

Every White Sandian, a success story

School Leader's Sharing

**P2 School-Parents
Engagement &
Communication
Session
(SPECS)**

23 February 2024





Welcome P2 Parents!



Sharing outline

✓ Sharing by School Leader

- Broad shifts in Singapore's Education System
- WSPS alignment to education shift
- Home-school Partnership

✓ Sharing by Student Development Team

- Supporting your child in executive function skills



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Our School Leaders

Growth Mindset @ WSPS



**Ms Audrey Wong
Principal**



**Ms Rezina Khan
Vice-Principal**



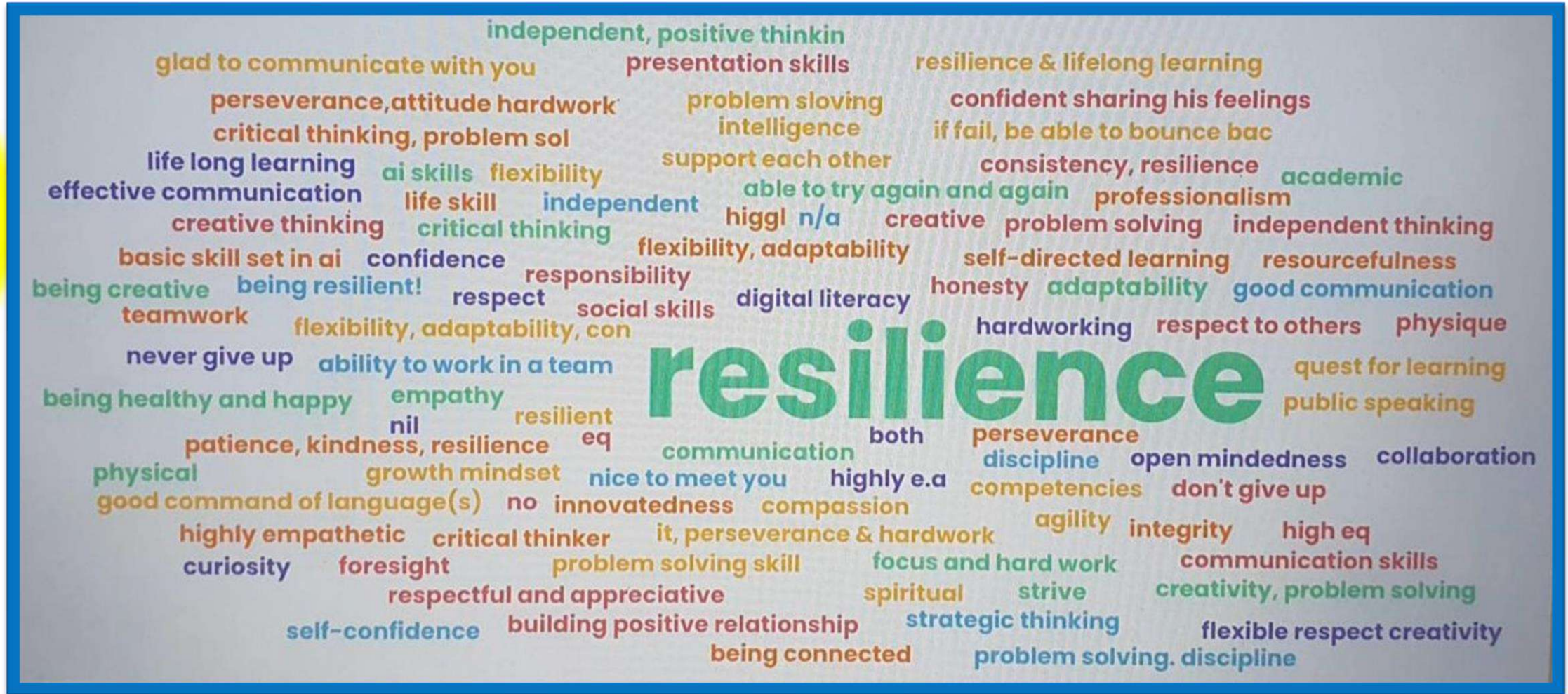
**Ms Lina Tiong
Vice-Principal
(Admin)**



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P2 Parents' voices

What are the skills/competencies your child needs to develop to be successful?



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Broad shifts in Singapore's education system

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Broad shifts in Singapore's Education System

THE PSLE CHANGES ARE PART OF A BIGGER STORY

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done



Moving away from an over-emphasis on academic results, focusing on a child's holistic development.



