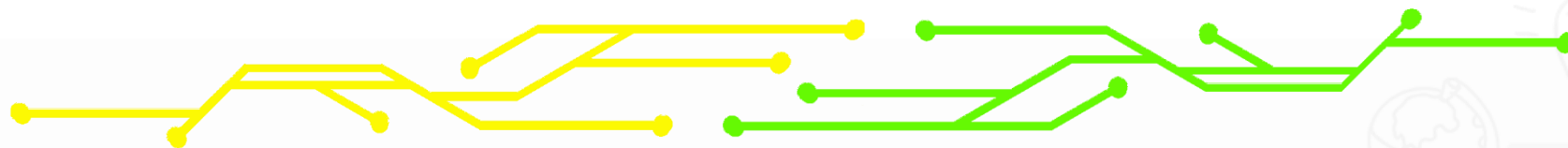




SENGKANG GREEN
Primary School

Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



A vibrant school with a culture of care and the spirit of excellence

P2 Parent Engagement Session (PES)





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ON SILENT MODE PLEASE

Evacuation Route



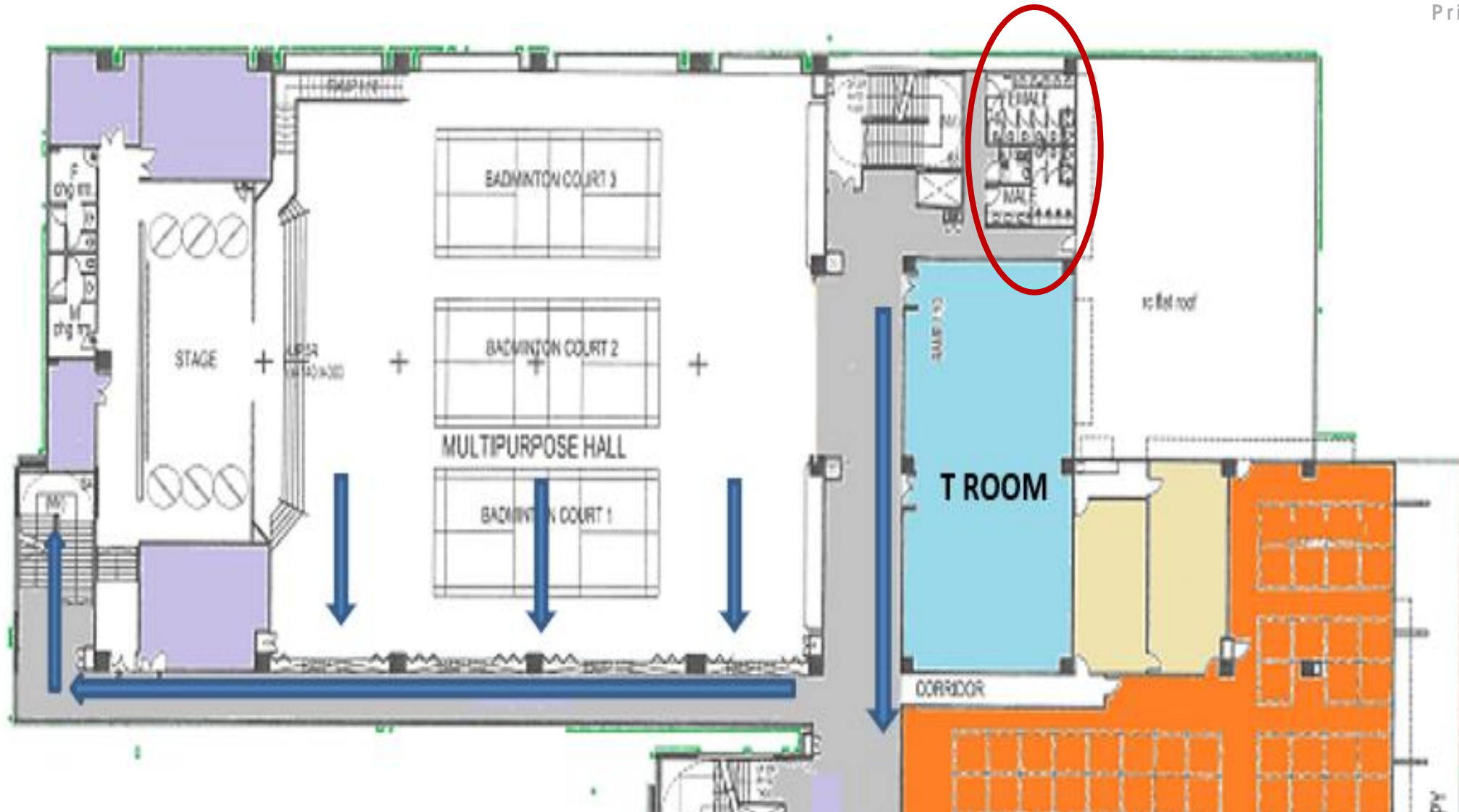
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Nearest Toilets



