

# Nurturing your child into a self-directed learner



Work-readiness routines and structures

# Work-readiness



- **Work readiness** skills are **necessary** to achieve independence learning in school and beyond
- They are life skills—positive behaviors that enable individuals to deal with the demands and challenges of everyday school/ academic life
- The skills include:
  - problem-solving,
  - critical thinking,
  - adaptability etc
- These skills will eventually help an individual in preparing them for other circumstances in life e.g.
  - higher academics demand as they progress to higher grades,
  - ability to problem-solve with little adult help/ guidance etc

# Why the need for work-readiness?

Pre-school	Primary School
More fun activities and child-centred teaching	Formal learning and independence
Materials and books for EL, MT and MA	Materials for EL, MT, MA and other subjects (SS, H.Ed etc)
Time tabling is simpler due to less subjects	Time tabling is more complicated
Class of at most 20 students and teachers are often the same for the different subjects	Class of at least 30 students and teachers may not be the same for different subjects

# Why the need for work-readiness?

- Adjusting to change is important: Your child will need your help to be ready
- Your child is required to be more independent in learning in Primary School
- Routines and structures in place will help lower your child's anxiety towards school
- It is crucial to build independence from young as greater independence is required progress up the levels
  - Independence -> Higher self-esteem and confidence
- Work-readiness prepares your child for skills outside of school e.g. keeping to a schedule, organising their personal belongings etc
- When your child has the work-readiness skills, they spend more time and energy learning instead of fumbling/ worrying over the learning materials (misplaced/ unlocated/ dropped/ crumpled etc)

