

The Personalised Digital Learning Programme (PDLP)

Briefing for Parents

A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE

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The National Digital Literacy Programme (NDLP) and the PDLP

An Overview

THE NATIONAL DIGITAL LITERACY PROGRAMME AND THE PDLP

The National Digital Literacy Programme (NDLP)

1. The NDLP was launched in March 2020 to help students **strengthen their digital literacy and acquire digital skills** needed to navigate an increasingly digitalised world.

2. Under the NDLP, every secondary school student will **own a school-prescribed Personal Learning Device (PLD)**. Students may use funds from their Edusave Account to pay for the PLD.

Intended Outcomes of the PDLP

The use of the PLD for teaching and learning aims to:

- **Support the Development of Digital Literacy**
- **Support Self-Directed and Collaborative Learning**
- **Enhance Teaching and Learning**

THE NATIONAL DIGITAL LITERACY PROGRAMME AND THE PDLP

Students' Experiences



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Learning with a PLD

Queenstown Secondary School

Note: The information contained in this deck of slides is customised according to our school's context and the device selected.

LEARNING WITH A PLD

How will your child/ward use the PLD?

At Queenstown Secondary School, your child/ward will be using the PLD for learning in and out of the classroom. Your child/ward will be using Microsoft Teams and the Student Learning Space to enhance their learning:

1. These platforms allow easy access of resources anytime, anywhere:

The image shows two screenshots side-by-side. On the left is the Microsoft Class Notebook interface. It features a sidebar with 'Sec 2 English TG3 (Ms P...)' and a list of channels: Home page, Class Notebook, Classwork, Assignments, Grades, Reflect, Insights, Channels, and General. The main area shows a 'Class Notebook' tab with a toolbar above it. Below the toolbar is a section for 'Let's Read... "Outside My Window" by Khang Le'. To the right of this are several thumbnail images of worksheets. A red box highlights a folder structure under 'Student' which contains 'AQILAH BINTE AFID' and sub-folders for 'Unit 2', 'Unit 3', 'Unit 4', and 'Unit 5'. On the right is the Microsoft Student Learning Space interface. It shows 'My Drive' with a 'My Lessons' tab selected. Under 'Secondary 3', there are entries for 'Chemical Bonding' (Lesson, 07 Mar 2023) and 'Science' (Folder, 07 Mar 2023). A red box highlights the 'Move' button in the context menu for the 'Science' folder. Below the drive view are several thumbnail images of worksheets. A large blue arrow points from the text 'Students can see materials in full-colour' towards the screenshots.

Students can see materials in full-colour

LEARNING WITH A PLD

How will your child/ward use the PLD?

2. Allow **archiving of resources** within a Class Notebook, including multi-media materials.

The image shows two screenshots of the Microsoft Class Notebook application. The left screenshot displays a page titled "Discussion in pairs on Conduction vs Convection". It contains a video thumbnail for a YouTube animation about heat transfer by convection, followed by a question and an explanatory text box. The right screenshot shows a page titled "Storyboardthat: Horror Comics" with a grid of comic panels. Two blue arrows point from the text below to specific features: one arrow points to the comic panels with the text "Archive digital artefacts", and another arrow points to the video thumbnail with the text "Archive videos used in class".

Class Notebook

File Home Insert Draw View Help Class Notebook Tell me what you want to do

Calibri Light 20 B I U A A ... Styles Tags abc Feed

3A PHY Mdm Phoo Notebook

Chapter 6 - Pressure Untitled Page

Chapter 7 - Work E... 9.1) Conduction

Chapter 8 - Kinetic ... 9.2) Convection

Chapter 9 - Transfer... 9.3) Radiation

Chapter 10 - Tempe...

Chapter 13 - Light

Chapter 15 - Sound

Chapter 16 - Static ...

Chapter 17 - Curre...

Chapter 18 - DC Cir...

Chapter 19 - Practic...

1 Discussion in pairs on Conduction vs Convection

Watch the YouTube animation on Convection. Discuss with your partner and answer the questions below.
[Physics - Energy - Heat Transfer - Convection](#)

Physics - Energy - Heat Tran...
Heat Transfer - Convection

1. How does convection occur?
As the air particles at the bottom of the room gets heated up, air particles are spaced out apart more. This causes the density of the heated particles to increase and thus it rises. When it rises, it cools down and the air particles are not spaced apart that much and then it sinks back down as its density increased. The process repeats over and over.

Class Notebook

File Home Insert Draw View Help Class Notebook Tell me what you want to do

Calibri Light 20 B I U A A ... Styles Tags abc ab

Storyboardthat: Horror Comics
20 May 2022 12:33

It was a long night, James and I were exploring the old school campus in the middle of the night when the moon was high and bright. Right when we passed the toilet, he admitted that he needed to go to the johns. I waited for him by the door as he was doing his business until I heard a him shout and looked into the toilet only to find a little girl when the room blackened out and my torch stopped functioning as my eye was adjusting to the darkness when my torch

Archive digital artefacts

Archive videos used in class

LEARNING WITH A PLD

How will your child/ward use the PLD?