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P2 PES Programme

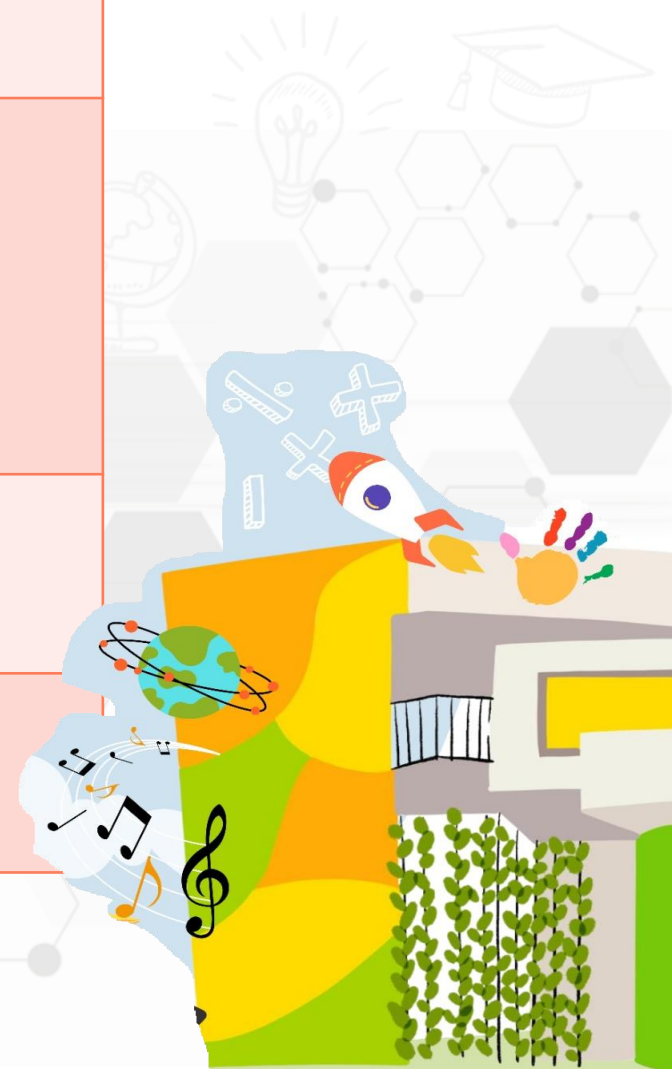
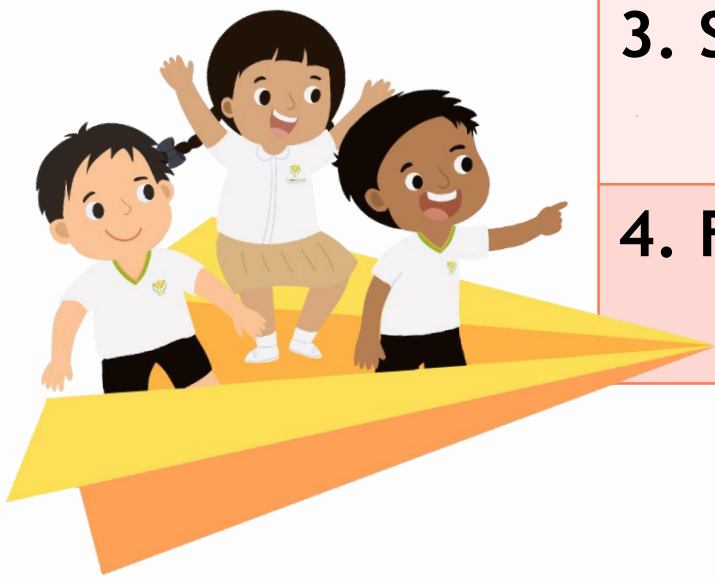
1. Address by School Leader

2. Sharing by Year Head

- Key Programmes for the year
- CCA Selection for P3 2026
- Criteria for Edusave Award

3. Sharing by Curriculum Key Personnel

4. Form Teachers' Time with Parents

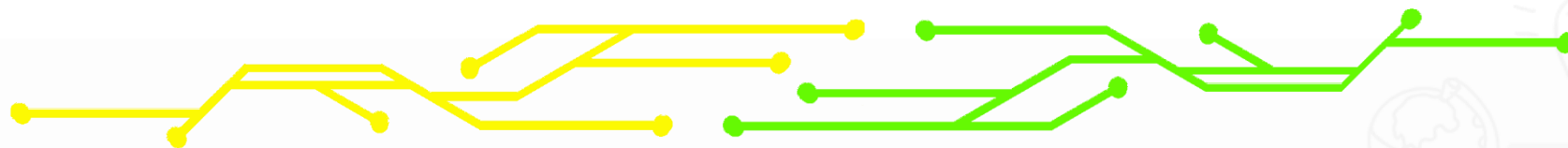




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Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



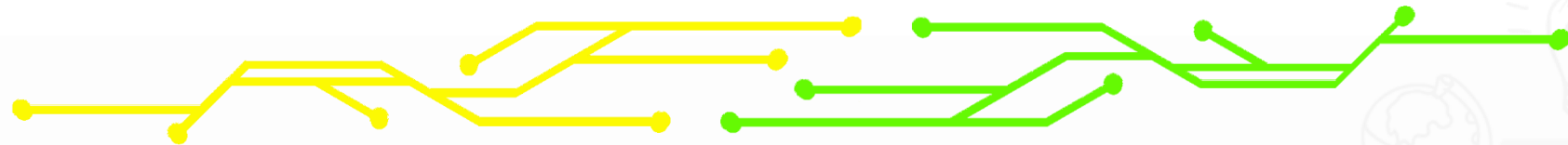
A vibrant school with a culture of care and the spirit of excellence

P2 Parent Engagement Session (PES)



Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



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P2 Parent Engagement Session (PES)