# Work-readiness begins with . . .

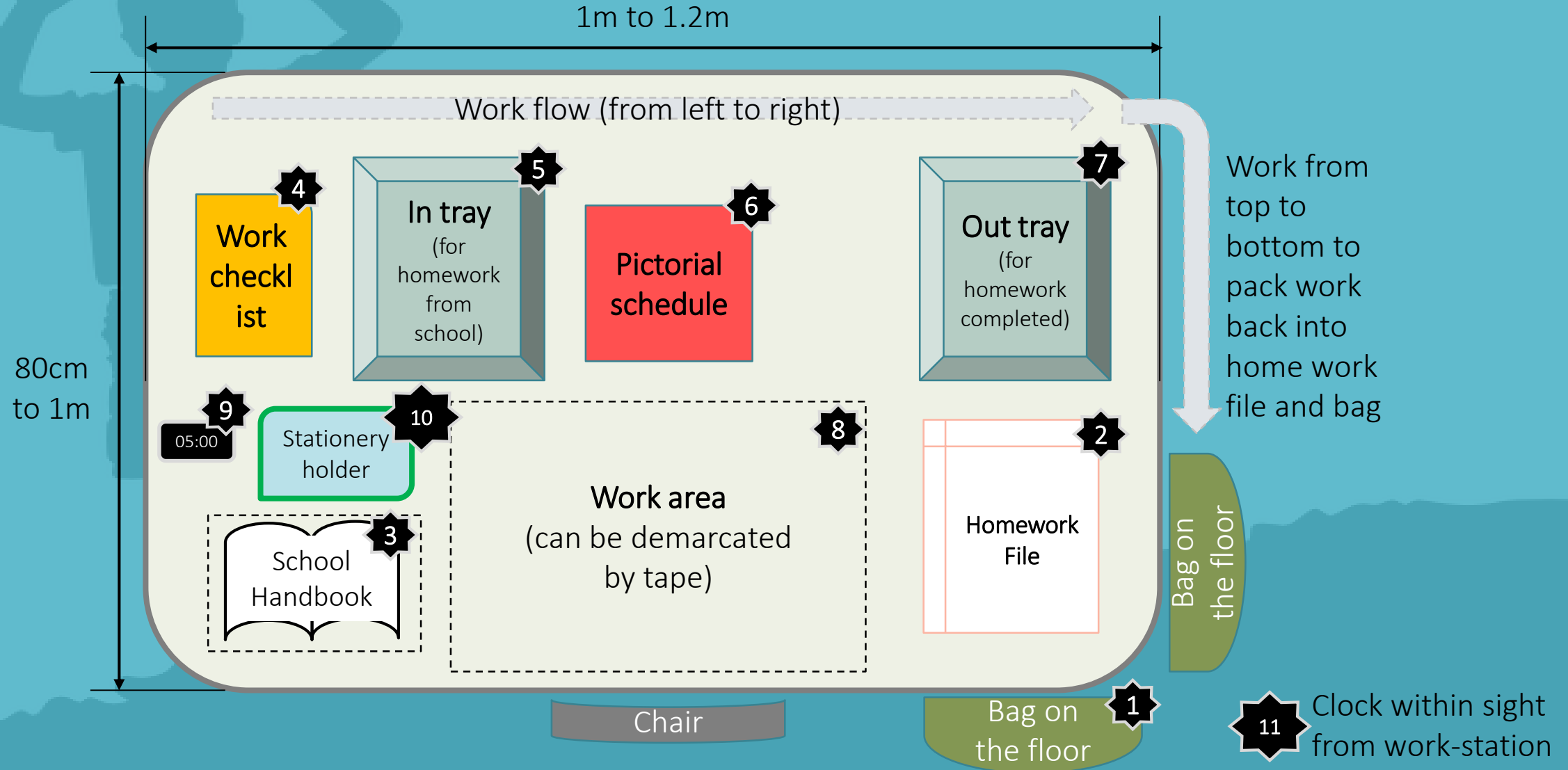
## Structures and routines

- reduce your child's fear when confronted with daily changes
- inculcate self-discipline and independence
- allow your child to anticipate and respond more confidently during uncertain times
- allow better preparation in tackling daily challenges and expectations

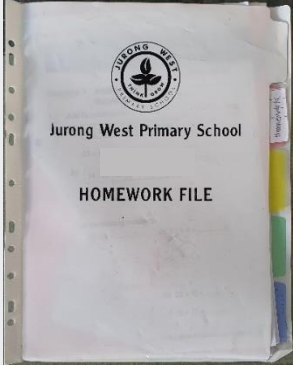
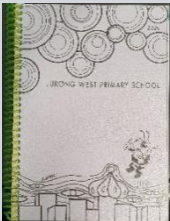
## Helpful structures/ routines for your child

- Setting up rules and expectations
- Establishing regular routines for fixed activities e.g. wake up/ sleep times, meal times, homework time
- **Begin with the WORKSTATION** (with structures and routines in place)

