

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY

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

P4 Parent Engagement Session



Today's Programme

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



1. Address by Principal

2. Year Head's Time

- Level Focus
- Subject based Banding
- Direct School Admission
- Cyber Wellness

3. Sharing by the Academic HODs

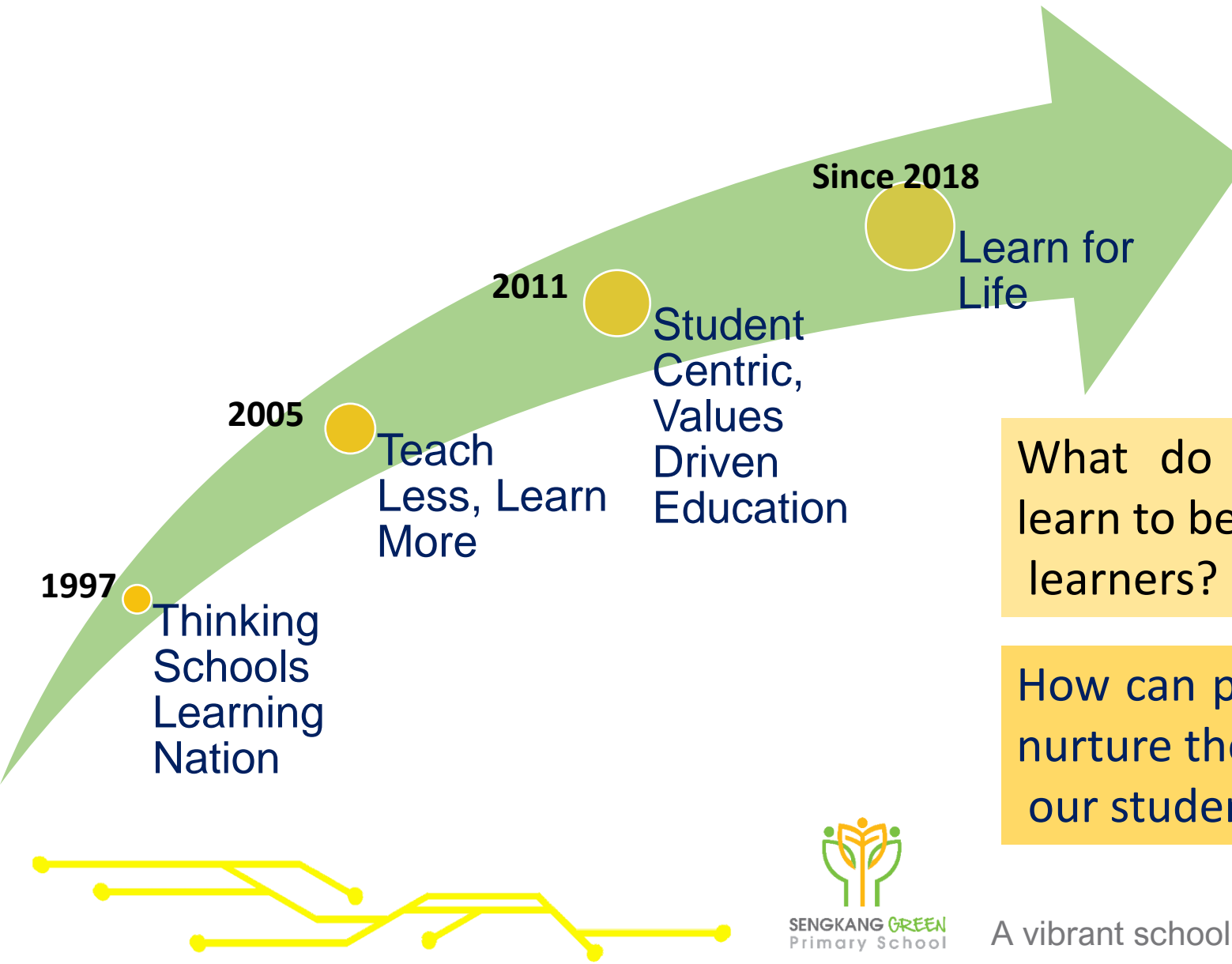
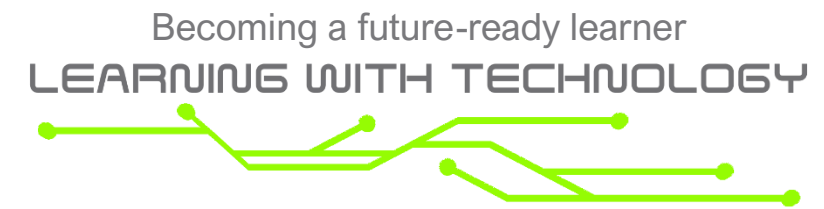
- Focus for learning today

4. Form Teacher's Time



Year of the Snake 2025

Our Education System



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?



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

WHAT DO OUR CHILDREN NEED TO THRIVE IN THE FUTURE?



STRONG FOUNDATION

For example:

- Literacy (Bilingualism)
- Numeracy
- Social-emotional core (passion, interest, self-agency)



21ST CENTURY COMPETENCIES

For example:

- Adaptive thinking
- Inventive thinking
- Civic Literacy
- Communication



VALUES

For example:

- Resilience (mindset & beliefs)
- Adaptability
- Sengkang Green's ICAR²E Values



SENGKANG GREEN
Primary School

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



Every Student a Creator, Connector and Contributor

Enhanced 21CC Framework and Priority E21CC

Given the complexities and uncertainties of the future, it is timely to sharpen our students' competencies and dispositions in the four priority Emerging 21CC:

Adaptive Thinking

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

Civic Literacy

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



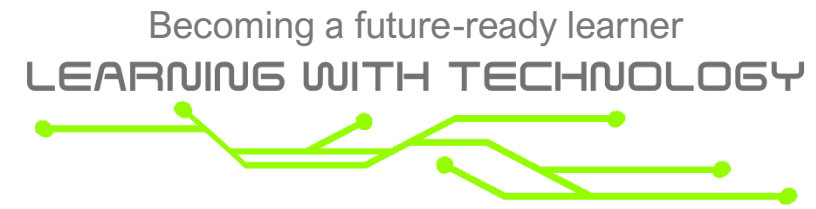
Inventive Thinking

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

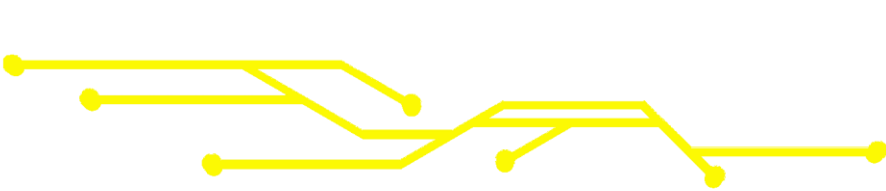
Communication

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

Promoting a reading culture and bilingualism in school



- Silent Reading - Mon to Wed (EL books); Thu to Fri (MTL books)
- Class library books for both EL & MTL
- Morning Reading Activities (7.15am)
 - Power-up Tuesday to promote current affairs, teachers facilitate the sharing of articles and class discussion(P5 to P6)
 - Wed: P5 & P6 (Little Red Dot)
- Library periods



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”

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY

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, 09:48 AM -



School theme 2025

Becoming a Future- Ready Learner – Learning with Technology



Education Post-Covid: to Augment Future-Readiness of SKGians

2024 Theme:

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

2025 Theme:

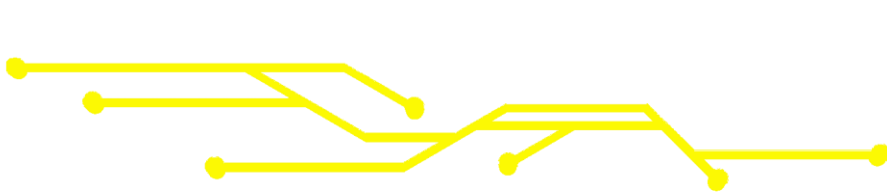
“Becoming a Future-Ready Learner – Learning With Technology”

2026 Theme:

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

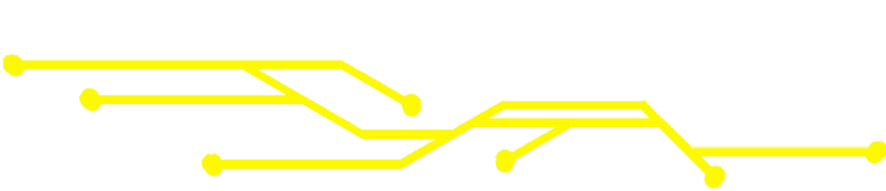
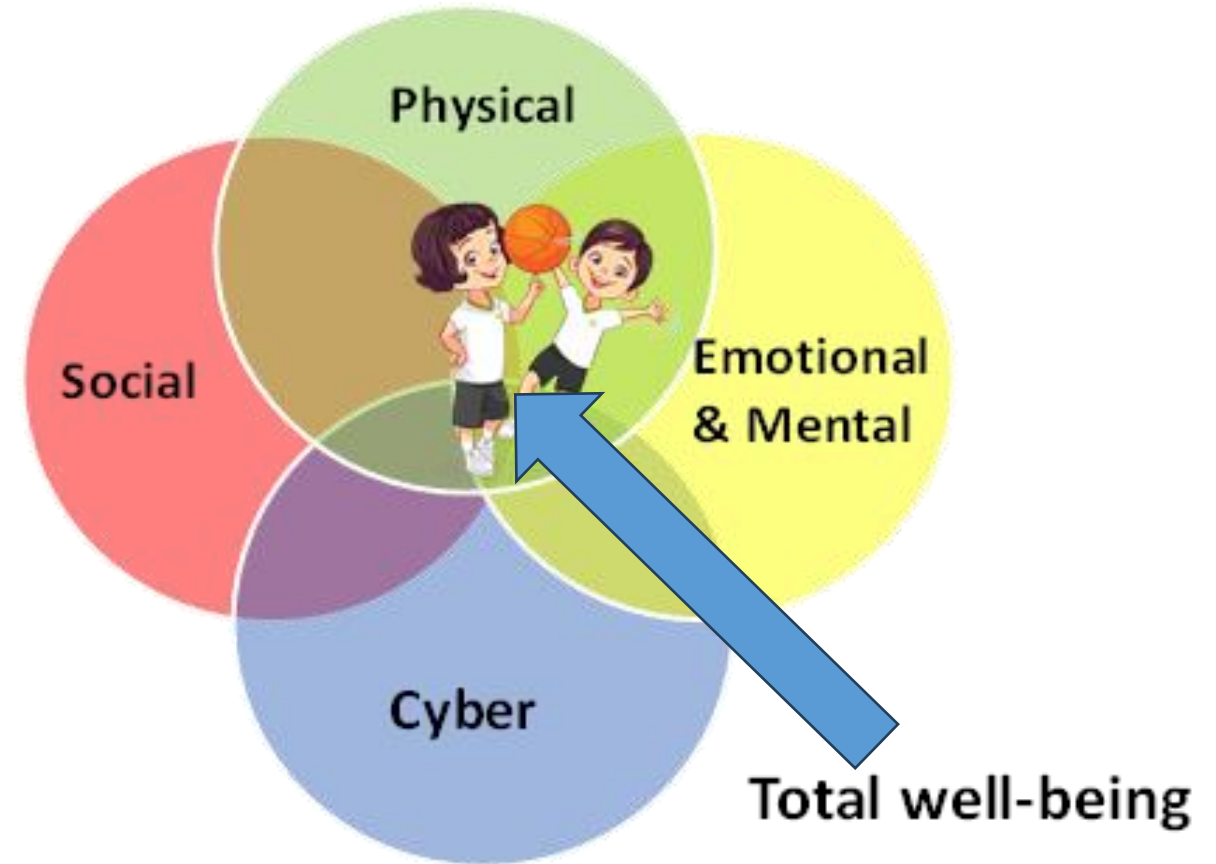
2027 Theme:

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



School Theme 2024

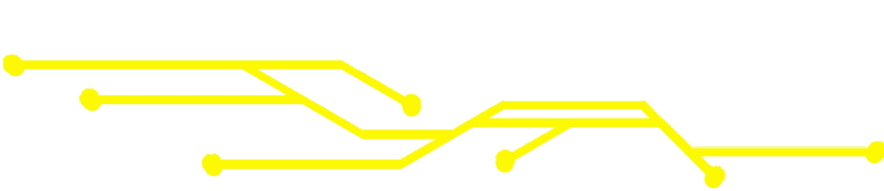
Becoming a Future-ready Learner – Promoting Holistic Health



Concerns with Obesity

Obesity is closely associated with several chronic diseases, including diabetes, hypertension, lipid disorders, chronic kidney diseases, which are under the Chronic Disease Management Programme

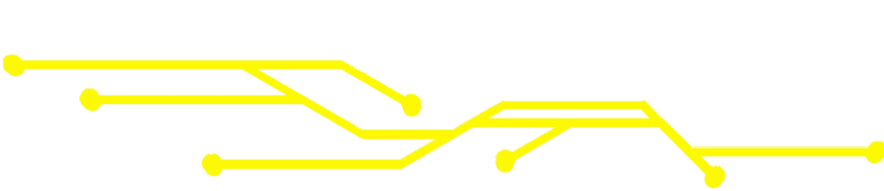
Hence, it is important to develop in children **healthy eating habits** from young and encourage them to **take part in sports** and **have activities in the outdoors**.