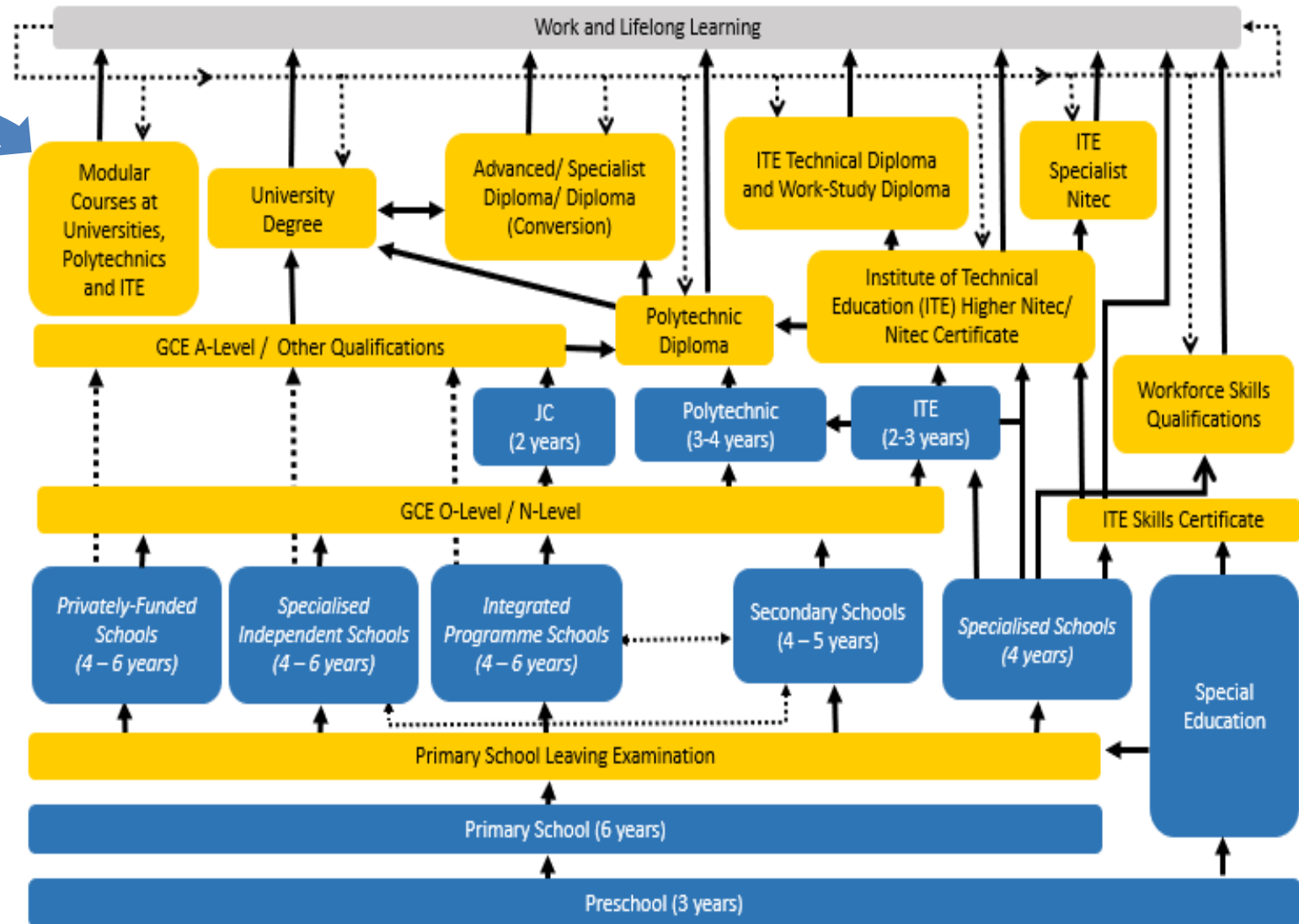
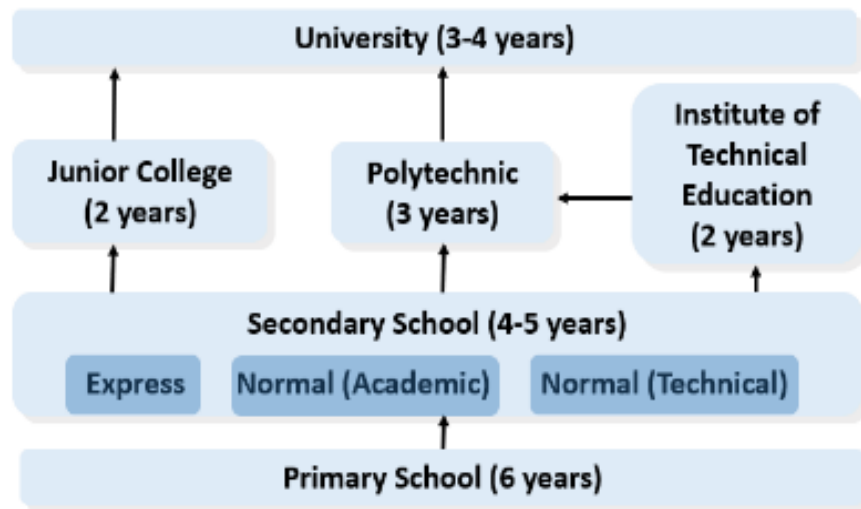
- School Leader's Address