Adjusting School-based Assessment Structures

P1

- > No examination, but weighted assessments are conducted throughout the year

P2

- > Weighted assessments throughout the year and year-end exam

P3-P6

- > Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year

P1 & P2

- > Removal of all weighted assessments (including P2 year-end exam)

S1

- > Removal of Mid-Year Exam (MYE)

From P3 to S4/5

- > Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable

P3, P5, S3

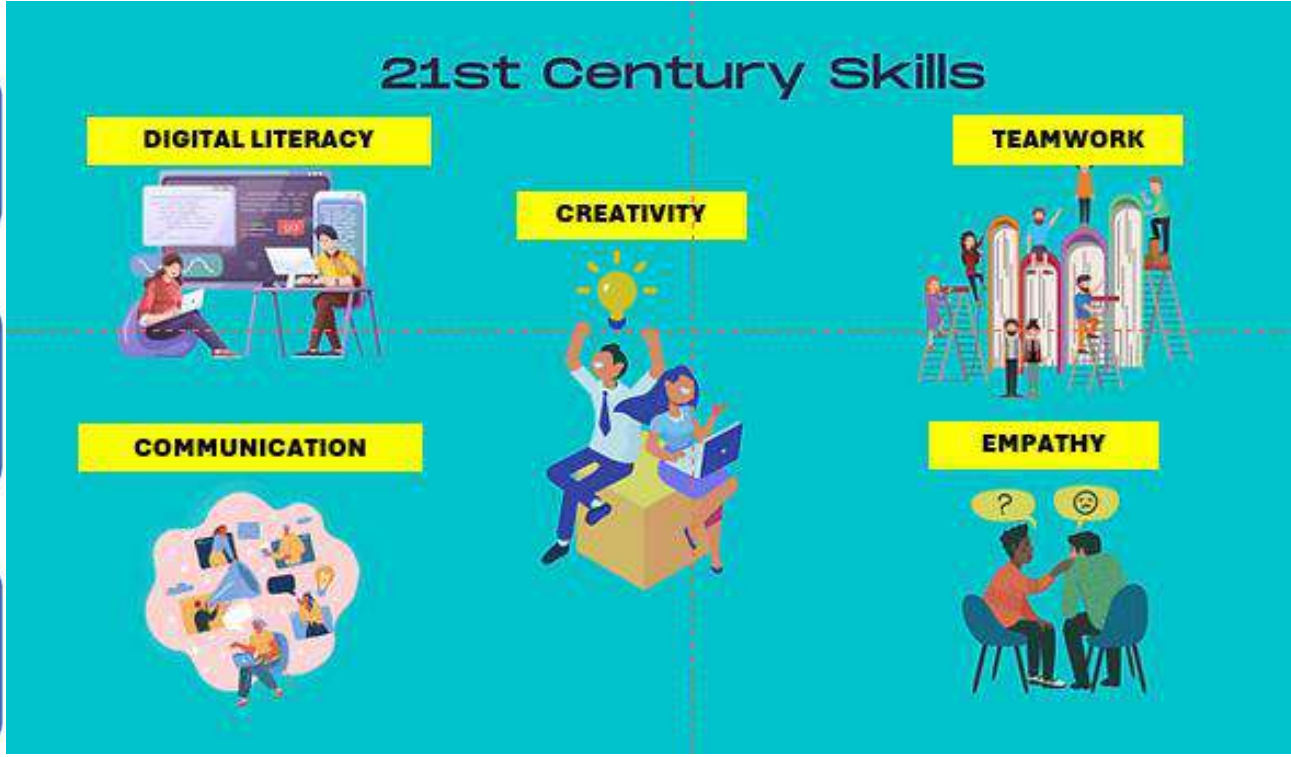
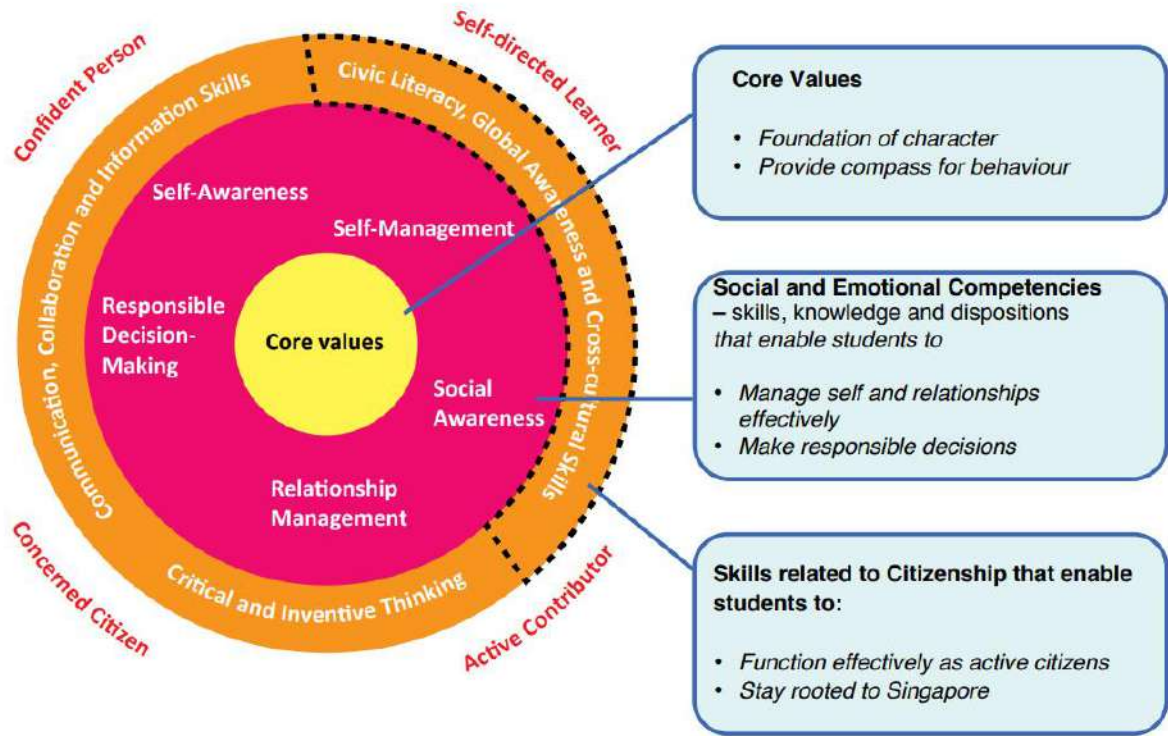
- > Removal of Mid-Year Exam (MYE)