Becoming a Future-Ready Learner - Learning with Technology

About the School Theme:

We recognise that 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. That is why we guide our students to use technology responsibly and teach them how to stay safe and balanced in the digital world.



The Straits Times, 2 Jan 2025

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 QUAY

"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

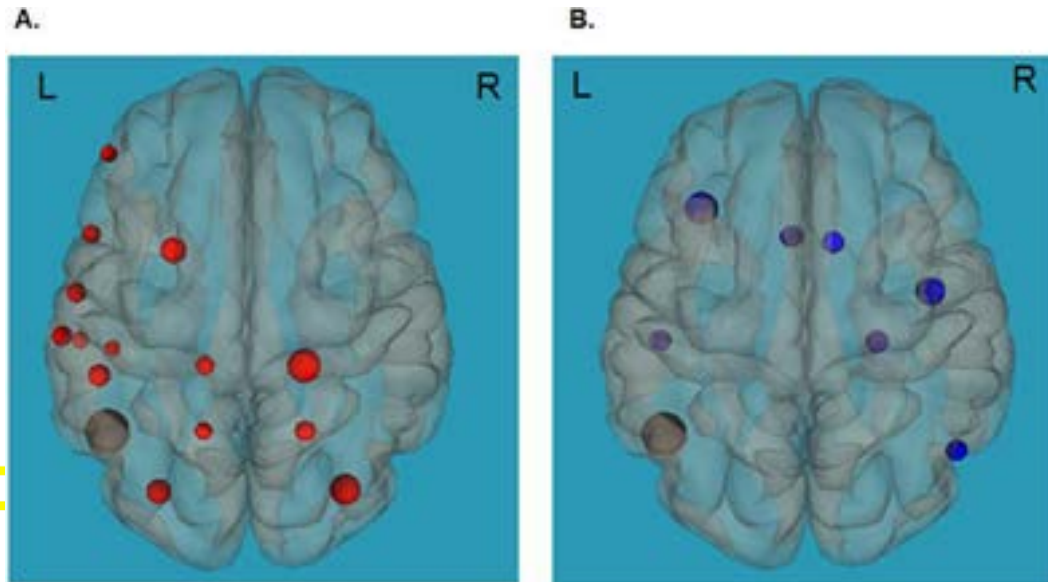
A local research effort in child development, called Growing Up In Singapore Towards Healthy Outcomes, showed detrimental cognitive impacts when children are exposed to screen time before the age of two.

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 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



The Straits Times, 6 Jan 2025

**If your child is glued to a screen,
you'd better read this**

Sandra Davie



Source:

<https://kids.frontiersin.org/articles/10.3389/frym.2018.00066>

Beyond Childhood: The Lasting Impact

- Potential difficulties in schooling
- Link to executive function deficits
- 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

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY

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

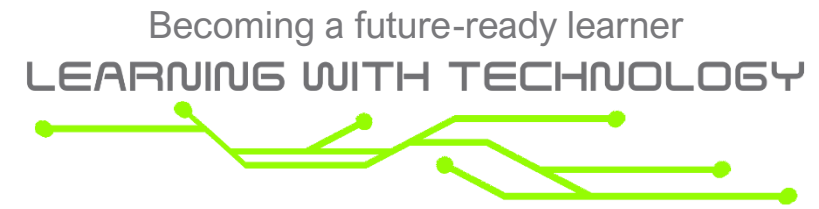
7 TO 12 YEARS



- 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

Parents' role in Supporting Healthier Screen Habits



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



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

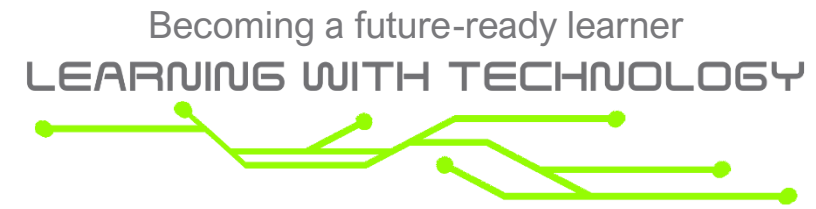
Real-World Connections Matter

- Children learn better from in-person interactions
- Language development needs real-world input
- Importance of non-verbal cues in communication

Develop better social awareness
and relationship management



How do we build future readiness through learning with technology?



Cyber Wellness:

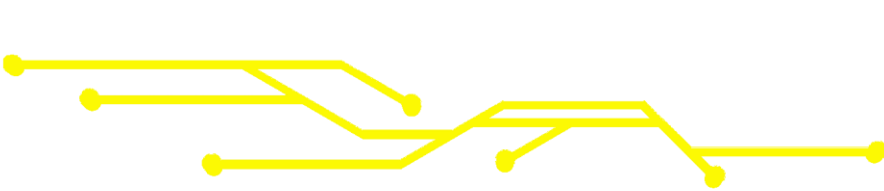
- Responsible digital citizenship.
- Managing screen time and balancing online and offline activities.

Partnership with Stakeholders:

- 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.





*I*ntegrity

*C*are

*A*ctive Teamwork

*R*espect & Responsibility

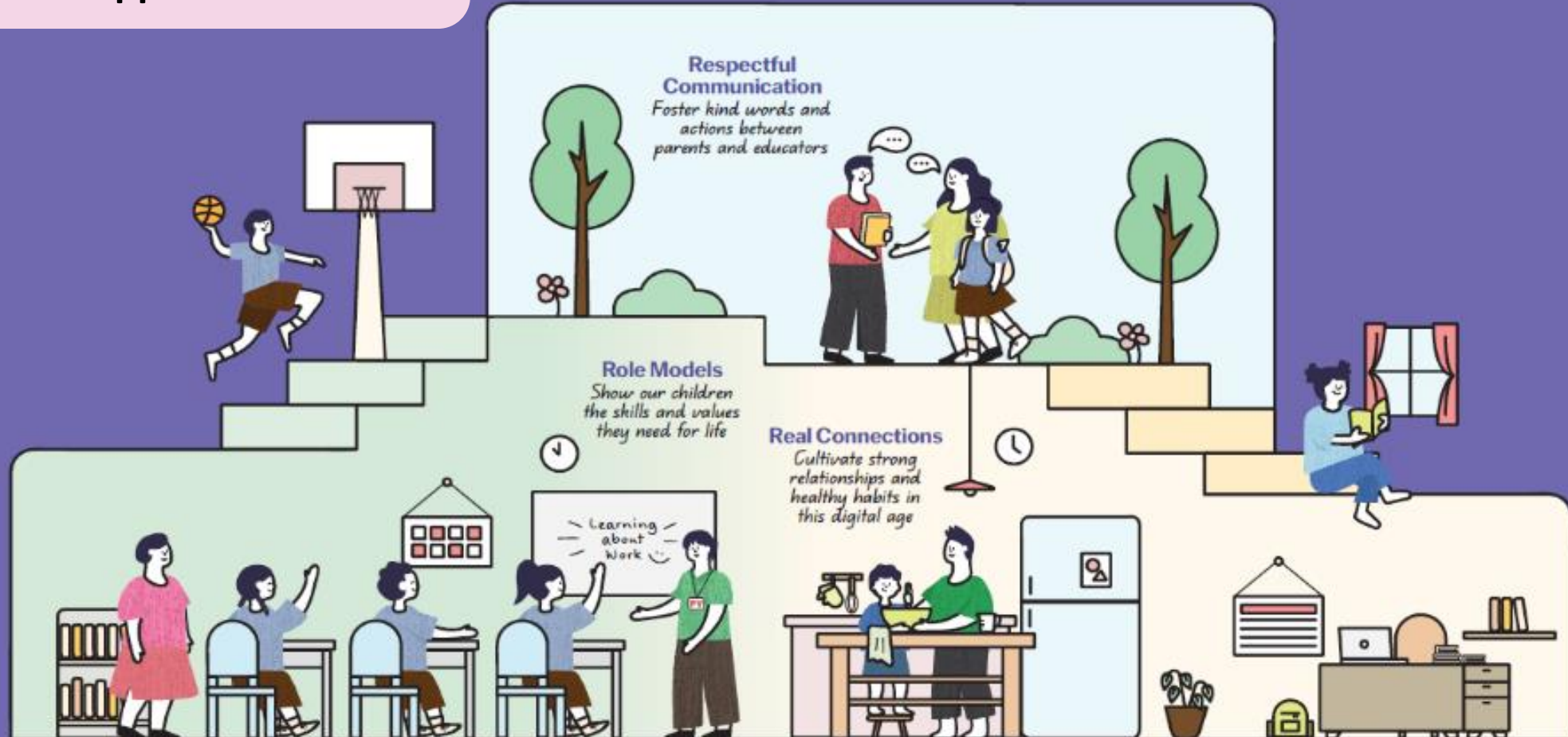
*E*xcellence

Values
ICAR²E



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

Raising a Happy, Confident, and Kind Generation Together



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



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities

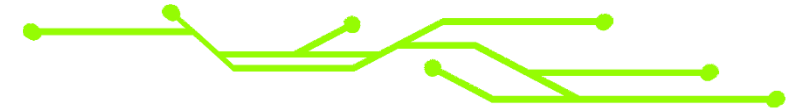


Model good values in words and actions



SENGKANG GREEN
Primary School

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY

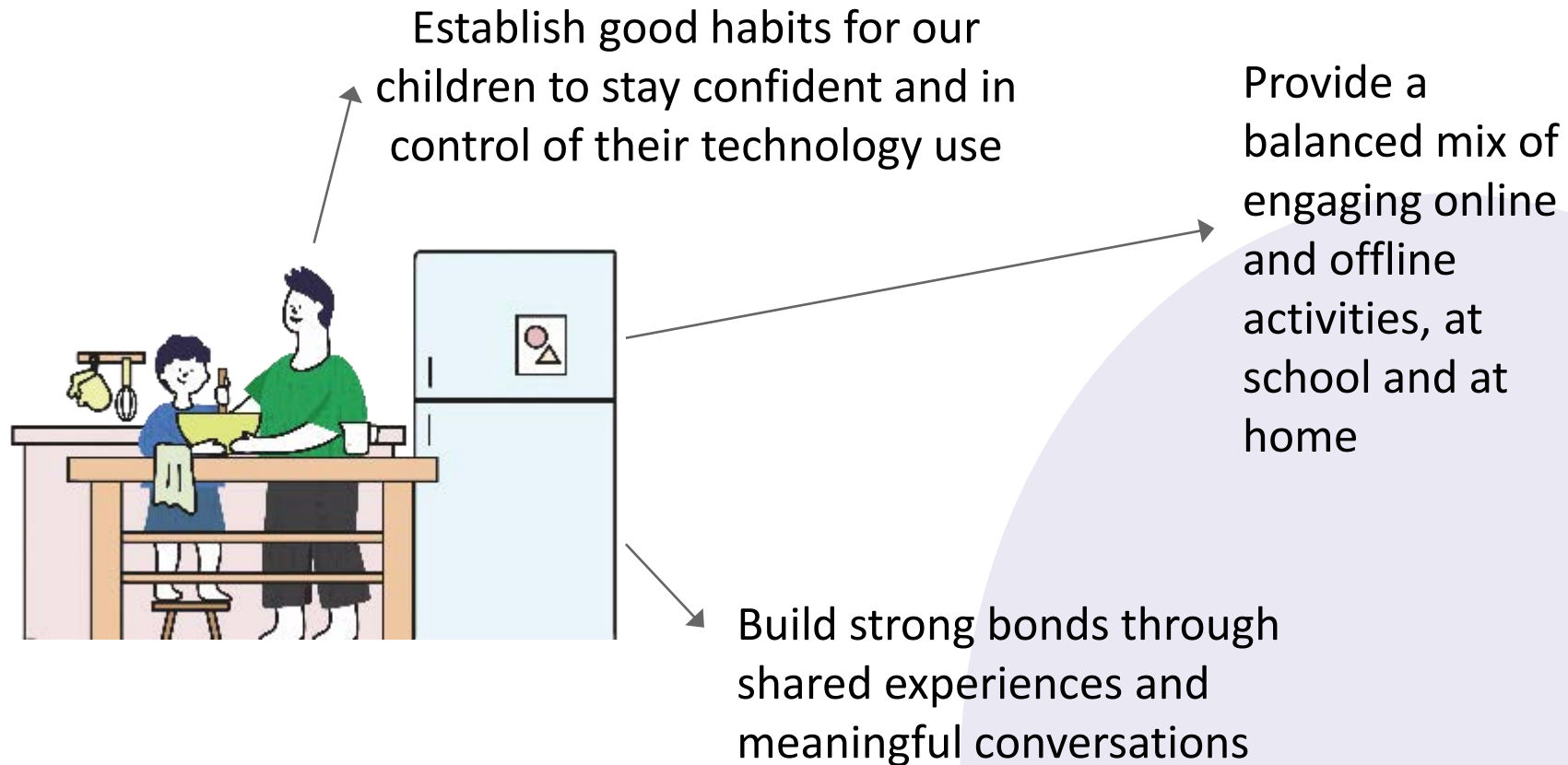


Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

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

Real Connections

Cultivate strong relationships and healthy habits in this digital age



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.