Evolution of our Education Landscape: Diverse and Variegated

Educational Pathways Today with MORE Diverse Pathways and Opportunities

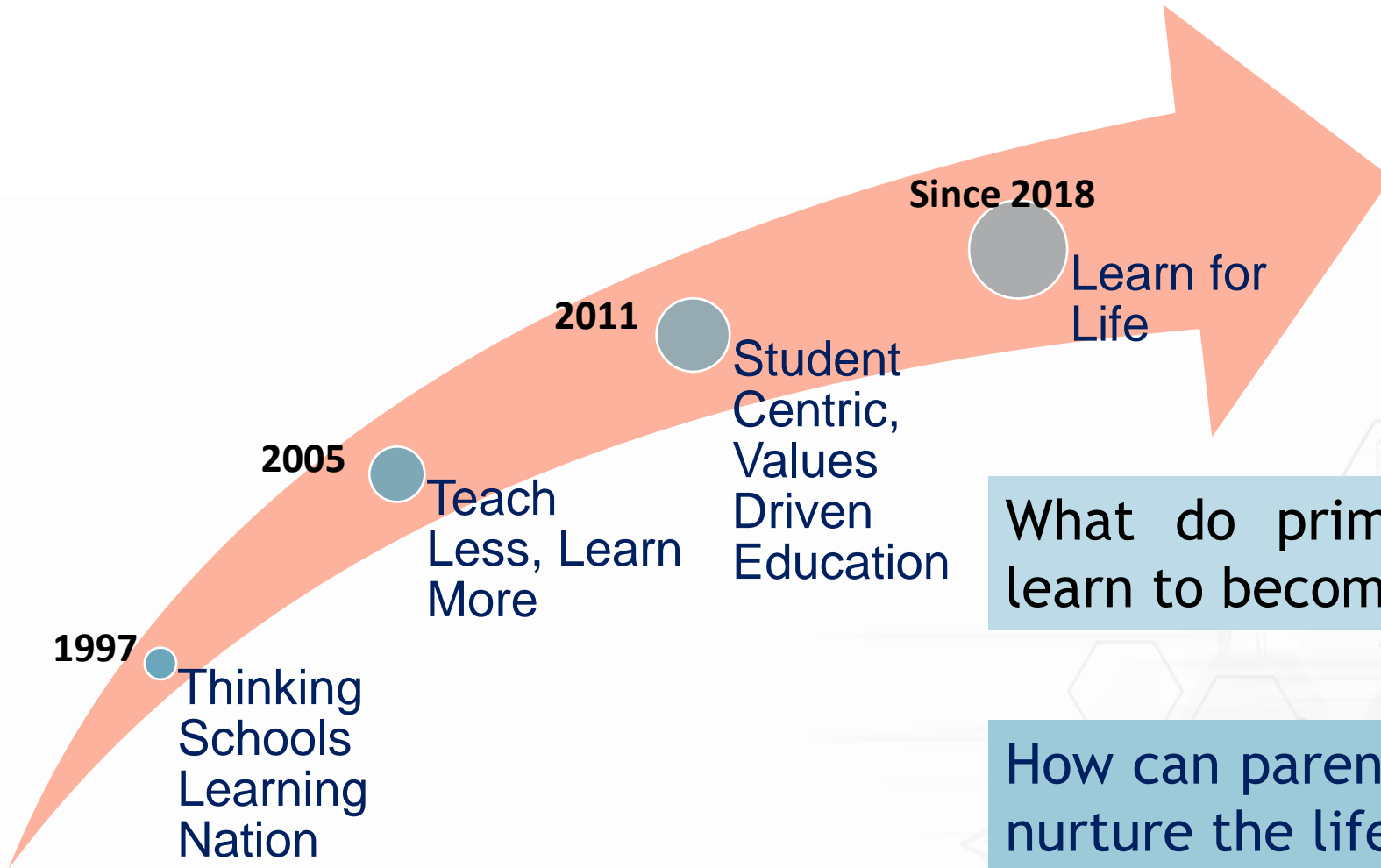
Educational Pathways in the Past



Our Education System



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If we view education as a **lifelong journey**, we will need to take a long-term view of the decisions we make in educating our students

What do primary school students need to learn to become effective lifelong learners?

How can parents work alongside the school to nurture the lifelong learners in our students?

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What Do Our Children Need to Thrive in the Future

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STRONG FOUNDATION

For example:

- Literacy (Bilingualism)
- Numeracy
- Social-emotional competencies (self regulation, agency)



21ST CENTURY COMPETENCIES

For example:

- Adaptive thinking
- Inventive thinking
- Civic Literacy
- Communication



VALUES

For example:

- Resilience (mindset & beliefs)
- Gratitude
- Our school ICAR²E Values

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*I*ntegrity

*C*are

*A*ctive Teamwork

*R*espect & Responsibility

*E*xcellence

Values
ICAR²E



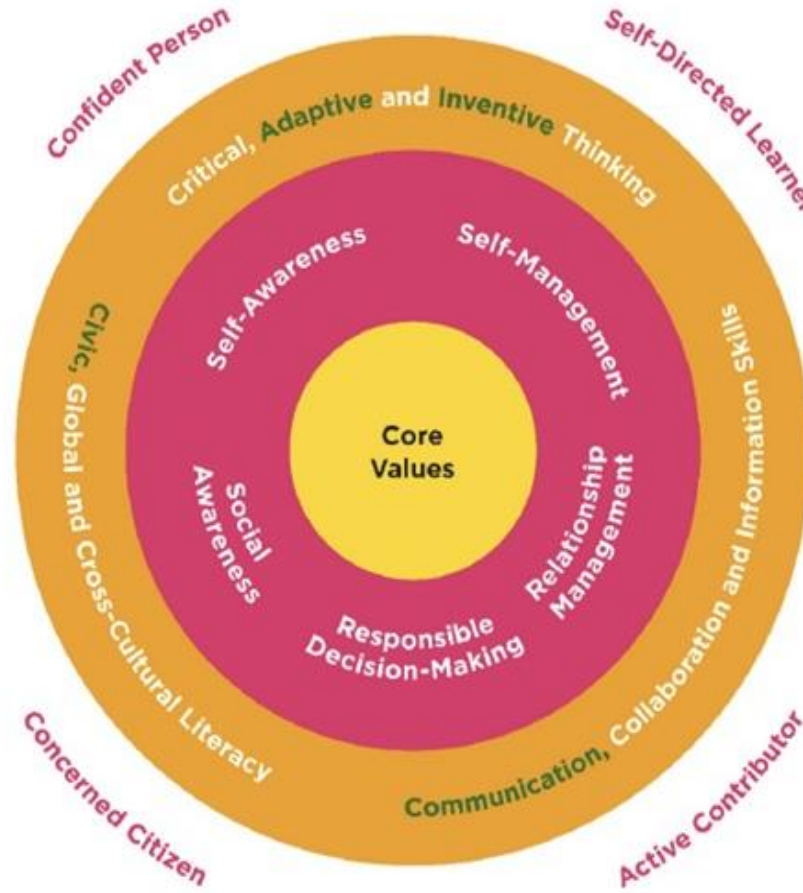
What our children need to thrive in the future - Emerging 21st Century Competencies (E21CC)