Adjusted school-based assessment structures provide autonomy for schools to provide opportunities for student-initiated learning

Broad shifts in Singapore's Education System

MOE's framework for 21st Century Competencies and Student Outcomes



Broad shifts in Singapore's Education System

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Refreshing our Curriculum Character and Citizenship Education 2021 (CCE 2021)

1

Making CCE more relevant and applicable

- CCE will be further integrated into lessons and activities, such as CCAs, camps and outdoor activities.
- Students will go through key student development experiences beyond the classroom from primary to pre-university, including new cohort Learning Journeys.

2

Strengthening mental health and cyber wellness education

- Students will be explicitly taught about mental health. Time spent on discussion on cyber wellness issues will be increased by 50%, on average.
- All schools will establish a peer support structure by 2022.

3

Greater emphasis on teaching of moral values in primary schools

- Students will be taught moral values through cultural stories, songs, idioms and proverbs unique to each Mother Tongue Language.
- Form Teacher Guidance Period will be broadened to include topics related to National Education and citizenship, which are better taught in a multi-cultural setting.

Growing need to increase awareness of mental health matters while developing greater resilience in students

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Broad shifts in Singapore's Education System

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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)

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WSPS alignment to education shift

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Lower Primary Level Outcome

A Caring Achiever



Caring individuals who have a good sense of self-awareness and are able to build positive relationships through care and respect.



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WSPS alignment to education shift

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Programme for Active Learning (PAL)



Developing social-emotional competencies and skillsets for White Sandians to be future-ready in a rapidly changing world

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WSPS alignment to education shift

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Instilling the right values and developing good character in White Sandians



Responsibility for daily learning (Use of Student Handbook and Daily Homework File)

Learning effective self-management strategies

SELF-CONTROL

- I start on my task quickly and stay focused throughout.
- I organize my things neatly.
- I follow rules and routines well.
- I manage my time well.
- I resist the temptation to eat too much fast food as it is not good for my health.



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WSPS alignment to education shift

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Providing a caring and enabling environment for joyful learning

Play Pedagogy



First Days Of School
- Fostering positive Teacher-Student Relationships & Peer Relationships

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WSPS alignment to education shift

Learning to collaborate respectfully with peers through effective communication

WE ALL HAVE A PART IN MAKING THE CLASS A KIND AND CARING PLACE.



EVERYONE HAS STRENGTHS TO CONTRIBUTE.
WHAT IS YOURS?



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WSPS alignment to education shift

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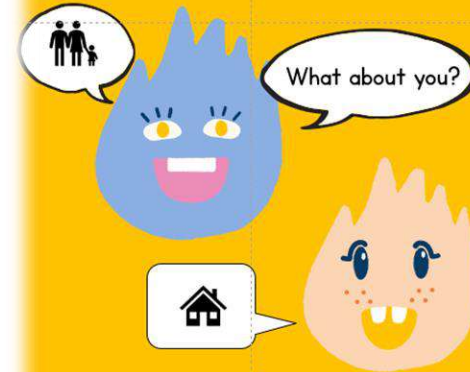
Developing passionate learners with exemplary character

Instilling positive routines for students to develop good habit of respectful behaviour and responsible care for environment

G.E.A.R. - Setting the tone for a positive experience
U.P. - Useful Practices to set the routine for learning

1. **G**reet
2. **E**nvironment: **E**veryday **R**esponsibility
3. **A**ttendance, **A**ttire check & **A**ttention
4. **R**eview & **R**eject on Learning

3. I HOPE WE WILL RESPECT ONE ANOTHER.



I will remember to use respectful language when talking to my friends online and offline.

I will take turns to speak in a group discussion.

I will try to understand my friend's opinion first before getting angry.

Clear and explicit learning of positive behaviour expected of White Sandians

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WSPS alignment to education shift

Enhancing students' resilience in support of their well-being

What are you worried about as you start the new year?
[Choose as many as you like.]