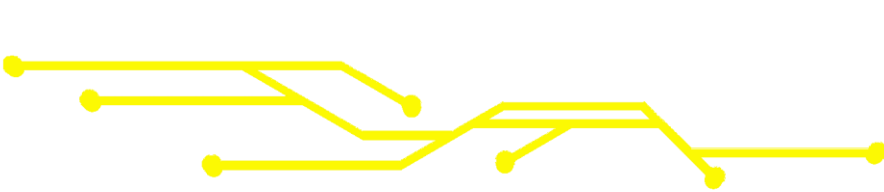
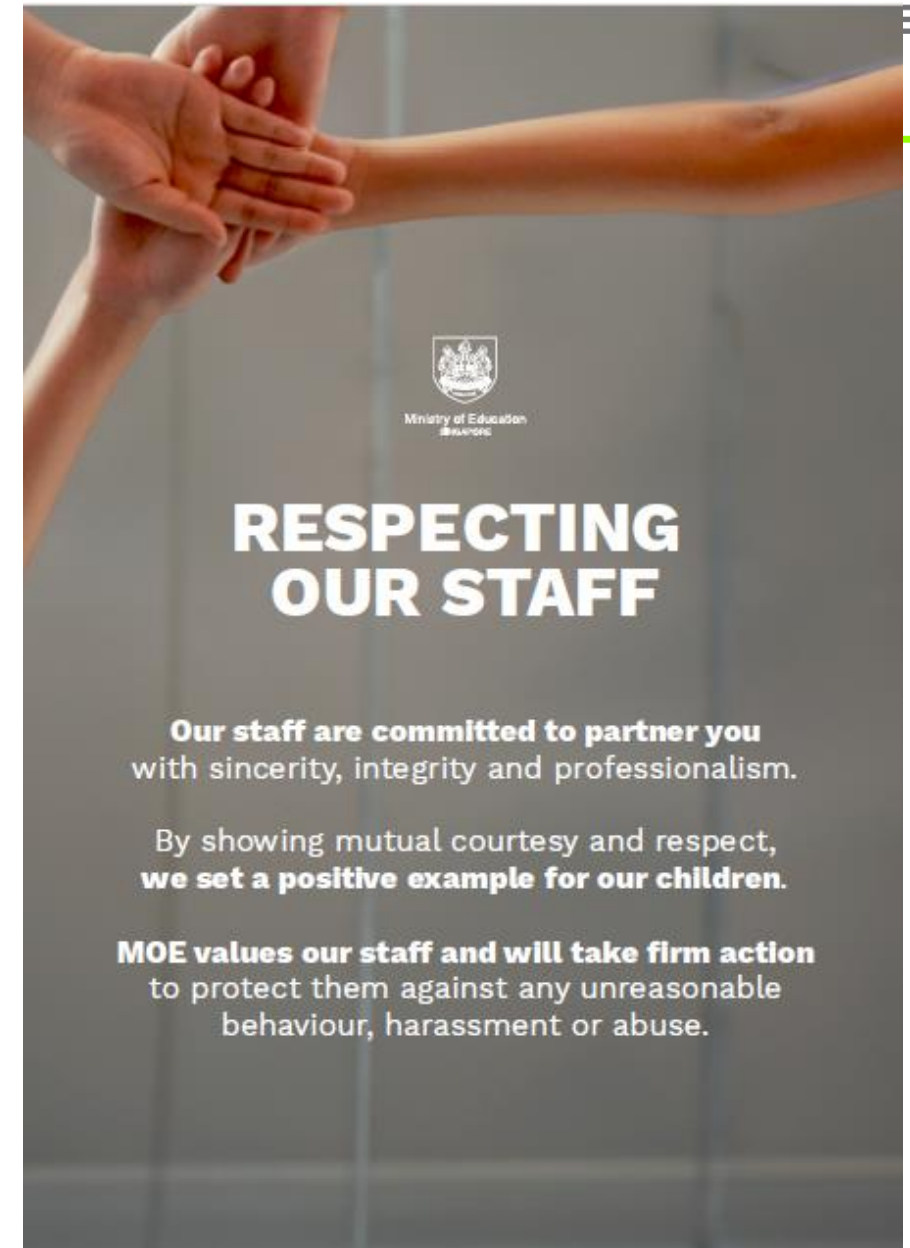




image from: <https://www.skullbasedisease.org/support>

Transition to Primary 4

- Higher academic demands
- Relationship with peers
- Personal Physiological changes



Becoming a Future Ready Learner – Learning with Technology

Students need to:

- Stay **confident** in the face of challenges
- Be disciplined and **stay focused** over a longer time span
- Develop **social emotional competencies** to deal with the challenges
- Develop a **Growth Mindset**
- Being a responsible digital citizen (**cyber wellness**)



How we support our students

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



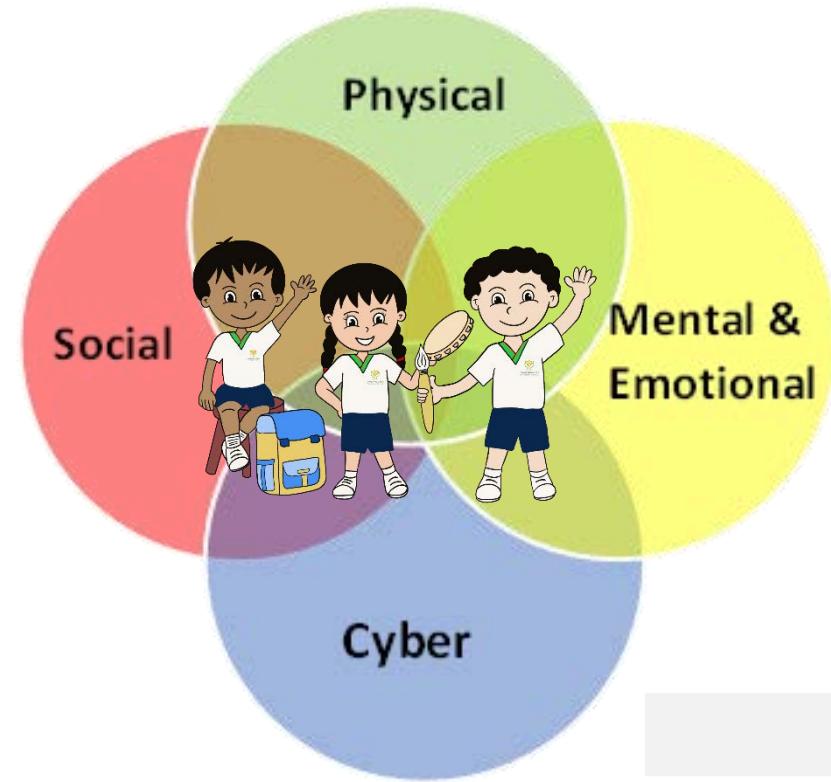
SCHOOL-WIDE



CLASS



HOME



SENGKANG GREEN
Primary School

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

Becoming a Future Ready Learner – Learning with Technology

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY

Using acquired knowledge to create something new to distinguish themselves

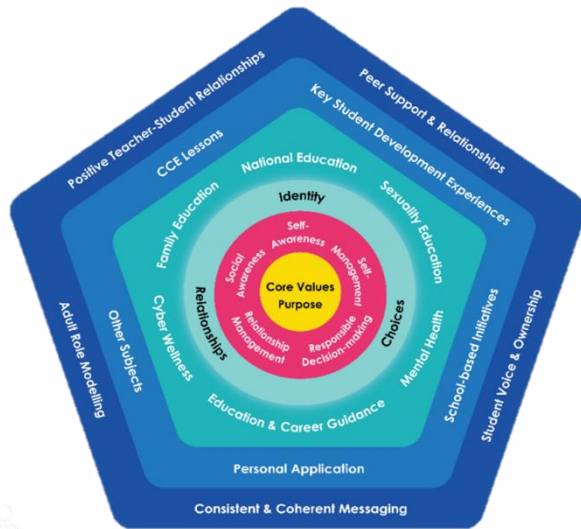
Contributor
(Values)

Respect the diversity of Singapore and be ready to serve by contributing back to society.

Collaboration with others through sharpening 21st CC skills

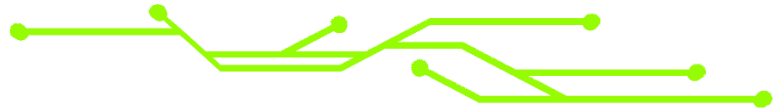
Connector
(Skills)

Creator
(Knowledge)



School-Wide Support

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY

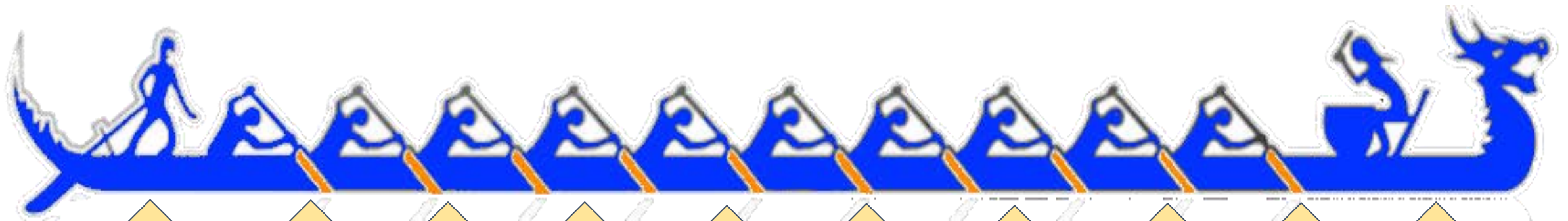


Together
Every SKGian
Achieves
More holistically

Lifelong
Learners

Ready to
serve

Ready for
the future



International
-isation Prog

EPW

READ
@SKG

PAM

NE/
SS

EL, MA,
SC,
MTL

Cyber-
wellness

FTGP

CCA

CCE



SENGKANG GREEN
Primary School

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

Cohort Talk

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



Co-Curricular Activities (CCAs)

- CCAs are a key component of students' holistic education.
- Through CCAs, students:
 - discover their interests and talents.
 - develop their character, learn values, social emotional competencies and other relevant skills to prepare them for future challenges
 - learn and interact with one another,
 - develop friendships and deepen their sense of belonging to the school and community.



What our P6 parents say about CCAs

“Engaging in a CCA can help children develop a sense of responsibility, time management skills, teamwork and leadership qualities...”

“While preparing for the PSLE is undoubtedly important, CCA offers a break from academic studies, allowing students to engage in activities they enjoy and develop their talents...”

“Help the child understand the importance of self-care and maintaining a healthy balance between their commitments. Encourage them to take breaks, engage in hobbies, CCAs, etc...”