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives

Strong Foundation in Literacy (Bilingualism)

- bilingual reading culture



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1.	Silent Reading	Mon to Wed (EL books); Thu to Fri (MTL books) - before Flag-Raising Ceremony
2.	Morning Reading Activities (7.15am)	<ul style="list-style-type: none"> Tue: <ul style="list-style-type: none"> Turn-up Tuesday to further promote reading (P1 – P4) Power-up Tuesday to promote current affairs, teachers facilitate the sharing of articles and class discussion (P5 & P6) Wed: P1 & P2 (Step into Reading books / Extensive Reading)
3.	Class library:	Both EL & MTL books are provided for students
4.	Library periods	Fortnightly from P1 to P6 for both EL and MTL
5.	Supplementary Reading Programme	<p>Student magazines for both EL and MTL;</p> <p>P1 & P2 - Step Into Reading programme</p> <ul style="list-style-type: none"> 8-9 Book titles rotating among the classes and each student brings home one of the books at end of programme

Strong Foundation in Literacy (Bilingualism)

- bilingual reading culture



GREEN
SCHOOL

6.	MTL SOAR	<p>MTL reading programme to cultivate positive reading habits of MTL books in students from young.</p> <p>Students are encouraged to read selected MTL story books which are aligned to the MTL syllabus with accompanying activities and resources for parents to continue reading at home.</p>
7.	Buddy Reading Programme	<p>P1 and P2 students in the Learning Support Programme</p>
8.	KidsREAD Club	<p>P1 and P2 students who needs greater support; collaboration with NLB to promote love for reading, supported by parent volunteers.</p>
9.	Multi Languages Signages around the school	<p>Multi-languages signages around the school compound complement and support our MTL learning beyond the classrooms.</p> <p>Students are encouraged to read signage and posters around them and practise what they have learnt in MTL class.</p>

Strong Foundation in Literacy (Bilingualism)

- Multi-Languages Signages



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Primary School



Learning my Mother Tongue
Language is joyful and easy!

Library

图书馆

Perpustakaan

நூலகம்

Partnership with
parents:

- extend this multi-languages awareness to public places
- read the signages together

School-Home Partnership

School's effort in promoting a reading culture and bilingualism

More than career benefits: Being multilingual helps break down cultural barriers, build bonds



OCBC Bank customer executive Vicky Ng speaks Tamil, Mandarin, Malay, English and some basic Cantonese. ST PHOTO: GAVIN FOO

Rosalind Ang

UPDATED JAN 01, 2025, 08:48 AM



OCBC Bank customer service executive Vicky Ng speaks Tamil, Mandarin, Malay, English and some basic Cantonese

Software Engineer Yeo Kheng Hui who speaks seven languages: Mandarin, English, German, Spanish, and some basic Japanese, Russian and French.

“Through learning other cultures and languages, I’ve gotten more confident to talk to people from other cultures and other countries.”

Source: The Straits Times

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School Theme 2025

Becoming a Future-Ready Learner – Learning With Technology



Education Post-Covid: To prepare Future-Readiness in SKGians

2024 Theme:

“Becoming a Future-Ready Learner – Promoting Holistic Health”

2025 Theme:

“Becoming a Future-Ready Learner – Learning With Technology”

2026 Theme:

“Becoming a Future-Ready Learner – Enhancing Reading Literacy”

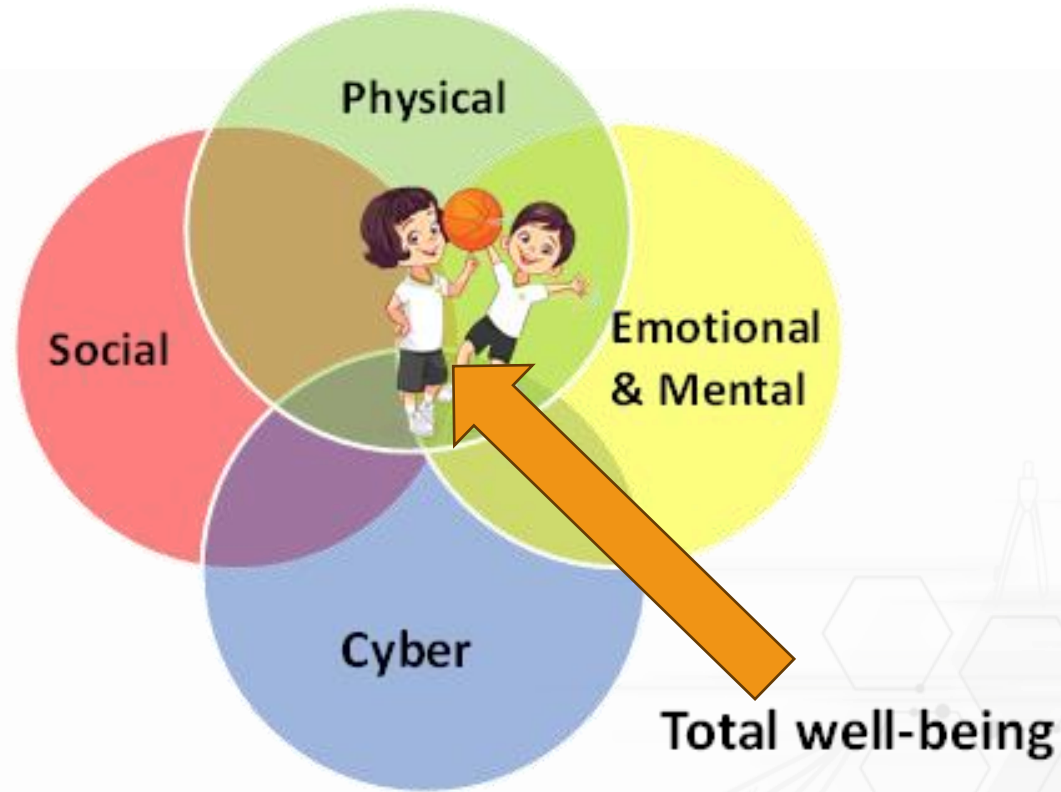
2027 Theme:

“Becoming a Future-Ready Learner – Developing Eco-Stewardship”

School Theme 2024

Becoming a Future-ready Learner

- Promoting Holistic Health



Our School Theme 2024
- still relevant



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Concerns with Obesity

Obesity is closely associated with several chronic diseases under the Chronic Disease Management Programme.

- diabetes, hypertension, lipid disorders, chronic kidney diseases

Important to develop in children from young:

- healthy eating habits
- sports & outdoor activities



Grow Well SG Health Plan Journey



4 key areas

These are the four key behaviours that forms the foundation of Grow Well SG:



**Exercise
Well**



**Eat
Well**



**Learn
Well**



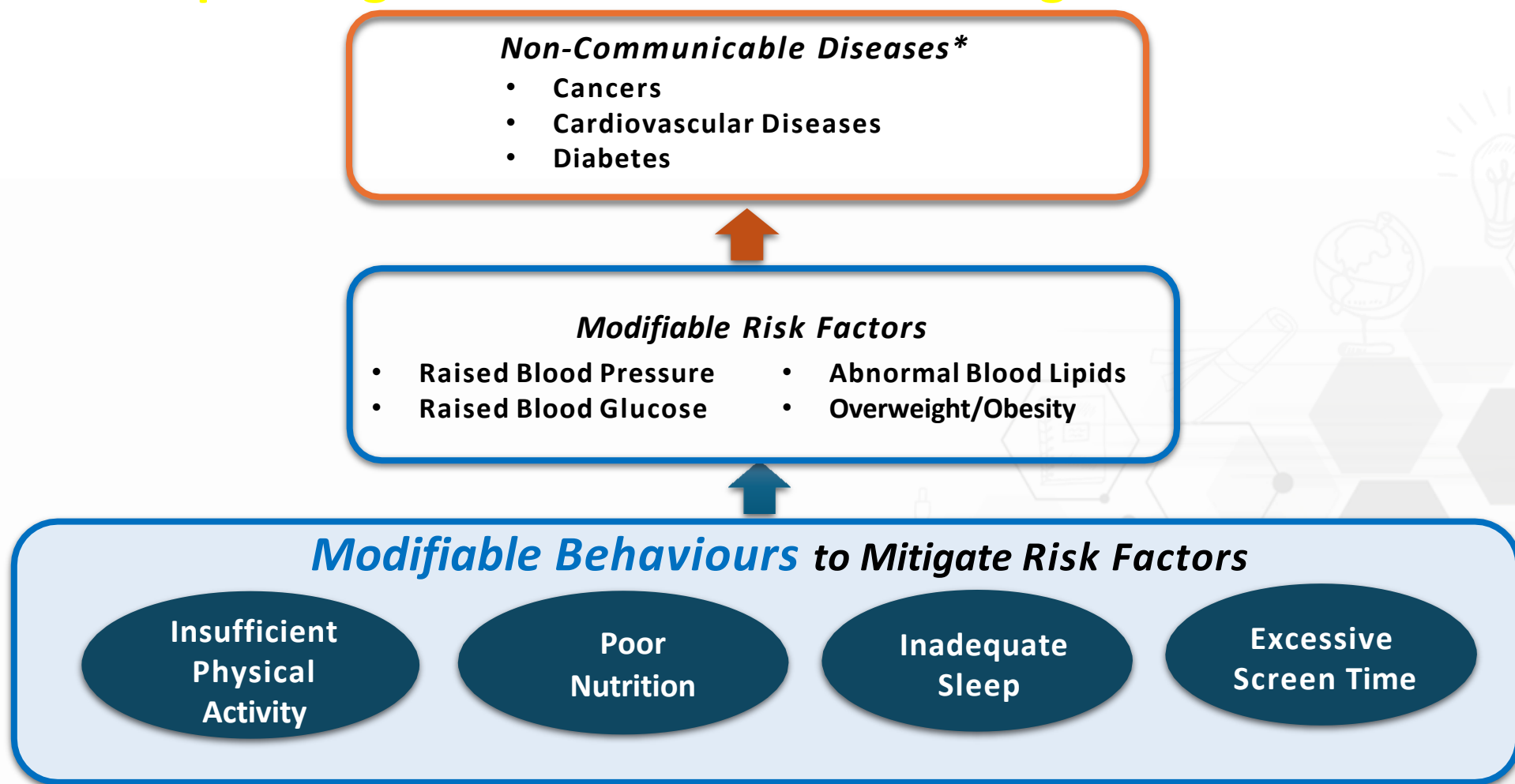
**Sleep
Well**



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Non-communicable diseases are the largest contributor to SG's combined burden of early death and disability.