- Difficulty making new friends
- Not getting along well with friends
- Learning new subjects/skills
- Too much schoolwork
- Not meeting my own expectations
- High expectations from parents/teachers
- Quarrels at home
- Money issues at home
- I am not worried about anything



You are not alone! Please talk to your parents and teachers if you need to speak to someone.

Praise and affirmation as a strategy to develop students' Growth Mindset

Termly Check-in Surveys



Heart-to-heart Conversations



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Home-school Partnership

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Supporting your child towards success



Singapore students rank top in maths, science and reading in OECD study



Insightful findings

- **Close to nine in 10** of students reported that they eat their main meal with their parents at least once a week.
- However, **only about half** said their parents take an interest in what they are learning at least once a week, lower than the OECD average of 66 per cent.
- And **just 47 per cent** said their parents ask them at least once a week about any problems they might have at school, compared with the OECD average of 57 per cent.



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Supporting your child towards success



Learning dispositions are **positive attitudes and traits** towards learning. A child's disposition to learning will affect how they learn. Positive learning dispositions will enable our children to find the **joy of learning** and develop their **intrinsic motivation** and **engagement in learning**.

Engagement

Children who are engaged are immersed in learning and enjoy what they do.



What my child may say.

I ENJOY LEARNING.
I AM EXCITED ABOUT LEARNING.

Why this may be important.

When our children are involved and engaged, they enjoy what they are learning and seek new opportunities to learn. Being engaged also helps them to take responsibility for their own learning.



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5 ways to build positive learning dispositions with your child



1

Build positive parent-child relationships

- Be warm and responsive – child needs to feel, secure and supported.
- Ask open ended questions to find out more about how your child is feeling.
- Follow your child's interest to widen the topics of discussion.

2

Establish routines

- Routines help to build habits.
- Important routines includes meal times, bed times, study time and rest times.

3

Structure the environment

- A predictable and supportive environment will develop the self-regulation in a child.
- An environment to problem-solve together also develops the reflective skills in the child.

4

Soothe your child

- Calm your child down before teaching or reasoning with him.
- This will help to teach them how to manage overwhelming emotions.

5

Validate your child's feelings

- Even if you disagree with their behaviour, validate their feelings so they feel understood. This builds their reflective skills.



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Supporting your child towards success



As a parent, you can...

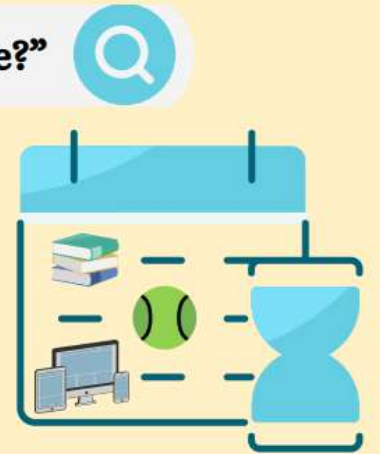
- Be actively involved in your child's use of technology.
- Role model good online behaviour.
- Stay updated on emerging digital trends influencing your child.

1

Practise appropriate device usage

“How much time should my child spend online?”

Instead of running an internet search on the above, talk to your child about what they feel is **an appropriate amount of time to spend on their digital devices** per day, given their commitments (e.g., studies, CCA, art class).



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Supporting your child towards success



Manage over-reliance on devices

Is your child....

Constantly online and **only happy** when they are online?



Using gaming/online activity to **avoid dealing** with their personal problems?



Visibly restless or irritable when asked to cut down on gaming/online activities?



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Common challenges faced by P2 students

Time management
*(to have time for play
and relaxation)*

**Distractions due
to devices and
social media**

**Peer
relationships**



Frequently Asked Questions

Curriculum & assessment

- Learning experiences for CTGP, PAL
- How to support my child for holistic assessment

School processes and programmes

- Banding for MTL classes
- Support parents can provide at home to complement school's programmes



Student Development Team sharing (Mdm Yee and Mr Zuhri)

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Overview

- 1. Introduction of the Student Development Team**
- 2. What is Executive Functioning?**
- 3. Components of Executive Functioning**
- 4. Coping Strategies**
- 5. Q&A**

Student Development Team



Mr Gary Peh,
HOD Student
Management



Ms Brenda Ng, HOD
Special Education
Needs



Mr Wong Yexiang,
Upper Pri Year Head



Mdm Erica Cheah,
Lower Pri Year Head



Mr Asraf, Middle Pri
Year Head



Mdm Yee, Senior Special
Education Needs Officer



Ms Samirah,
Special Needs
Officer



Mr Zuhri,
Special Needs Officer



Ms Janice Tan,
School Counsellor



Mr Ismail,
Special Needs Officer



Mdm Tan Pei Yuan,
Senior School
Counsellor

Enhancing a child's Executive Functioning Skills



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What is Executive Functioning?

