, Neville Chamberlain was best known for the appeasement policy, in particular the signing of the Munich Agreement. It is the policy of settling international quarrels through rational negotiations, thereby avoiding the resort to an armed conflict. It arose from the desire to avoid another war like the First World War. Nonetheless other British politicians in particular, Winston Churchill, condemned such a policy which he deemed as short-sighted. He had always warned against German rearmament, calling for a tougher line against aggressors such as Adolf Hitler and Benito Mussolini.

How successful was the policy of appeasement between 1935 and 1939?

Source A: *An American cartoon on the Munich Agreement. The title of the cartoon is 'Not the Same Old Lion He Used to Be'.*



comparing upper sec
History & Geography

type of question (Geography):

Geographical Investigation

Two groups of students wanted to study tourism on Patong Beach in Phuket, Thailand. Study Fig. 1, which shows a street map of Patong Beach.

Street Map of Patong Beach



Fig. 1



comparing upper sec History & Geography

type of question (Geography):

Geographical Investigation

The group of students also carried out a bipolar survey on environmental perception of Patong Beach among tourists.

- (i) Outline some safety considerations they need to adhere to while conducting the bipolar survey.
[4 marks]
- (ii) Table 2 shows the collated responses to the bipolar survey done.

Bipolar survey on environmental perception of Patong Beach

Positive Aspects	Positive Score	Negative Score	Negative Aspects
Beach is clean	50	60	Beach is dirty
There are marine lives in the waters	120	5	There are no marine lives in the waters
There is no vandalism	30	80	Vandalism is everywhere
The roads and pathways are litter free	55	105	The roads and pathways are full of litter
It is peaceful and serene	5	110	It is noisy and rowdy
The air is clean and fresh	40	95	The air is polluted and filled with smog

Table 2

Using information from Table 2, what conclusions can be made about the hypothesis, 'Tourism in Patong Beach has no negative impacts on the environment.'?

[4 marks]



What can I do to help my child in History & Geography?

- Language and content is important
- Read widely, write frequently
- Read current affairs





Thank You!

Tell us how we did.