Targeting modifiable behaviours is key to improving the health and well-being of individuals.



**Leading non-communicable disease causes of Disability-Adjusted Life Years (DALYs), Singapore 2019*

Sources:

1. Ministry of Health, Singapore; Institute for Health Metrics and Evaluation. The Burden of Disease in Singapore, 1990–2017: An overview of the Global Burden of Disease Study 2017 results. Seattle, WA: IHME, 2019;
2. Growing Up in Singapore Towards Healthy Outcomes (GUSTO) Study; Fogel A, Forde C et al, 2017, Br J Nutr; Fogel A, Forde C et al, 2017, PhysiolBehav, Fogel A et al, 2019, Int J Obes; McCricked et al (2019).
3. Global Burden of Disease 2019 [https://www.thelancet.com/journals/lancet/issue/vol396no10258/PIIS0140-6736\(20\)X0042-0](https://www.thelancet.com/journals/lancet/issue/vol396no10258/PIIS0140-6736(20)X0042-0)



Learn
Well



Becoming a Future-Ready Learner - Learning with Technology



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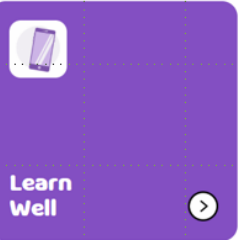
About the School Theme 2025

Technology brings both **benefits and challenges**.

- While it can make learning exciting and give every student a voice, it is also important to be aware of its potential downsides.
- Important for home-school partnership to guide our students to **use technology responsibly** and teach them how to **stay safe and balanced in the digital world**

School-Home Partnership

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Becoming a Future-Ready Learner - Learning with Technology

Don't shield students from screens, but
teach them to use devices purposefully:
Chan Chun Sing



Despite potential dangers, students should not be prevented from using devices, but be taught how to use them purposefully. ST PHOTO: JASON GUAH

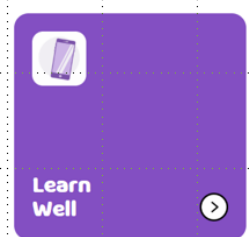
*"It's a bit like discovering fire... Fire can be both good and bad. If you don't know how to use it, you burn down everything. **Use it properly**, and you can use it to cook and generate electricity."*

Education Minister Chan Chun Sing

A local research effort in child development, called Growing Up In Singapore Towards Healthy Outcomes, showed **detrimental cognitive impacts when children are exposed to screen time before the age of two.**

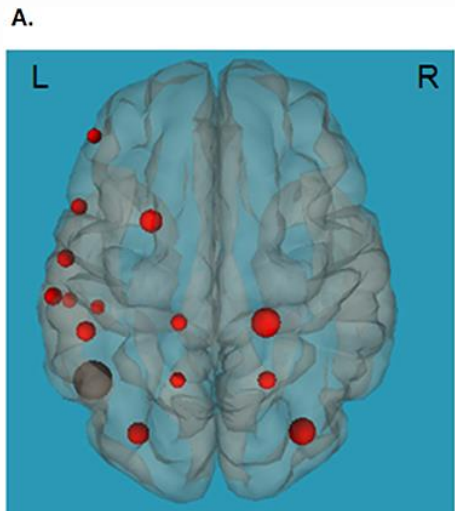
In an interview with The Straits Times, Mr Chan said the study showed that unsupervised consumption of videos for more than two hours could result in a drop in IQ by the time a child turns seven years old.

The Straits Times, 2 Jan 2025

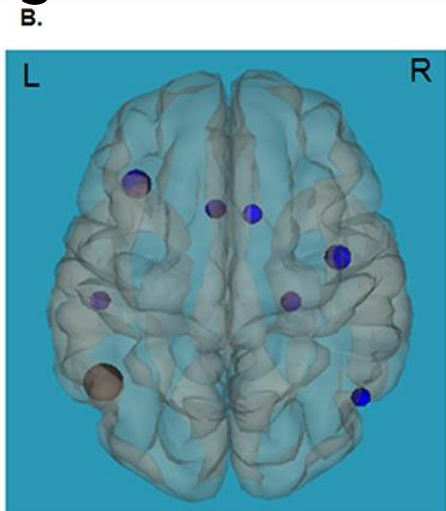


The Impact of Screen Time on Our Children

- Excessive screen time is linked to **attention problems**
- Effects of brain damage are visible from 18 months onwards
- Higher screen time associated with executive function deficits at age 9

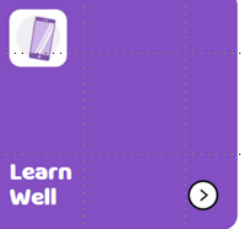


more red dots showing **positive connection** in learning with prolong reading



less positive connection with prolong screen time





Becoming a Future-Ready Learner - Learning with Technology

Beyond Childhood: The Lasting Impact

- Potential difficulties in schooling
- Link to executive function deficits: affect responsible decision-making and emotional regulation
- Possible effects on adult life - health, social, financial issues

It's not too late to make changes!

Executive function development does not stop until a person is in their 20s to 30s.