Mental Processing skills that helps :-

Individual in managing time



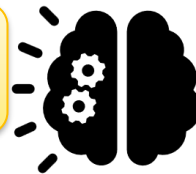
Individual in paying attention



Individual to switch focus



Planning and organising



Regulating emotions and completing tasks

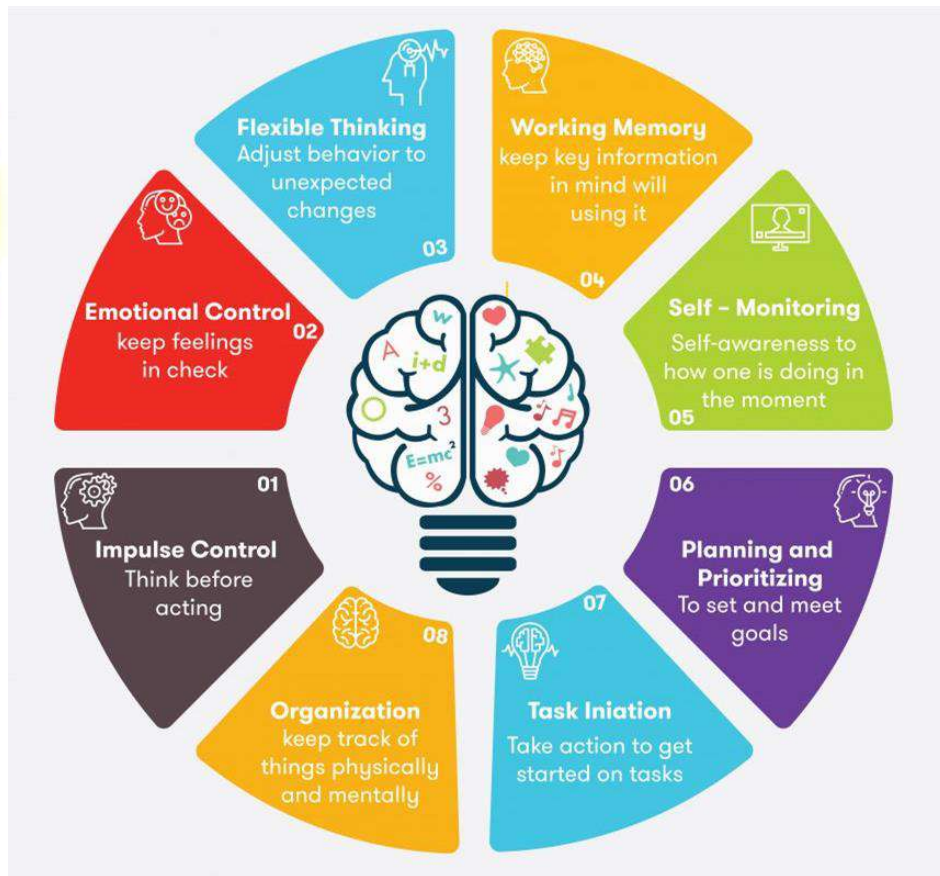


Prefrontal
Cortex



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2. Components of Executive Functioning Skills (CoEF)



F.I.T.M.O.P

F.I.T.M.O.P

1. Flexibility

- **Adapts to changes in routine or plans**
- **Shifts attention between different tasks**

F.I.T.M.O.P

2. Initiation

- **Begins tasks independently**
- **Shows eagerness to start new activities**

F.I.T.M.O.P

3. Time Management

- **Understands and follows basic time concepts
(morning, afternoon, evening)**
- **Follows a daily routine with a sense of time passing**

F.I.T.**M**.O.P

4. Working Memory

- Remembers and follows multi-step instructions

(2 to 3 steps)

- Recalls information learned recently

(a few days ago)

F.I.T.M.O.P

5. Organization

- Keeps personal belongings reasonably organized.
- Organises simple materials and belongings at school or home.