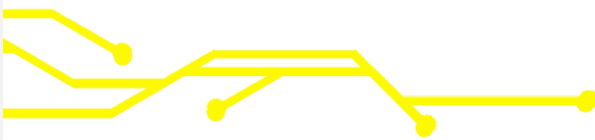
Well-being and Emotional Support

Care Team

- Form Teachers
- Subject Teachers
- School-based Counsellors
- Student Development Team (inclusive of YH & SLs)

Peer Support Structure

- Every student a peer supporter



Support by FTs & Subject Teachers

Focus: Develop a supportive and empowering experience for our students

Create a learning environment that increases **self-motivation**

Support students' efforts in learning **increase self-ownership and improve self-regulation**

Provide opportunity for students to **practice active self-management** and **student agency**

Work closely in **partnership with parents** to bring out the best in our students



Development of Personal Leadership

ACTIVE SELF-MANAGEMENT

STUDENT AGENCY

Personal Effectiveness

- Self-regulation
- Beginning with the End in Mind
 - Putting First Things First
 - Active learning

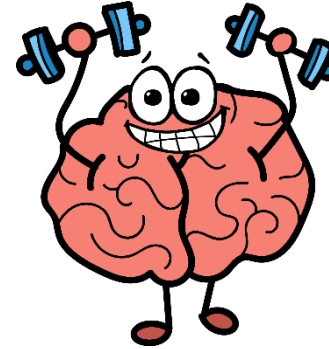
Leading Self

- Developing strengths
 - Growth Mindset
 - Contributing actively
- Continuous improvement



Refreshed Morning Assembly

- To allow students to have a more conducive learning experience in the classrooms for reading and focused class-based conversations
- To strengthen Teacher-students relationship and Peer Support Relationship



**Growth Mindset
Tuesday**

**Gratitude
Wednesday**



**Terrific
Thursday**

PARTNERING PARENTS

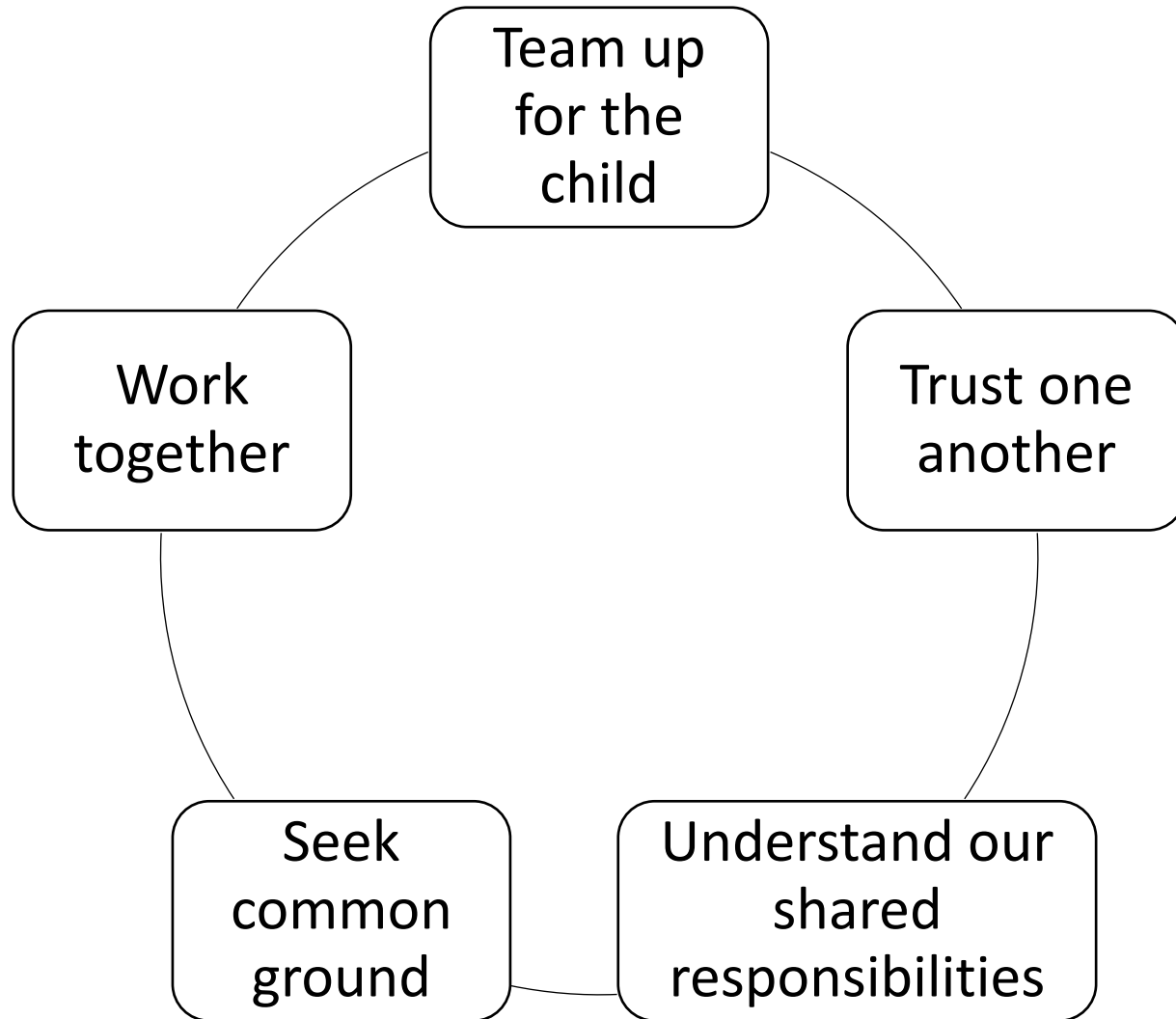
in holistic development of our students

Regular Communication with parents

Student Handbook, Email, Telephone Calls, Parent Gateway, Letters of notification, School Calendar (school website)

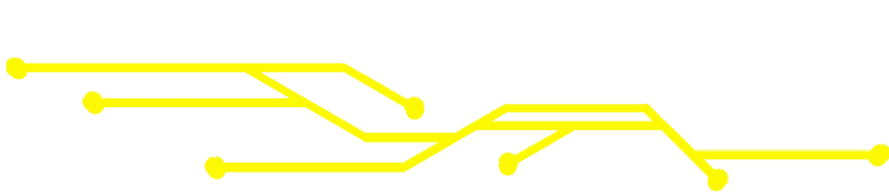
Sessions	DATE/PERIOD
P4 Parent Engagement Session	7 February 2025
Parent-Child-Teacher Conference (For selected students)	13 - 14 March 2025
Parent-Child-Teacher Conference (For all students)	26 – 27 May 2025
Parent-Child-Teacher Conference (For all students)	21 – 22 Nov 2025





Our Common interest : Your child, Our student

Let's support one another jointly
as we **support and encourage** our
children in primary school education.



Development of Personal Leadership

We need
your
partnership

ACTIVE SELF-MANAGEMENT

Personal Effectiveness

- Self-regulation
- Beginning with the End in Mind
 - Putting First Things First
 - Active learning

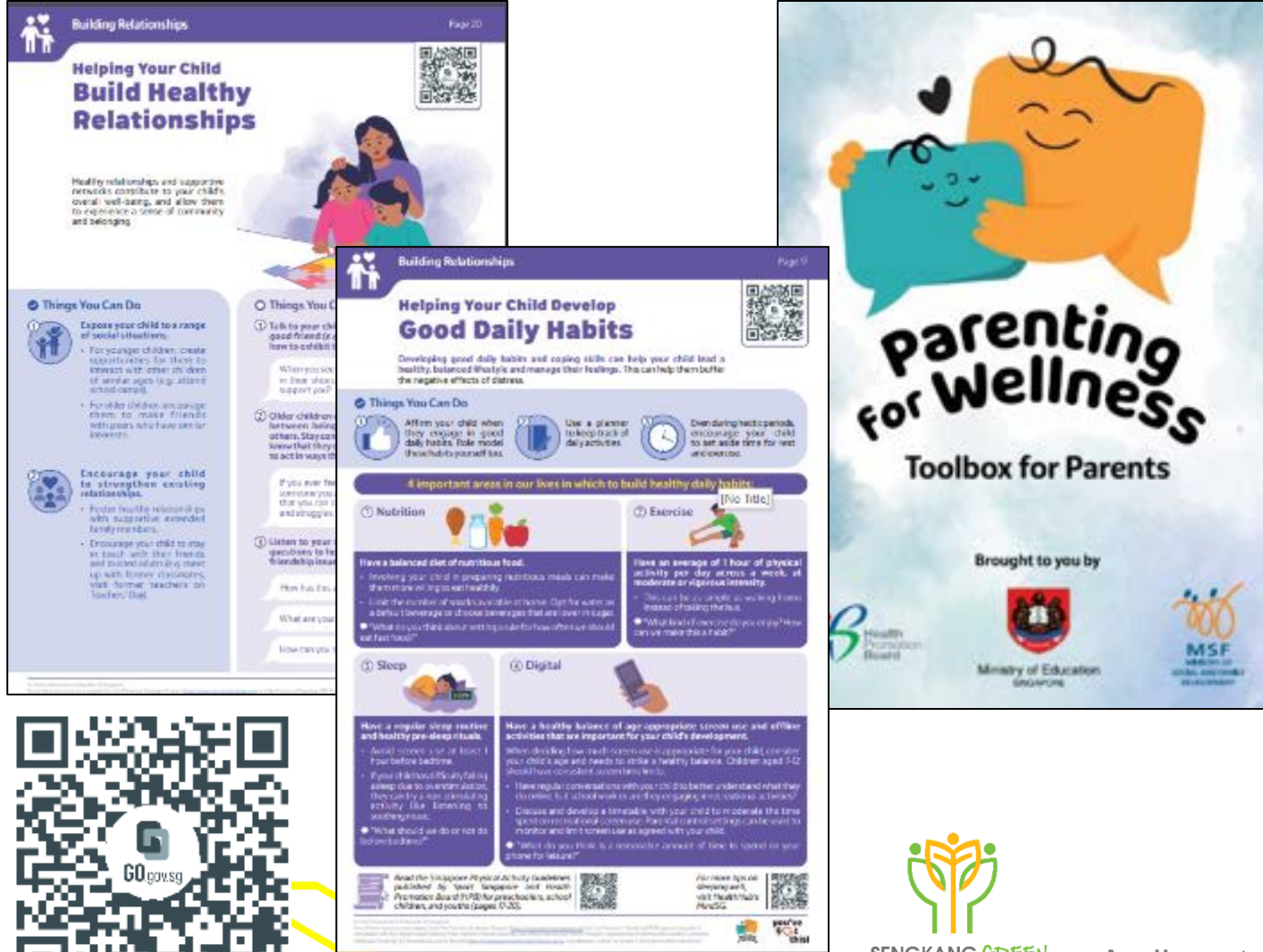
STUDENT AGENCY

Leading Self

- Developing strengths
 - Growth Mindset
 - Contributing actively
- Continuous improvement



Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, **build resilience** in children, and **stay safe online**.