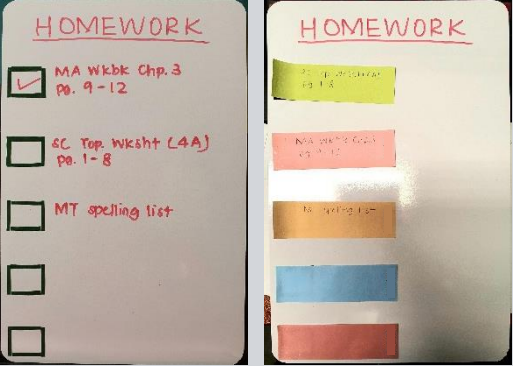


# Workstation set-up



# Items for the Workstation (1)

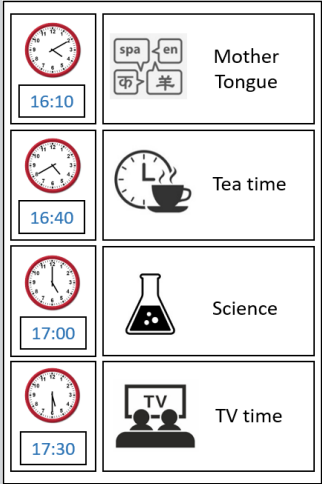


Item	How it works	Remarks
1. School bag	<ul style="list-style-type: none"> <li>- Have the child to build a habit of placing the bag on either of the 2 positions indicated on the previous slide</li> <li>- This will facilitate the flow of work system for the child</li> </ul>	
2. JWPS Homework file 	<ul style="list-style-type: none"> <li>- Have the child take out from the bag once they reach home/ just before homework time</li> <li>- Place ALL worksheets/ materials in the file into the IN-TRAY</li> <li>- Once ALL the worksheets/ materials are placed in the in-tray, place the file at the position indicated on the previous slide</li> </ul>	<ul style="list-style-type: none"> <li>- The homework file has 5 pockets</li> <li>- Label the dividers of each pocket CLEARLY according to the subjects</li> <li>- Label one of the pockets to be GENERAL (All forms/ letters/ non-work related documents to go in here)</li> </ul>
3. JWPS Handbook 	<ul style="list-style-type: none"> <li>- Have the child open up the handbook to the page according to the day's date and place at this position</li> </ul>	

# Items for the Workstation (2)


Item	How it works	Remarks
<p>4. Work Checklist</p> 	<ul style="list-style-type: none"> <li>- For child to refer to handbook and materials in the in-tray then write down the homework needed to be completed</li> <li>- Once the child completes a piece of work, he/ she is to check the box next to the homework listed</li> </ul>	<ul style="list-style-type: none"> <li>- Preferably made from a mini-whiteboard or laminated paper for ease of rewriting/ erasing</li> <li>- The checklist can be improvised in the way that fits your needs, so long as there is a way of tracking the work needed to be done and what has been completed</li> </ul>
<p>5. In-tray</p> 	<ul style="list-style-type: none"> <li>- For child to place ALL material/ work to be completed from homework file into this tray</li> </ul>	<ul style="list-style-type: none"> <li>- Tray to be labelled 'IN' clearly</li> <li>- Self-improvised in-trays work fine too</li> <li>- Include the 'In' arrow pictorial so that children who may not read well, can identify by the colour and arrow (Red = incomplete)</li> </ul> 



# Items for the Workstation (3)



Item	How it works	Remarks
<p>6. Pictorial schedule</p> 	<ul style="list-style-type: none"> <li>- Allow child to follow a routine/ schedule in completing the work</li> <li>- Make the schedule interchangeable</li> <li>- Give the child ownership to decide on his/ her schedule instead of fixing for them</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="https://www.helpingwithmath.com/printables/worksheets/time/3md1-clock-face-generator01.htm">https://www.helpingwithmath.com/printables/worksheets/time/3md1-clock-face-generator01.htm</a></li> <li>- If the child has difficulty reading time, use (9) the timer to set the time to do work e.g. 30mins. Once the timer buzzer goes off, the child will know that it is time to move on to the next schedule. You will also be able to check on the child progress when the buzzer goes off</li> <li>- The use of timer can help inculcate independent work habits instead of you always sitting next to the child</li> </ul>
<p>7. Out-tray</p> 	<ul style="list-style-type: none"> <li>- For child to move each completed material/ work into this tray</li> </ul>	<ul style="list-style-type: none"> <li>- Tray to be labelled 'OUT' clearly</li> <li>- Self-improvised in-trays work fine too</li> <li>- Include the 'Out' arrow pictorial so that children who may not read well, can identify by the colour and arrow (Green = Completed)</li> </ul> 

# Items for the Workstation (4)

Item	How it works	Remarks
8. Work area	<ul style="list-style-type: none"> <li>- You may leave a space (at least 45cm by 30cm) which can allow the child to work on the worksheets/ workbooks/ laptop without overlapping onto other things on the workstation</li> <li>- You may demarcate the area with tape of a colour different from the table top</li> </ul>	<ul style="list-style-type: none"> <li>- It will be good to consider placing a table calendar for the work space</li> <li>- The child can refer to this calendar while flipping the handbook to the correct date for homework</li> <li>- The child can cross out the calendar day by day, once homework time is over</li> </ul> 
9. Timer	<ul style="list-style-type: none"> <li>- Good for use when the child may not grasp reading time/ sticking to schedule without reminder well</li> </ul>	