F.I.T.M.O.P

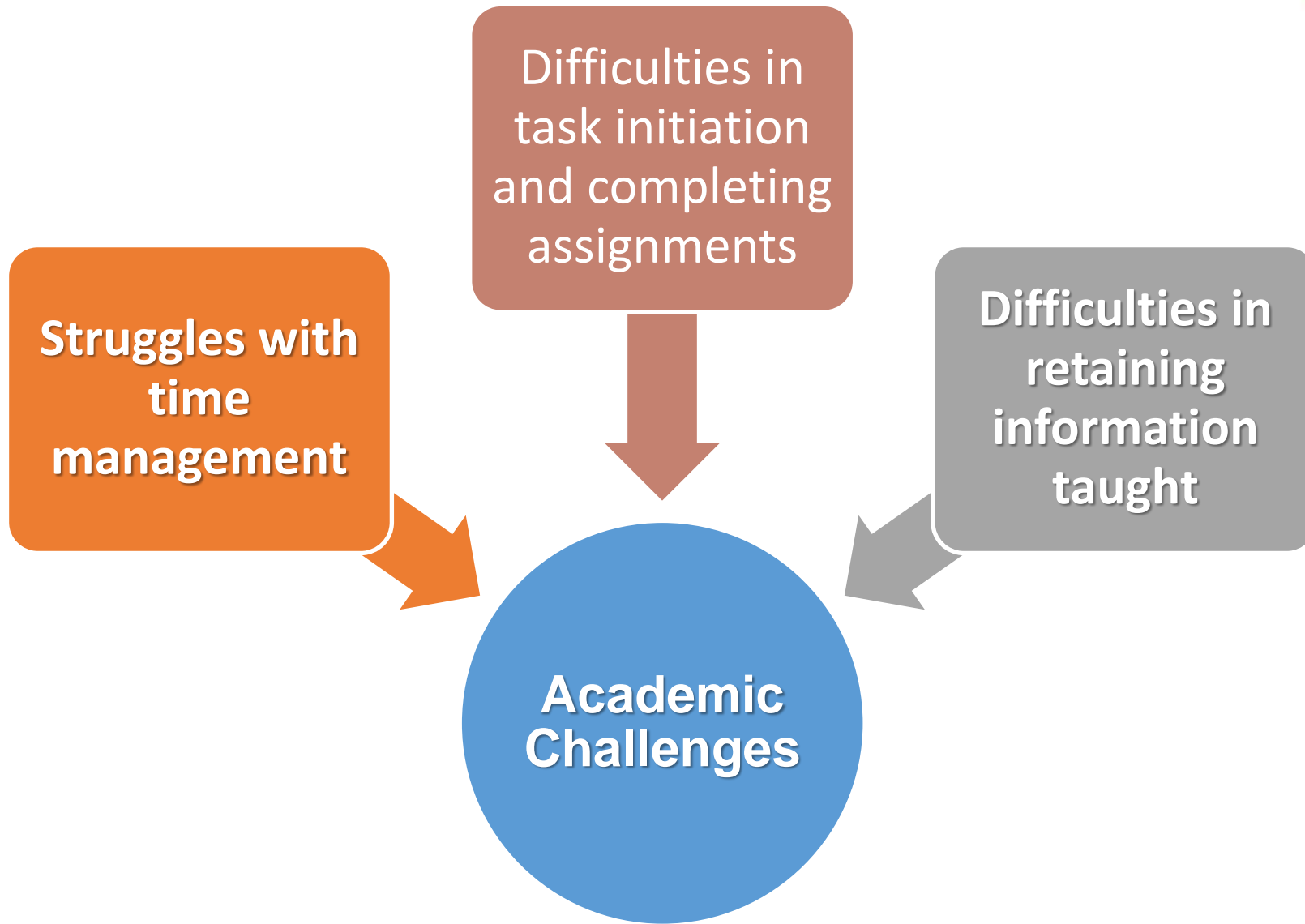
6. Planning

- Follows a simple schedule or routine
- Demonstrates basic planning ability for tasks such as getting ready for school



Deficit In Executive Functioning Skills Can Lead To **Academic Challenges**

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How can you help your child with EF Deficits - Academic Challenges?



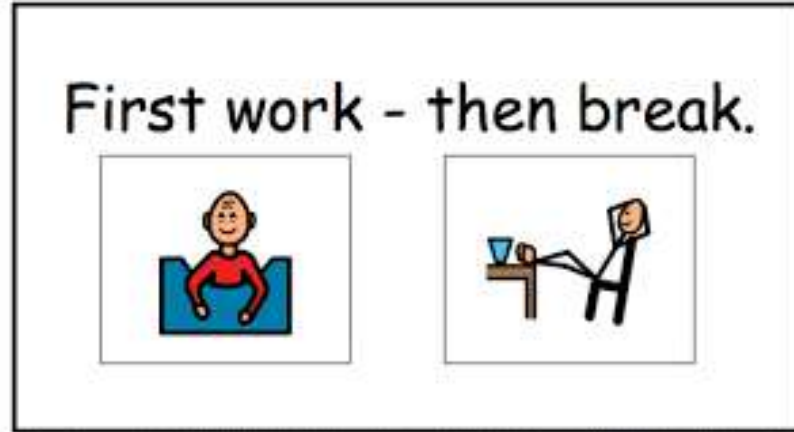
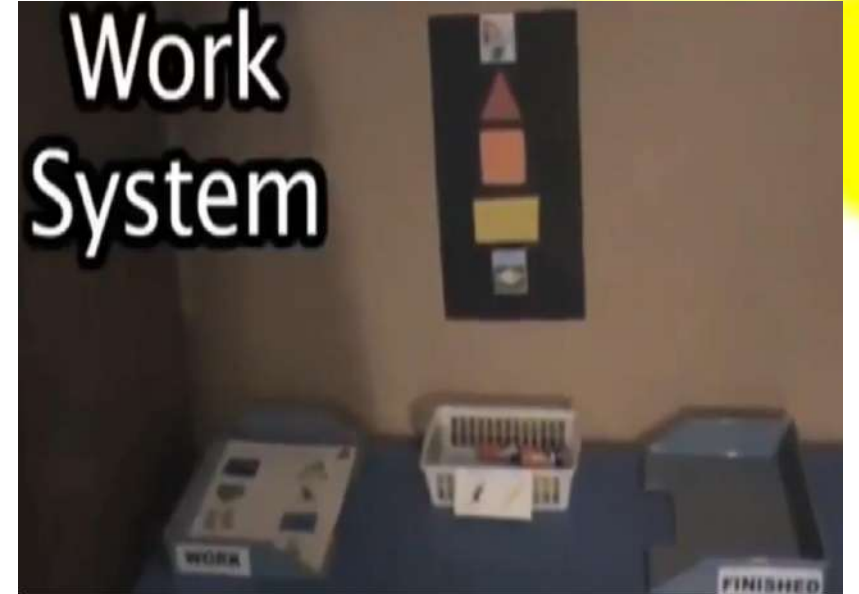
Strategy 1 :