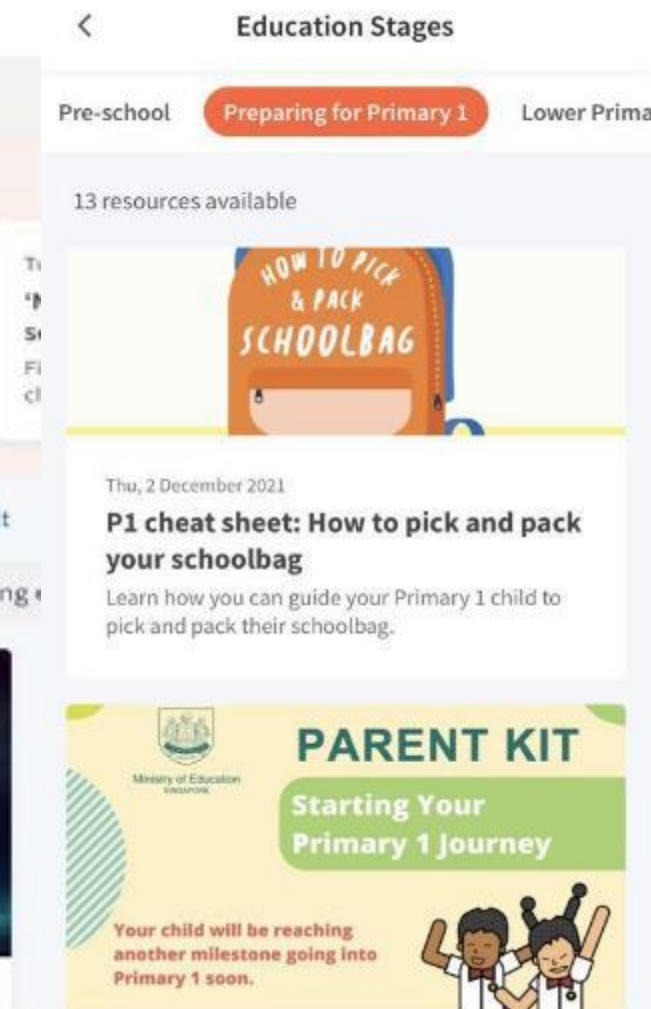
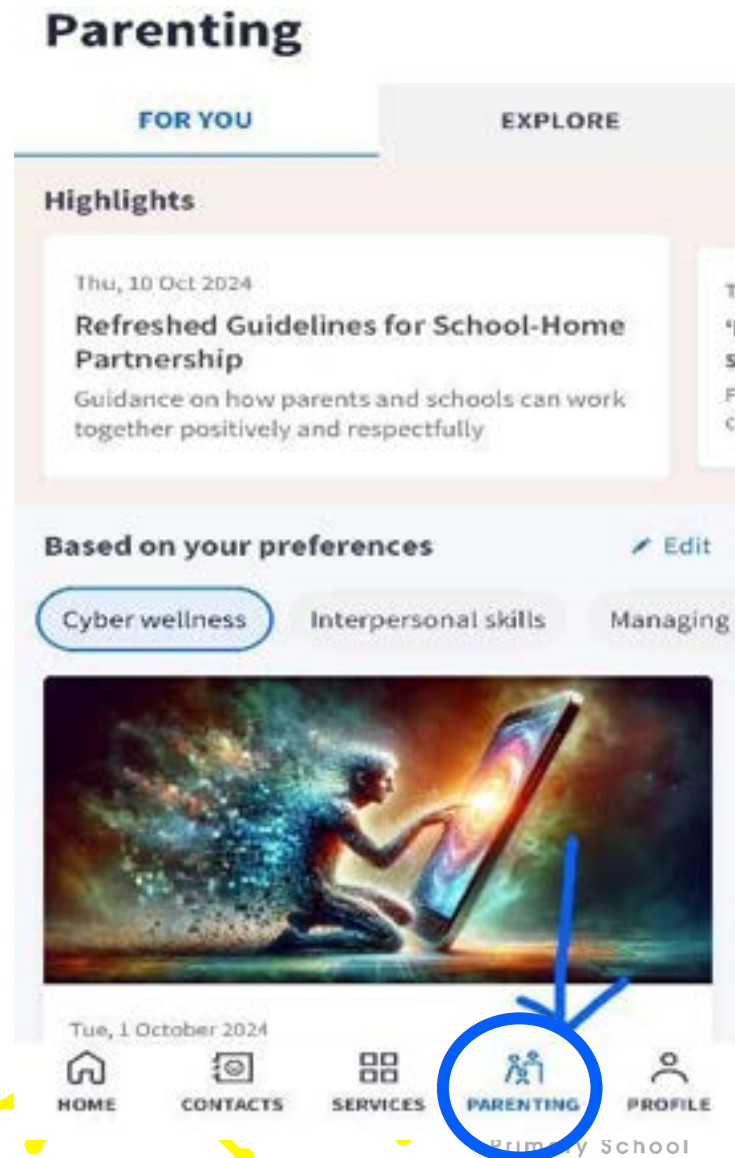
Check out Parenting Resources on Parents Gateway (PG)

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



Repository of parenting resources

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.

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

Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



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

P4 Subject-Based Banding

What is Subject-Based Banding (PRI)?

- Through Subject-based banding (SBB), students could take a **combination of subjects at the standard or foundation levels** depending on their strengths
- SBB is offered at P5 and P6.

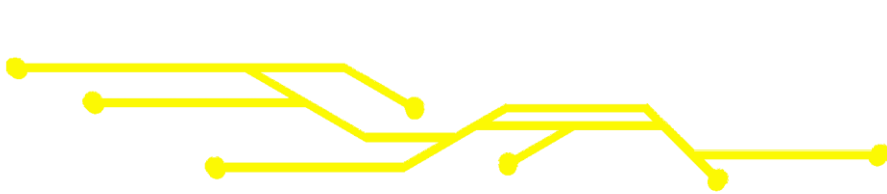
Note: Enabling Lifelong Learning



Rationale for SBB

- Allows students to:
 - focus on and **stretch** their potential in the subjects that they are strong in
 - build up the fundamentals in the subjects that they needs more support in. (*The intent for SBB is not for offering softer options*)

The intent for SBB is not for offering softer options but to enable lifelong learning in students.



How does SBB work at P4?

Primary 4

Students sit for the school exams.

School recommends a subject combination based on their exam results at the end of the year.

Parents fill up an option form to indicate their child's preferred subject combination.

Primary 5

Students take their preferred subject combination

School assesses your child's ability to cope with the subjects at the end of the year.

Adjustments to the subject levels are made if needed.

Final Decision for your child's SBB will be made by the school.

Primary 6

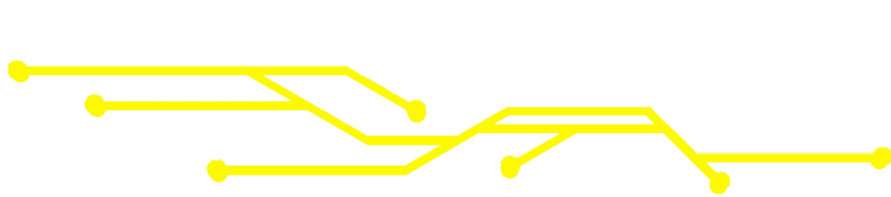
Students take the subject combination **decided by the school** and sit for the **Primary School Leaving Examination (PSLE)**.



Subject Combinations offered



Subject Combination	Abbreviation
4 Standard subjects	4S
4 Standard Subjects and 1 Higher Mother Tongue Language	4S1H
3 Standard Subjects and 1 Foundation Mathematics	3S1F(MA)
4 foundation Subjects	4F



School Considerations and Criteria

- Performance at P4
- Past performance at P1-P3
- Recommendations by form and subject teachers

Taking subjects at the foundation level is not a disadvantage for your child. It will help them to build up the fundamentals for the subjects and better prepare them for progression to secondary school

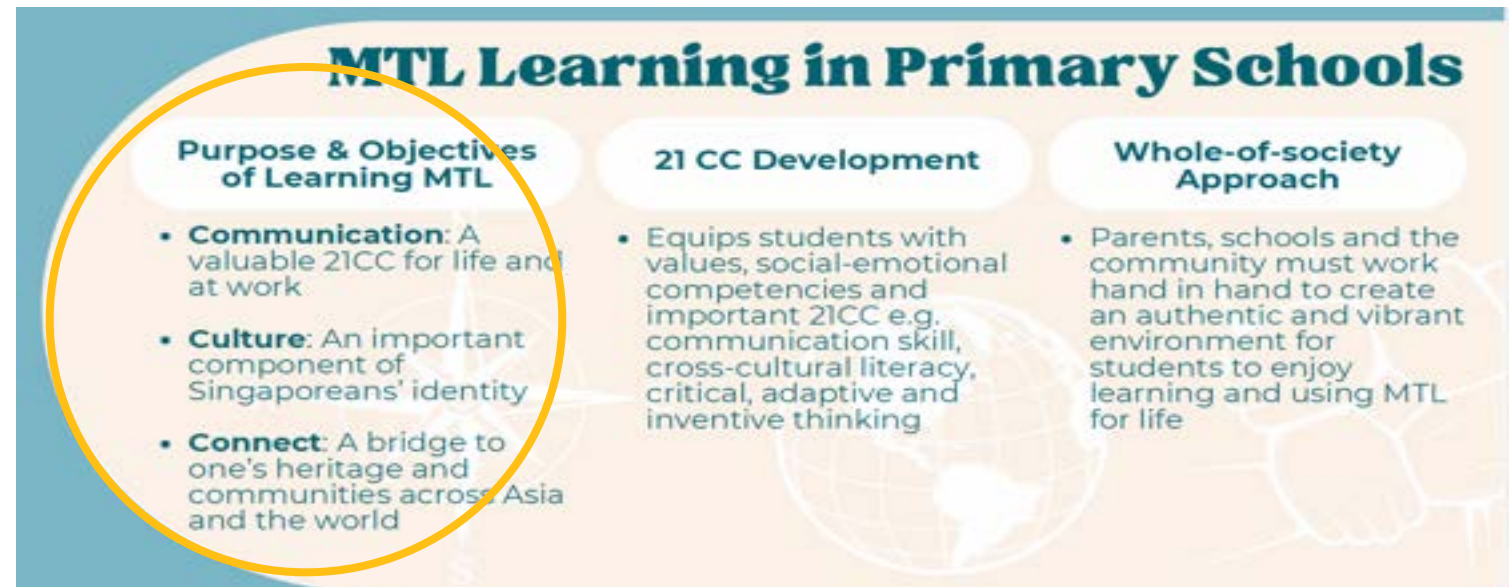


Rationale of offering HMTL

1. 3 Key Learning Outcomes of MTL Curriculum:

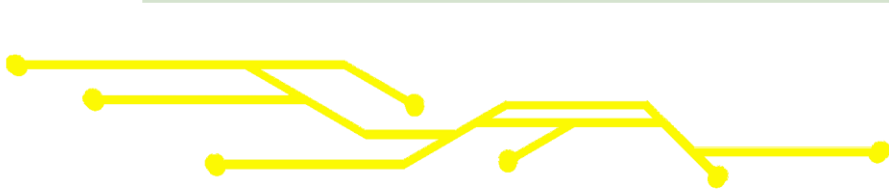
- Culture
- Communication
- Connect

2. Enhance learning of MTL and develop students' cultural literacy

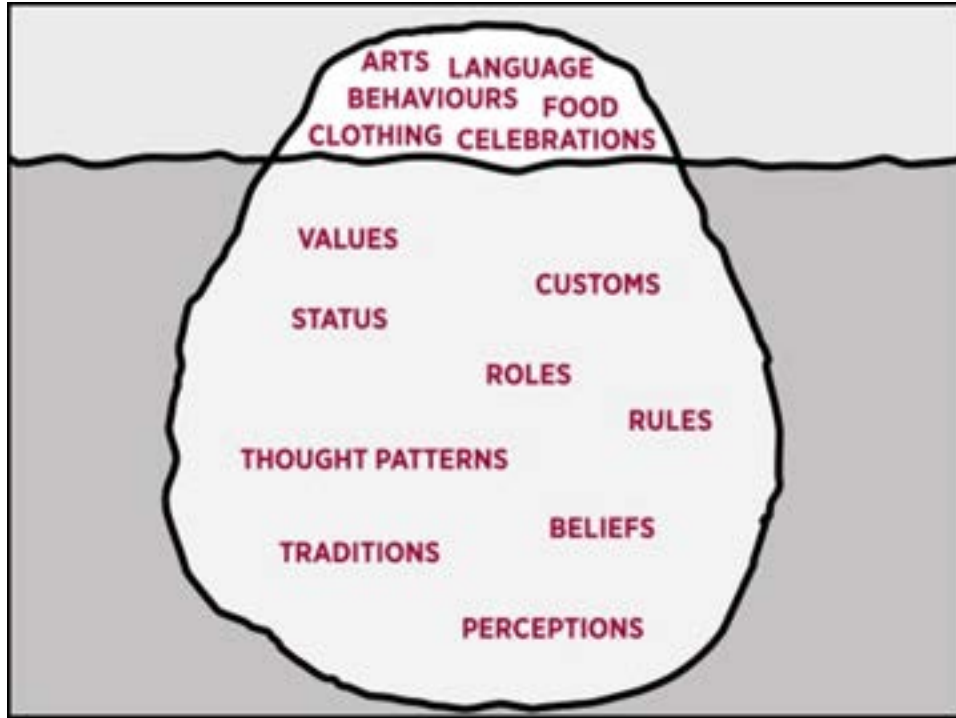


P4HMTL VS P5P6HTML

P4 HMTL	P5/P6 HMTL
Within MTL Class Additional 2 periods of MTL on Friday	Within MTL Class Additional 2 periods of MTL on Friday
Literary Appreciation	Literary Appreciation
Cultural Education	Cultural Education
No assessment	Higher Order Thinking & Writing Skills
	Additional assessment components



Consideration of offering HMTL

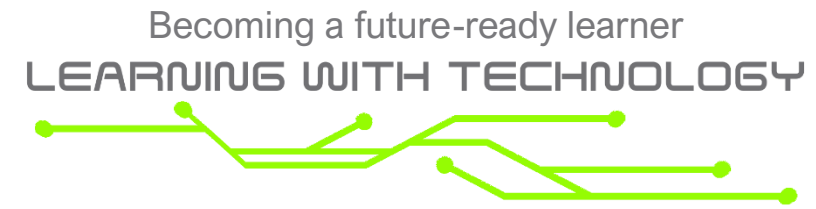


*Cultural Iceberg Image
Western Sydney University*

Preskshan & K Kaur (2024) Cultural Literacy and Cognitive Skills- A Synergistic Approach to Education and Social Cohesion

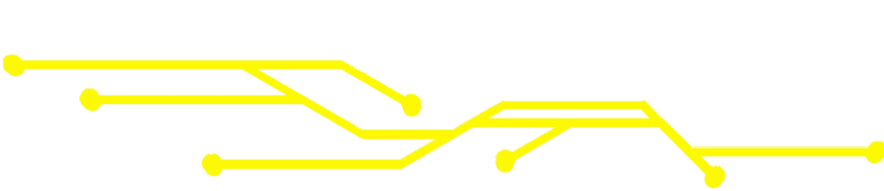
1. Development of **Cultural Literacy**
 - Cultural Literacy is the ability to understand and participate fluently in each culture.
2. Studies shows **positive** correlation between cultural literacy and cognitive skills.
3. Enhanced MTL learning experience which will lead to **stronger language proficiency**
4. Offering of HMTL in sec schools

Consideration of offering HMTL



Higher Mother Tongue Language (HMTL) are offered for students who showed **strong proficiency and interest in Mother Tongue Language (MTL) and culture.**

P5 P6 HMTL is 2-years curriculum. Students are encouraged **to complete the 2-years of curriculum** to have a more comprehensive knowledge of the programme.