Helping Our Children Grow Well: Understanding Screen Time



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New Guidelines from Grow Well SG Initiative released on 21 January 2025 recommend:

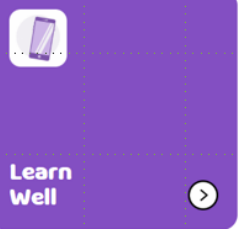
7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime



SOURCE: MINISTRY OF HEALTH

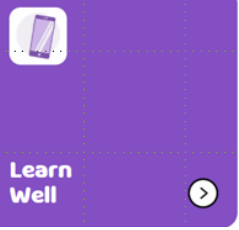


Becoming a Future-Ready Learner - Learning with Technology



Parents' role in Supporting Healthier Screen Habits

Set	Set clear rules (e.g. no screen time before bed)
Engage	Engage with children's screen content
Encourage	Encourage critical thinking about media
Plan	Plan more family activities without screen
Be	Be a role model with your own screen use



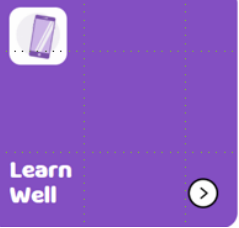
Becoming a Future-Ready Learner - Learning with Technology

Real-World Connections Matter

- Children learn better from in-person interaction: adult-child; child-child
- Language development needs real-world input
- Importance of non-verbal cues in communication

Develop better
social awareness and
relationship management





Becoming a Future-Ready Learner - Learning with Technology

How do we build future readiness through learning with technology?

Cyber Wellness:

- Responsible digital citizenship
- Manage screen time and balance online and offline activities.

Partnership with Parents:

- Support of parents in guiding children to use technology wisely and constructively at home

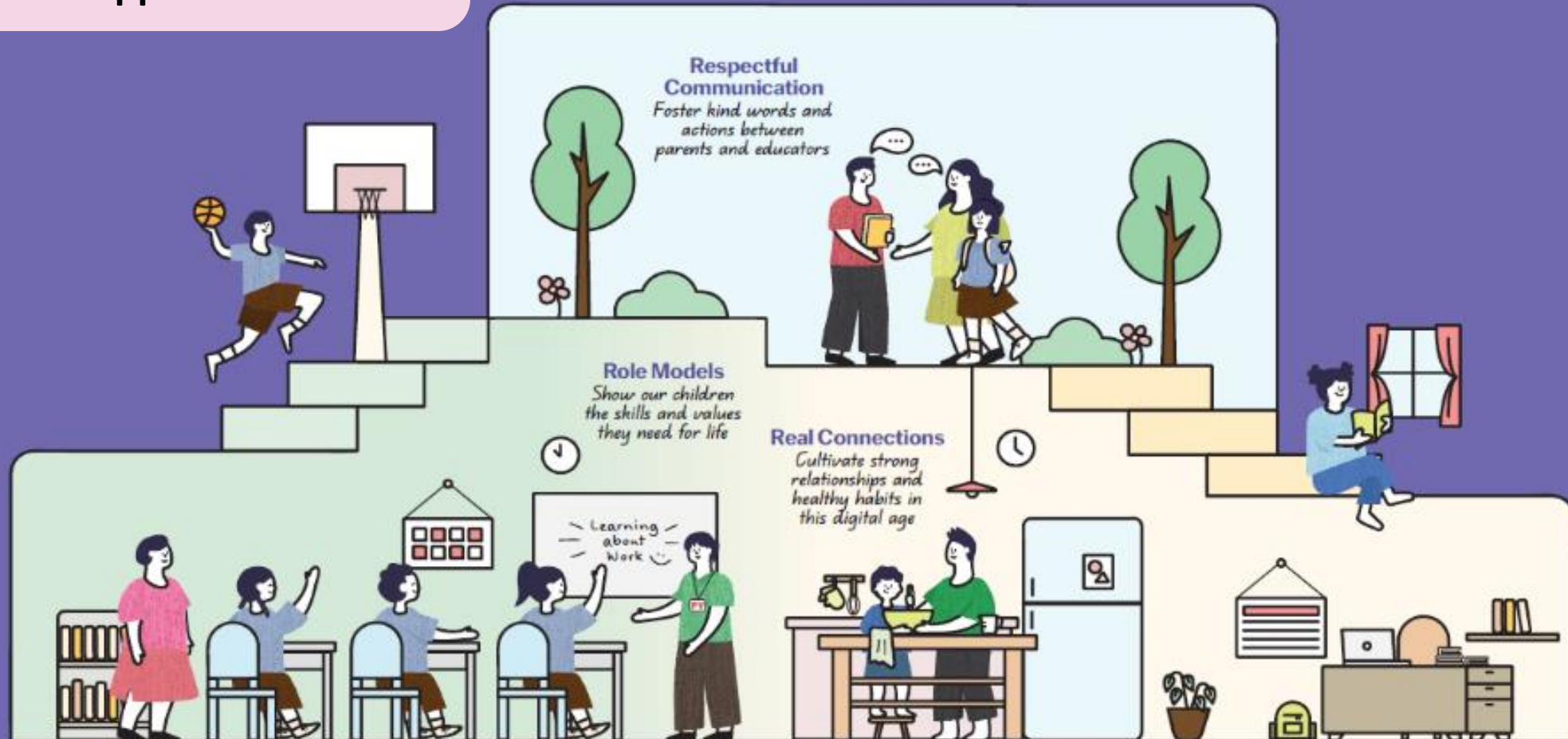
Call to Action

- Encourage a collective effort from students, parents, teachers, and stakeholders to support this year's theme

School-Home Partnership

Our children do best when schools and parents work hand in hand to support them.

**Raising a Happy,
Confident, and Kind
Generation Together**



School-Home Partnership

Respectful Communication

Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



School-Home Partnership

Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting **mutual courtesy and respect in our interactions** with each other, we can be **good role models** for our children and **build authentic partnerships** that will better **benefit our children**.