- Break down tasks into smaller, more manageable steps.
- Give clear instructions using a Structured Work System.

Structured Work System

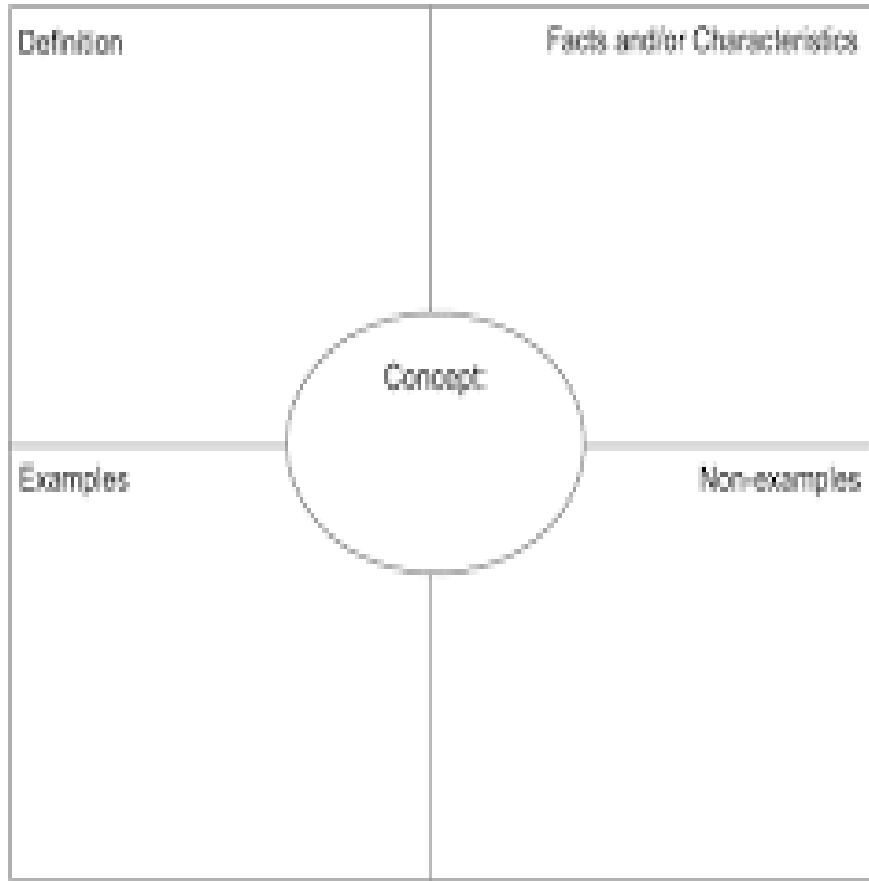


Work System



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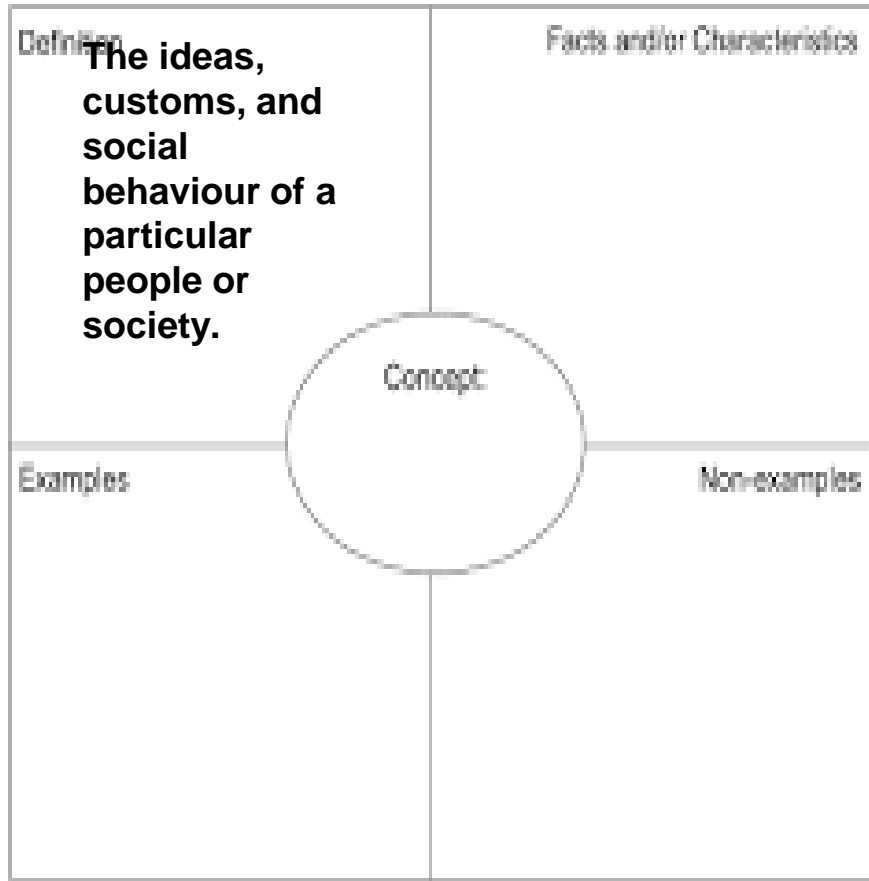
How can you help your child with EF Deficits - Academic Challenges?



Strategy 2 :

Using a Graphic Organizer to build vocabulary and concept (The Frayer Model)

How can you help your child with EF Deficits - Academic Challenges?



Strategy 2 :

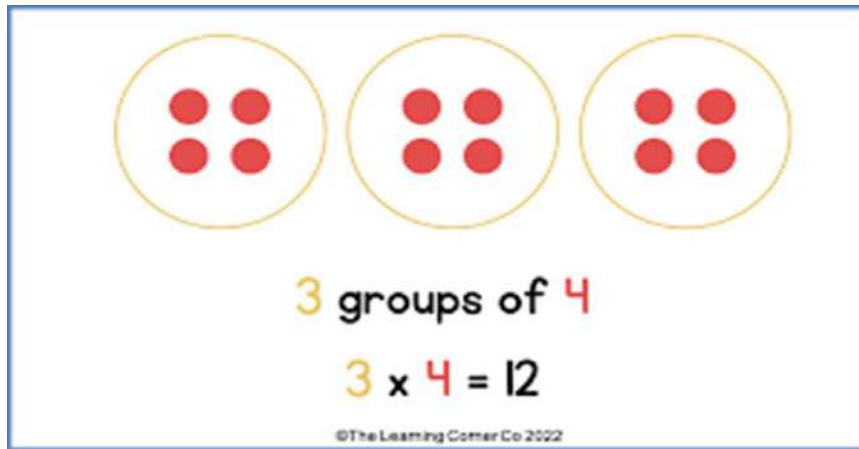
Using a Graphic Organizer to build vocabulary and concept
(The Frayer Model)

How can you help your child with EF Deficits - Academic Challenges?



Auditory inputs

Strategy 3 : Tap on all senses to aid learning



Visuals on the wall



Kinaesthetic engagement

How can you help your child with EF Deficits - Academic Challenges?

Strategy 4 :

Get children to exercise and strengthen the core muscles

“... Many studies have suggested that the parts of the brain that control thinking and memory are larger in volume in people who exercise than in people who don't....”

(Quoted from Harvard Health Publishing Article)