How are students allocated to P5 classes at the end of the year?

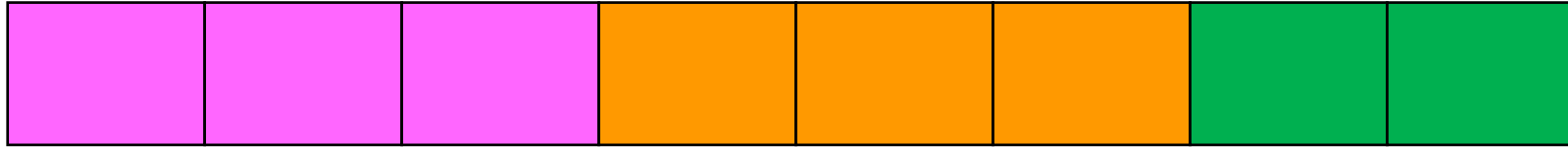


Diagram is only for illustration purpose, may not reflect actual situation



Becoming a future-ready learner

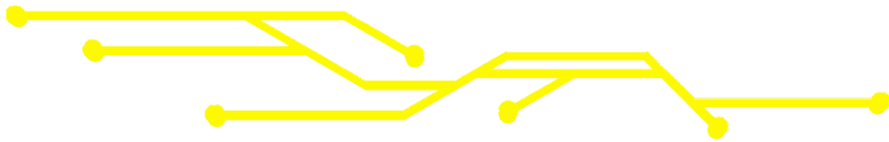
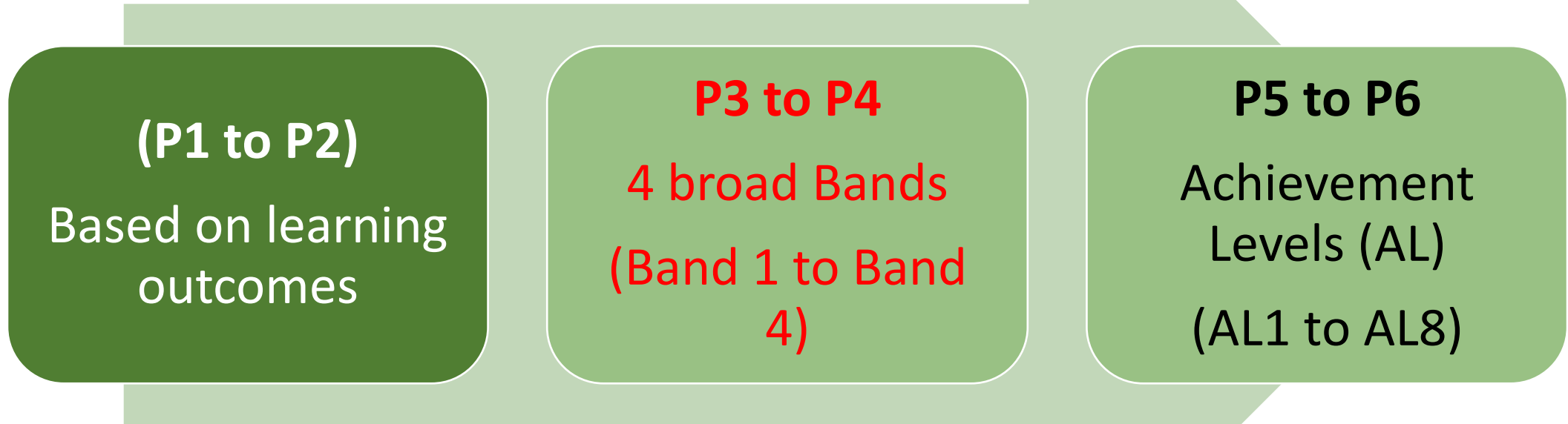
LEARNING WITH TECHNOLOGY



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

Achievement Levels at P5 and P6

Assessment and Scoring System in Primary Schools



Assessing students using AL at P5

MOE uses Achievement Levels (AL) to assess students at PSLE. Students will be assessed based on their own **achievement**, instead of comparing with their peers.



<https://go.gov.sg/psle-scoring>

PSLE Scoring System

The examination results of P5 and P6 will show the Achievement Levels (AL) to familiarise with the PSLE scoring system.

Each subject will be scored using 8 ALs with AL1 being the best.

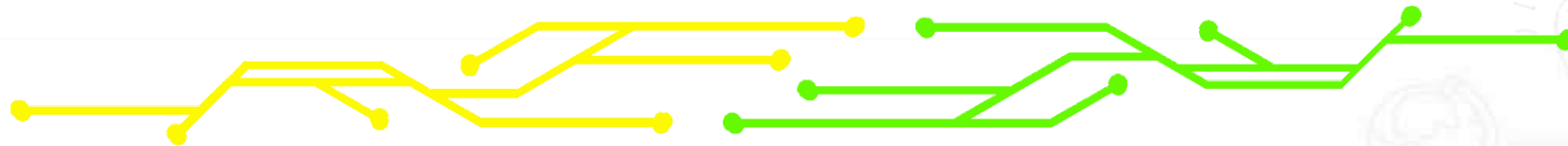
Total score at P5 & 6 will be the sum of the ALs of four subjects.

AL	Raw Mark Range
1	90 & above
2	85 - 89
3	80 - 84
4	75 - 79
5	65 - 74
6	45 - 64
7	20 - 44
8	Below 20



Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



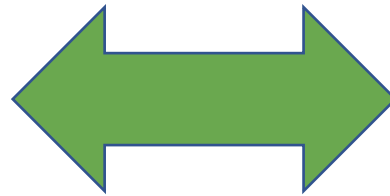
A vibrant school with a culture of care and the spirit of excellence

Direct School Admission (DSA)

Direct School Admission (DSA-SEC)

Promotes Holistic Education

Allows students to gain **direct** entry to certain secondary schools based on their **talent** in **sports, CCAs and specific academic areas**



Allow **participating secondary schools** to **select** some **P6 students** for admission to Secondary 1 based on :

- **talents**
- **potential**
- **achievement**



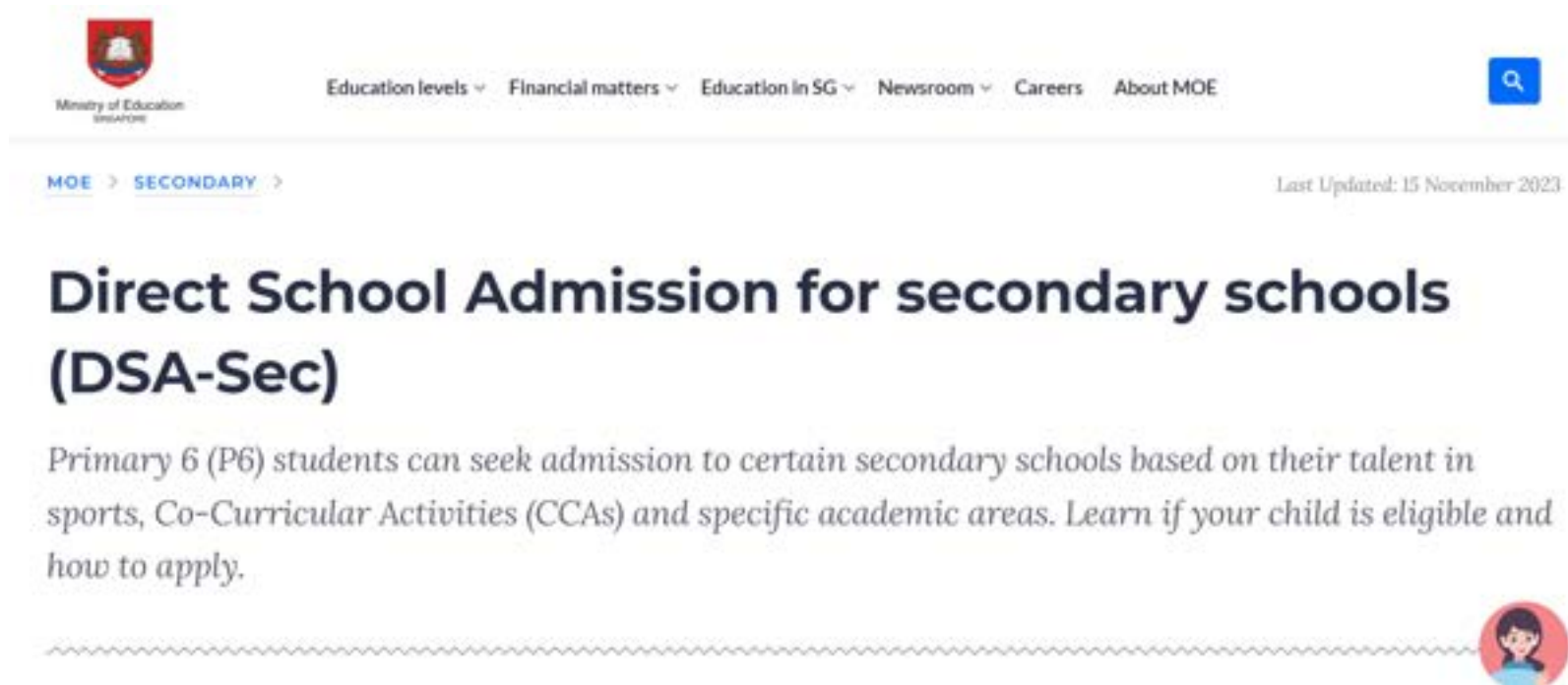
Categories

- Entrepreneurship and Innovation
- Language and Humanities
- Leadership and Uniformed Groups
- Performing Arts
- Science, Technology, Engineering and Mathematics
- Sports and Games
- Visual Arts, Design and Media



Scan the QR code to find out more information on DSA

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



The screenshot shows the MOE Singapore website. At the top is the MOE logo and a navigation bar with links: Education levels, Financial matters, Education in SG, Newsroom, Careers, and About MOE. Below the navigation bar, the breadcrumb trail reads "MOE > SECONDARY >". The main heading is "Direct School Admission for secondary schools (DSA-Sec)". Below this, a paragraph states: "Primary 6 (P6) students can seek admission to certain secondary schools based on their talent in sports, Co-Curricular Activities (CCAs) and specific academic areas. Learn if your child is eligible and how to apply." At the bottom right of the page, there is a small circular icon of a girl's face.