# Items for the Workstation (5)

Item	How it works	Remarks
10. Stationery holder	<ul style="list-style-type: none"><li>- Place a permanent stationery holder at this position with all the required stationery that the child will need to use</li></ul>	<ul style="list-style-type: none"><li>- Try as much not to get the child to take out their pencil case from the bag to prevent missing stationery back in school</li></ul>
11. A clock (within sight from where the child is seated)	<ul style="list-style-type: none"><li>- Parents should match the clock (analogue/digital) to the clock version used in (6) the pictorial schedule so that the child is able to match the time on the schedule to the clock independently</li></ul> <div><div>Digital clock</div><div>Analogue clock</div></div>	















# Sample pictorial schedule (1)

## Points to note for the schedule:

- The schedule should be flexible (can be changed day-to-day)
- Thus, the clock face and activity should be removable and interchangeable)
- You can put magnet or Velcro behind
- Prepare all the different options and paste them on another board to select from

Can put child's photo if want








## My Work Plan

	 Mathematics
	 Free time
	 English
	 Mother Tongue
	 Tea time
	 Science
	 TV time

Analogue clock sample







Can put child's photo if want







## My Work Plan

15:00	 Mathematics
15:30	 Free time
15:40	 English
16:10	 Mother Tongue
16:40	 Tea time
17:00	 Science
17:30	 TV time

Digital clock sample

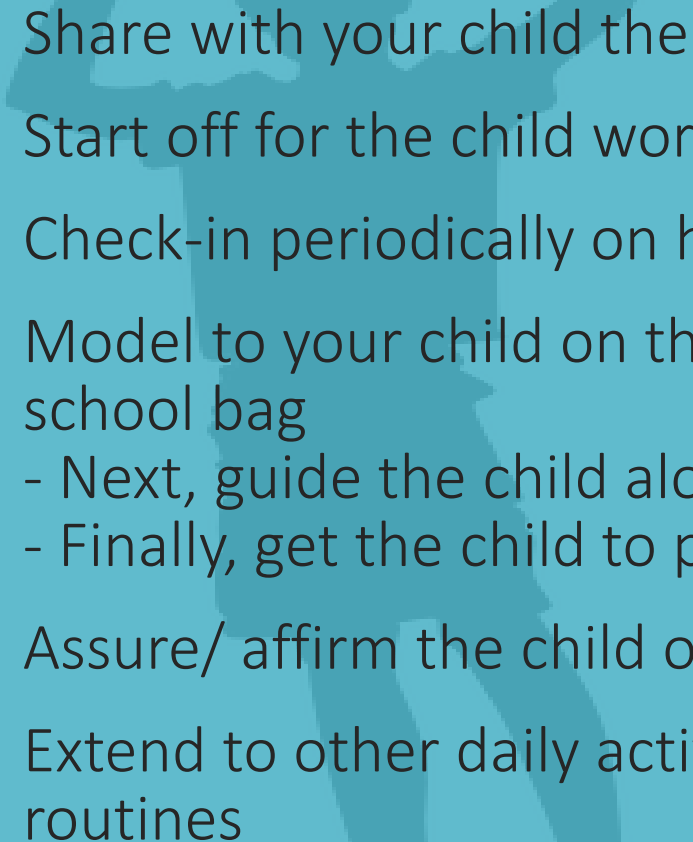
# Sample pictorial schedule (2)

<div>Child's photo (Optional)</div> <h2>My Work Plan</h2>	
 <div>15:00</div>	 <div>Mathematics</div>
 <div>15:30</div>	 <div>Free time</div>
 <div>15:40</div>	 <div>English</div>

 <div>16:10</div>	 <div>Mother Tongue</div>
 <div>16:40</div>	 <div>Tea time</div>
 <div>17:00</div>	 <div>Science</div>
 <div>17:30</div>	 <div>TV time</div>

Combination sample

# What next, after all things in place?

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- 1) Share with your child the rationale behind the structures and routines
  - 2) Start off for the child working with the workstation with your guidance
  - 3) Check-in periodically on how the child is coping
  - 4) Model to your child on the areas he/ she may not be coping well in e.g. packing school bag
    - Next, guide the child along as they try to do it
    - Finally, get the child to practice independently
  - 5) Assure/ affirm the child on how they are doing
  - 6) Extend to other daily activities, getting the child to set their own structures and routines



**It is important to  
prepare your child early  
than have the child  
struggle over the years  
of growing up!**