How can you help your child with EF Deficits - Academic Challenges?

Strengthening the Core Muscles

Crab Walk



Riding a Bicycle



Bridges



Play Like a Superhero



<https://www.youtube.com/watch?v=8ovYEygyzoo>

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It's important to note that these strategies may need to be adjusted based on the individual needs and preferences of the child.

Every child develops the EF skills at different stages.

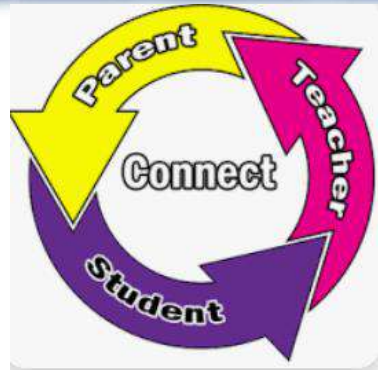
Additionally, involving the child in the process as well as providing ongoing scaffolding support and encouragement are key elements in helping them develop and strengthen their executive functioning skills.

Reference/ Acknowledgement:

- <https://www.health.harvard.edu/mind-and-mood/exercise-can-boost-your-memory-and-thinking-skills>
- https://www.youtube.com/watch?v=nHV_9EZffwk
- <https://www.youtube.com/watch?v=FtwulrqRU10>
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- <https://www.winslowresources.com/upper-body-and-core-strength-fun-deck.html>
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- <https://www.youtube.com/watch?app=desktop&v=deVYbxmDCvU>



White Sands TEAM



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