<https://go.gov.sg/dsa-secondary>

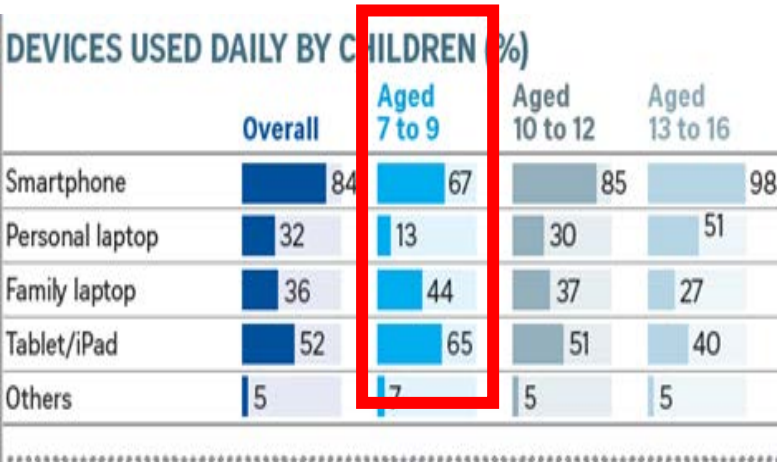
<https://go.gov.sg/dsa-secondary>

Good Cyber Habits Begins at Home



Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



Source: The Straits Times, 7 Feb 2021



Parents may not be aware of the online risks

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023

Use of Social Media

- 1) While social media has strong benefits in building social connections, providing access to information and a space for self-expression, we should also note the potential exposure, and excessive and problematic use. These include harms from content, harms of social media among children and adolescents.
- 2) **Students should not use social media** and must follow age restrictions of social media platforms.
- 3) Parents should note minimum age requirements for using social media and provide close supervision.

- Most social media platforms **require users to be aged 13 years and above**.
- While social media platforms allow people to connect with others, **constant exposure to social media content** can make us feel **anxious or overwhelmed**. It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.
- Maturity can be assessed by observing your child's ability to
 - make responsible decisions to keep themselves safe online.
 - manage the pressures and feelings that come with social media use.
 - control impulses.
- Therefore, **have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.

Navigating the Digital Age

Social Media: Is Your Child Ready for It?

While social media platforms allow people to connect with others, constant exposure to social media content can make us feel anxious or overwhelmed. It is important for social media users to be mature enough to navigate such feelings when using these platforms. Most social media platforms require users to be aged 13 years and above. However, is age the only consideration in determining if your child is ready?

Things You Can Do

Before allowing your child access to social media, have open conversations with them on the risks of social media and establish clear ground rules on how to keep themselves safe when using it. Here are some suggested topics:

- What are some potential dangers of oversharing personal information?
- What does healthy social media use look like?
- How do we keep ourselves safe on social media?
- What are some ground rules we can establish as a family?

The maturity of your child is also an important consideration to determine their readiness for social media.

Maturity can be assessed by observing the following:

- Their ability to make responsible decisions to keep themselves safe online.
- Their ability to manage the pressures and feelings that come with social media use.
- Their ability to control impulses.

Although your child may pick up skills to use social media quickly, they may not fully understand how to use complicated online safety tools and settings. They may also not understand how the platforms' safety features work.

© 2014 Government of Singapore
Part of this content is under a Creative Commons License. For more information, visit <http://www.singapore.gov.sg/copyright>.
This content is licensed under a Creative Commons License. For more information, visit <http://www.singapore.gov.sg/copyright>.
This content is licensed under a Creative Commons License. For more information, visit <http://www.singapore.gov.sg/copyright>.
This content is licensed under a Creative Commons License. For more information, visit <http://www.singapore.gov.sg/copyright>.

How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.



Navigating the Digital Age

Page 1 of 2



GOVSG

Helping Your Child Manage Device Use & Stay Safe Online





Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.
Your screen use rules can include:
 -  Device-free times and places
 -  Time limit for devices
- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
- "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
- "What do you think of our screen use rules?"



Role Model Behaviours and Have Open Conversations

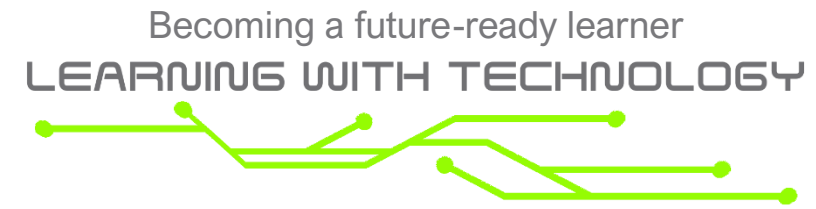
- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"



© 2018 Government of Singapore
Part of the resources were adapted from the Parenting Strategy Program (PSP) developed by the National Parenting Centre (NPC) in partnership with the Singapore Family Education Foundation (SFEF) and the Singapore Council for Women's Development (SCWD). The resources are licensed under the Creative Commons Attribution-NonCommercial-ShareAlike license. For more information, visit <https://www.gov.sg/parenting>.



How can parents better support their child's digital habits?



Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

How can parents better support their child's digital habits?

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.



How can parents better communicate with their child on digital habits and matters?

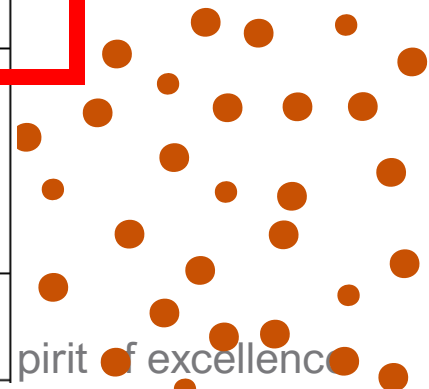
Providing a safe space for conversations	<ul style="list-style-type: none">• It can be challenging to grapple with uncomfortable feelings and negative thoughts.• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.• You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.
Role modelling respectful conversations	<ul style="list-style-type: none">• When your child learns to engage in respectful conversations, they become a better communicator and friend.• Parents are in the best position to role model these skills through daily interactions with your child.• Listen to understand, instead of listening in order to give advice and offer solutions.
Have regular and open conversations	<ul style="list-style-type: none">• Have regular conversations to better understand what your child does online.<ul style="list-style-type: none">• Is it school work or are they engaging in recreational activities?• For example:<ul style="list-style-type: none">• State observation: “I noticed you have been spending a lot of time on your device.”• Ask open-ended questions: “What do you usually do on your device?”• Communicate your actions and rationale. Let your child know you care for them and want them to be safe online.

School's Cyber Wellness programmes

- Spiral approach with age-appropriate content

School Focus	P1	P2	P3	P4	P5	P6	Tips for Parents
Cyber Use	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Talk to your child about what they feel is an appropriate amount of time to spend on their digital devices per day. • Encourage your child to participate in outdoor activities instead of imposing a ban on device usage. Help them achieve it by scheduling these activities and doing it together with them.
Cyber Identity	✓	✓	✓	✓	✓	✓	<p>Here are some ways your child can be kind in their online interactions:</p> <ul style="list-style-type: none"> • Focus on the positive, not the negative • THINK before sharing • Respect other users' privacy • Practice empathy
Cyber Relationships	✓	✓	✓	✓	✓	✓	<p>You may not always know if your child is being bullied online, but you can give them some pointers to help them deal with cyber bullying:</p> <ul style="list-style-type: none"> • Stop what you are doing if you feel uncomfortable • Block all lines of communications with the cyber bully • Save all offensive and hateful messages • Tell a trusted adult • Report the case
							Use "S.U.R.E." to teach your child not to believe everything they read online:
Cyber Citizenship			✓	✓	✓	✓	<ul style="list-style-type: none"> • Source: Look at its origin. Is it trustworthy? • Understand: Know what you're reading by searching for clarity. • Research: Dig deeper and go beyond the initial source. • Evaluate: Find the balance and exercise fair judgement.
Cyber Ethics					✓	✓	Encourage your child to leave positive reviews, compliments, and share uplifting content – remind your child that the internet is not just for ranting

Handbook
page 27-30



CCE (FTGP) lessons

During CCE(FTGP)* lessons, students will be taught:

● Importance of cybersecurity

- Identify inappropriate online content or people with malicious intent
- Protect oneself from phishing, spam, scams and hacking

● How to verify online falsehoods

- What is online falsehoods?
- Use S.U.R.E. to verify information online

● Be a positive peer influence online

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed



CCE (FTGP) lessons

● Digital Footprints

- What are digital footprints
 - Manage one's digital footprints
 - Maintain a positive online presence
 - Review privacy setting
- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home.

What other Cyber Wellness programmes do we have for our students?

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY

- Screen-free weekend activities
- Sharing by Cyber Wellness Ambassadors
- Recess activities to promote Cyber Wellness
- Cyber Wellness clinic (selected students)





Additional Resources:

Parenting for Wellness



For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!



Updates on Student Digital Accounts Details

- By managing their own passwords, students learn to **take ownership** of their **online accounts**. This fosters a **sense of responsibility**, which is essential for their **growth** and **independence**.
- As students grow, they will need to manage various accounts for school and personal use. Introducing them to **password management** now provides a safe environment to practice this skill while they are still guided by teachers and parents.



School and Parent partnership

- As such, we need your support to update latest email address with the Parents Gateway (Service → Student Details Form) platform to facilitate resetting of passwords. Verification codes will only be sent to parent/guardian's registered email.
- If your child/ward's account is lock, you can fill up the unlock request online.
- <https://sites.google.com/moe.edu.sg/skgpsictknowlledgehub/student-account-unlock-request>

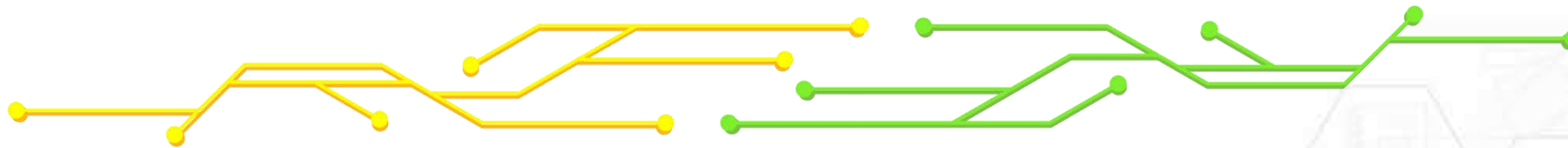


<https://go.gov.sg/skgpsunlock>



Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



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

P4 Parent Engagement Session



Recall PES 2024

“Every student needs to be a **creator**, a **connector** and a **contributor**
going forward”

~ Minister Chan Chun Sing, Minister of Education

Creator

“Create new value for
themselves, for our country
and for the global system”

Connector

“Collaborate with other people,
not just domestically, but with
our overseas partners”

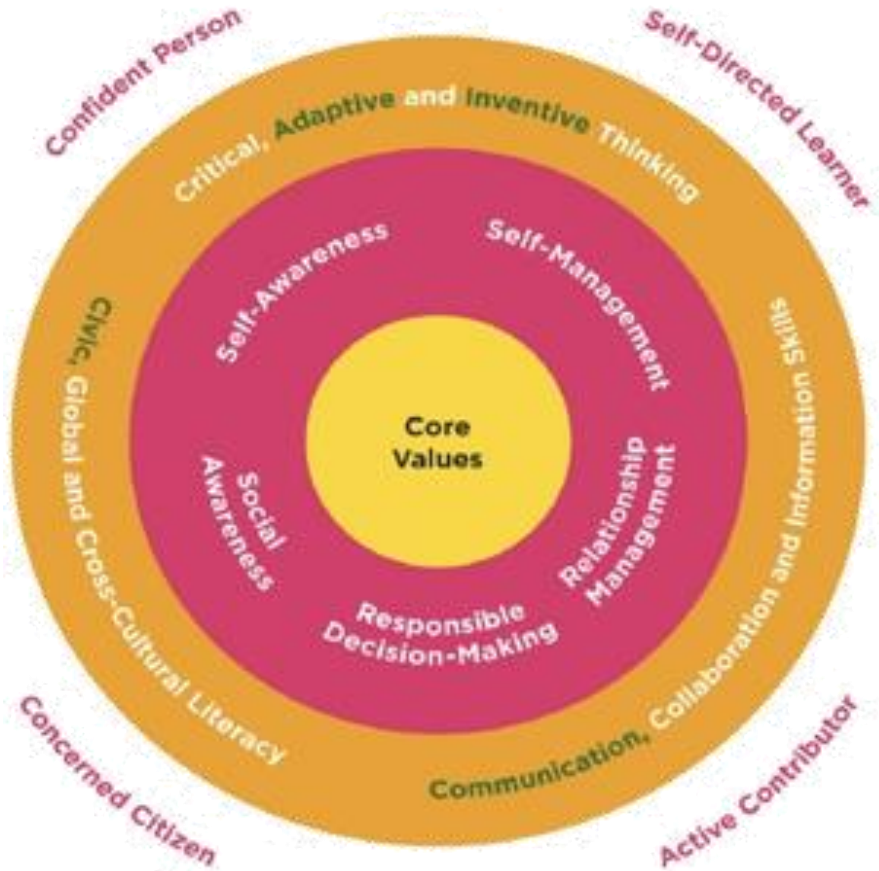
Contributor

“Appreciate the diversity of
strengths... everyone can
contribute something”

Every student a Creator, Connector, Contributor

Our Aim

- Students will **create** new value for an uncertain tomorrow
- **Connect** diverse people, bridge differences and seize opportunities
- **Contribute** to society, no matter their background



Within the E21CC priority areas, our students need to develop...

Adaptive Thinking

- i. **confident** in situations in which they do not have **resilient** in
- ii. able to r **nimbly**

Inventive Thinking

- i. **curious** and **reflective** about what they sense of
- ii. **approaching**

To better enable students to be creators

Civic Literacy

- i. **willing to act with shared commitment**
- ii. **So they can appreciate our history and contribute to society**

Communication

- i. **So they can build bridges between those from different walks of life**
- ii. **So they can build bridges between those from different walks of life**

More 'non-creative' job roles require creative skills: SkillsFuture report

The Straits Times 24 January 2025



The fourth edition of SSG's Skills Demand for the Future Economy Report was launched on Jan 22 by Minister of State for Education and Manpower Gan Siow Huang.

The latest report includes a feature on creative skills, which refers to those that require innovative thinking and the ability to generate original ideas or concepts.

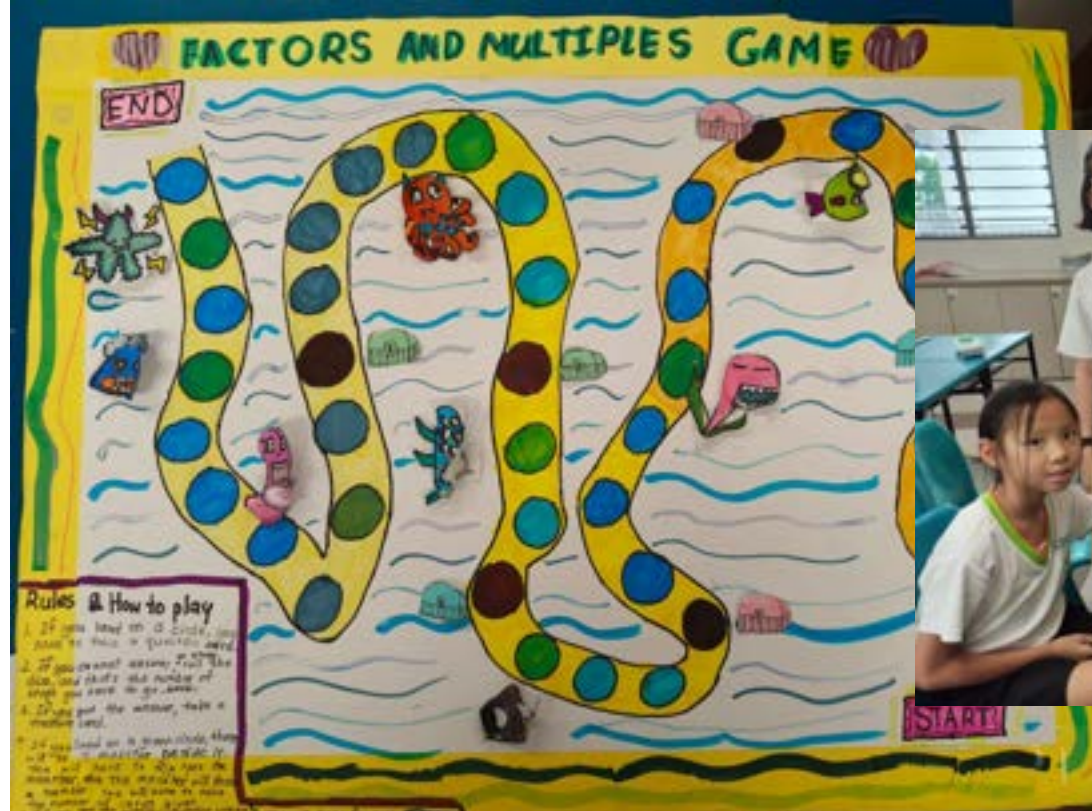
Forty creative skills – from design creation and development to brand management – have become more transferable since 2019. This indicates that more job roles are increasingly asking for such skills, the report stated.



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Adaptive and Inventive Thinking



SKGians figured out ways to make their Math Toys and Games by applying the concepts such as NETs and Factors and Multiples.



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Adaptive and Inventive Thinking



SKGians explore possibilities, solving challenges and ignite their curiosity through hands-on discovery

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



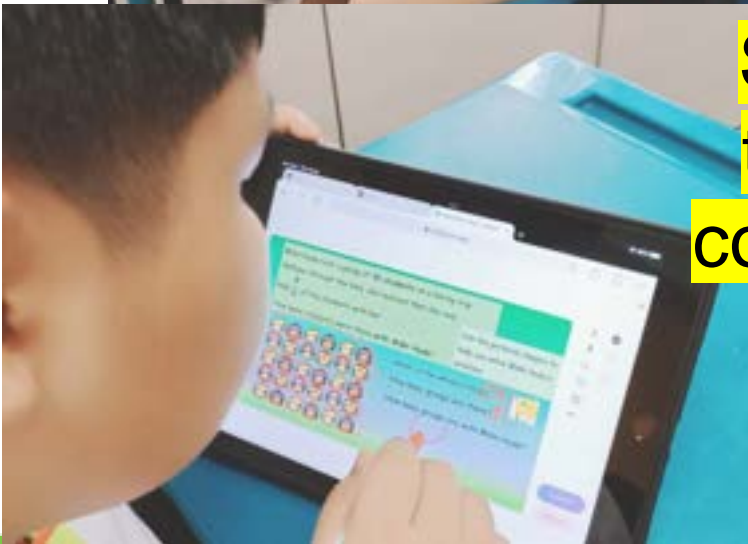
SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Communication, Collaboration and Information Skills



SKGians worked with their peers to explore concepts such as model drawing and measurements.





SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Communication and Collaboration Skills



SKGians develop empathy and courage to voice new ideas and persuade others through activities like debates.



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Communication, Collaboration and Information Skills



SKGians learn to communicate ideas through comic strips, combining visuals and text to tell a story or express ideas.

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



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Civic, Global & Cross-Cultural Skills



SKGians access information from reliable sources and talk about social and global issues.

Integrating E21CC into the curriculum

Civic, Global & Cross-Cultural Skills



Learning Journey to Civic District

Integrating E21CC into the Curriculum

Civic, Global & Cross-Cultural Skills



SKGians engaging in cross cultural activities to know about other cultures.



SENGKANG GR
Primary Sch

Assessment : Moving Beyond Traditional Testing

“We should use *assessment* mindfully to *help our students discover their strengths and interests*, and to identify the most appropriate setting for their next lap of education.”

**Welcome Address by Minister for Education Mr Chan Chun Sing at the
International Summit on the Teaching Profession (ISTP)**

22 Apr 2024

Assessment : Moving Beyond Traditional Testing

Hybrid Mode of Assessment:

Language Subjects

1st part of assessment conducted via SLS

2nd part conducted face to face

Online Formative Assessment:

Adaptive Learning System (ALS)

Lang FA – EL (SLS)

SLS Assignment

Daily Classroom Assessment:

Teachers – Student Interactions

Teachers' Questioning & Observations

Classroom participation & responses



How parents can support 21CC development at home

How to foster Adaptive Thinking?

Examples:

Promote flexibility: Encourage your child to try different approaches to tasks.

Share experiences: Discuss times when you had to adapt and what you learned.

How to foster Inventive Thinking?

Examples:

Support creativity: Provide materials for arts and crafts or building projects.

Celebrate failures: Teach your child that mistakes are part of the learning process.



How parents can support 21CC development at home

How to foster Communication Skills?

Examples:

Encourage discussions: Have regular family discussions about various topics.

Role-play scenarios: Practice conversations in different contexts.

How to foster Civic Literacy?

Examples:

Get involved in community service: Participate together in local projects.

Discuss civic responsibilities: Build awareness of their surroundings, understand about various cultures and practices of different races and nationalities and identities and responsibilities as citizens.



How you can support your child's learning

- ✓ Start Early
- ✓ Regular revision
- ✓ Discuss with your child and draw up with a study plan
- ✓ Set goals with your child
- ✓ Identify and support your child's need
- ✓ Listen to build the relationship

How you can support your child's learning



Notice Thinking

(even when the answer is incorrect.)

E.g., I like how you have used what you already know about a trapezium to solve the first part of the question.

Focus on the Learning Over the Work

Learning is the goal of an assignment.

Take a moment to ask your child the purpose of the homework or revision exercise.

E.g., What do you think is *the purpose* of this writing assignment? Do you know what you need to improve on? How do you intend to do so?



SENGKANG GREEN
Primary School

How you can support your child's learning



What makes you say that?

E.g., What makes you say that the water will evaporate?

What did you notice that makes you say that?

Challenge but Don't Rescue

Teach your child to persevere and embrace struggle and learn to handle unfamiliarity.

Ask questions that will help him/her to develop agency such as:

Can you read the question once more?

What model can you draw?

Can you check the examples in the textbook?

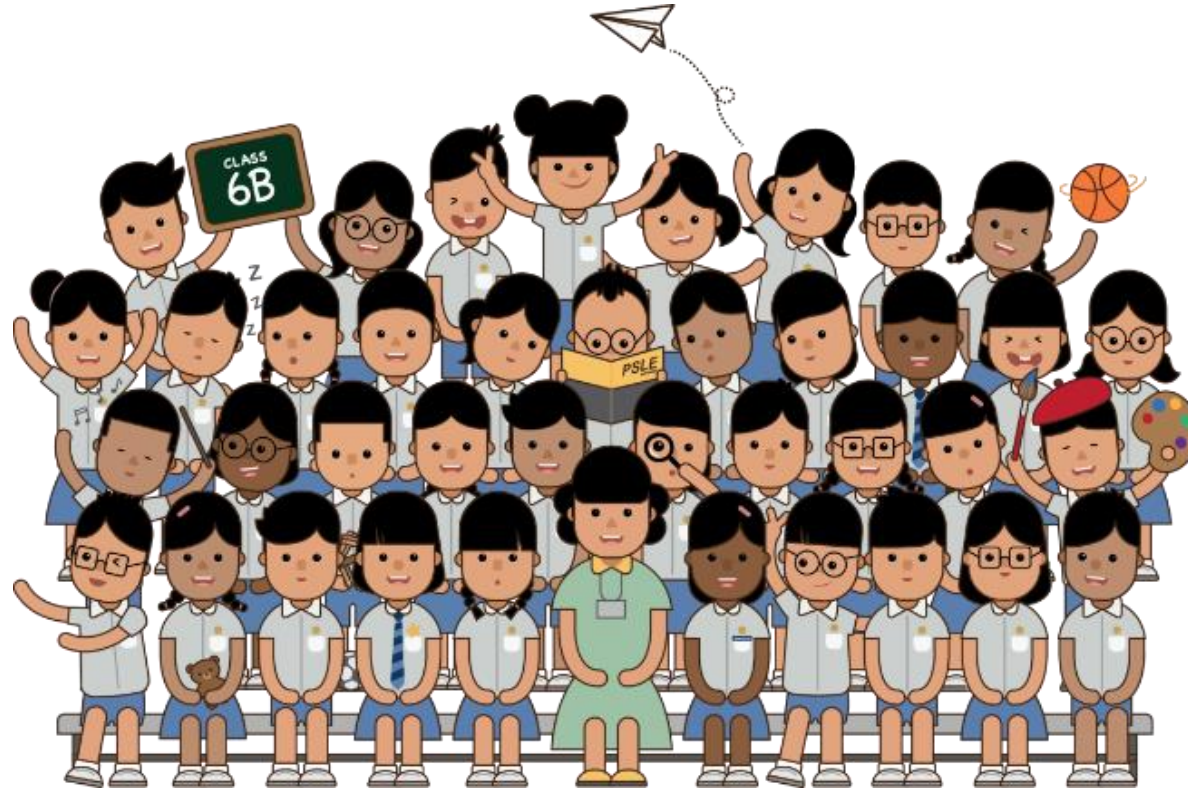


More resources from [Project Zero](#).

THANK YOU



THANK YOU



© MINISTRY OF EDUCATION, COMMUNICATIONS AND ENGAGEMENT GROUP, 2023