3. Allow students to do note-taking and teachers to grade assignments.

Class Notebook

File Home Insert Draw View Help Class Notebook Tell me what you want to do

During a race run on a race track, the motorcycle accelerates uniformly from rest at a constant rate of 7.5 m/s^2 until the speed is 60 m/s . It then decelerates non-uniformly to a stop in 10.0 s . Plot a speed-time graph to show the complete motion of the motorcycle in the grid below. (adapted from O'SPBAQ2)

For customers to experience quality customer service, it is important to have the following personal qualities. Explain why the following qualities are important in a service industry.

1) Problem solving skills
2) Efficiency

Read Less

Annotation - 0

important to have...
why
must give 2 reasons each.

Annotation - 0

important in a service industry.
Refer to pg 67

Annotation - 0

vacuum
of dropping without air resistance.
↳ constant deceleration, -10 m/s^2 every second (over constant speed)

$10 - 4 = 6$
 $38 \times 6 = 228 \text{ m}$

EBS Chapter 6 Quiz

1 2 3 4 5 6 7 8 9 10 11

Q7

For customers to experience quality customer service, it is important to have the following personal qualities. Explain why the following qualities are important in a service industry.

1) Problem solving skills
2) Efficiency

Type answer here

SAVE AS DRAFT

Q6 (1)

Q7 (3)

Students can annotate using different colours

LEARNING WITH A PLD

How will your child/ward use the PLD?

4. Allow for **interactive lessons** to increase **engagement** in the classrooms.

Conduct virtual experiments and answer inquiry questions

Type your answers in the purple boxes.

PHET Animation: Gas Properties

Gas Properties

Hold Constant

- Nothing
- Volume (V)
- Temperature (T)
- Pressure (P)
- Width (W)
- Depth (D)
- Collision Counter

Particles

GETTING STARTED

1) In the applet Gas Properties, select "Ideal".

Ideal

2) Drag the handle of the chamber all the way to the left to make the volume of the chamber big.

Drag the handle of the chamber all the way to the left to make the volume of the chamber big.

(a) Record the number of wall collisions:
80

(b) Record the gas pressure in the chamber:
15

QUESTIONS

(a) How does the gas pressure change when volume of chamber is changed?
When the volume of chamber decreases, the gas pressure increases and vice-versa.

(b) In terms of the motion of gas particles, explain why gas pressure changes when volume of chamber changes.
As pressure is $P=F/A$, with the same force, as the area decreases, the pressure increases and vice-versa.

Reading Progress uses AI to assess each student's reading and give personalised feedbacks for the student to make improvements during practice.

89
Correct words per minute

85%
Accuracy rate

19 Mispronunciations
1 Repetitions
4 Omissions
0 Self-corrections
14 Insertions

5 Practiced Words

A few years ago, my family went on a trip to Japan. We visited the big cities of Tokyo and Yokohama. We also visited a very old and charming city called Kyoto. In Japanese, Kyoto means capital city. In fact, Kyoto used to be the capital of Japan for hundreds of years before Tokyo took its place. Thankfully, Kyoto's historical treasures weren't **this weren't destroyed** **a** **in** **World** War II like most were in Tokyo. Shinto and Buddhist shrines can be found throughout the city. They house thousands of **priceless** artifacts.

Kyoto is beautiful! The city is full of charming neighborhoods and exceptional gardens. The **homes** that line **Kyoto's** **kyoto** **winding** **streets** **went** **winding** streets are made of paper and wood. Most houses are small **120**.

How will your child/ward use the PLD?

Other digital tools that will be used in the classroom to aid learning:



GeoGebra
Dynamic Mathematics for Everyone

SketchUp



ClassPoint



AUTODESK
SKETCHBOOK

Supporting Students in the Safe and Effective Use of the Devices

Cyber Wellness Concerns Identified by Local Studies/Surveys



Harmful Online Content



Gaming and associated risks



Cyberbullying



Excessive social media use

* Refer to [Slide 67](#) for the references of the research papers cited in this slide.

SUPPORTING STUDENTS IN THE SAFE AND EFFECTIVE USE OF THE DEVICES

Supporting Students in the Safe and Effective Use of the Devices

To enable a safer digital environment for learning with the use of PLDs, schools have implemented the following measures:

- School rules on digital device use
- Classroom management and routines
- Cyber Wellness Education in CCE
- Partnering parents/guardians to support students in their use of technology for learning
- MOE Device Management Application (DMA) to support a safer digital environment for learning

School Rules on Digital Device Use

Full details in [Student Handbook](#) Pg 46-50: Personal Learning Device (PLD) – User Guide and Advisory

- Students are expected to **bring** their PLDs to school **daily**.
- Every PLD should be **fully charged at home** before it is brought to school.
- Students should not use their PLD during lessons without a **teacher's permission**.
- Students must be responsible for the safe-keeping of their PLDs and **not leave them unattended**. During recess, PE or CCAs, they should **store their PLDs in their assigned lockers**.



SUPPORTING STUDENTS IN THE SAFE AND EFFECTIVE USE OF THE DEVICES

Cyber Wellness Education in CCE

Educating students on Cyber Wellness

Cyber Wellness lessons will feature significantly in the Character and Citizenship Education (CCE). The broad topics covered in Cyber Wellness are:

- Cyber Use
- Cyber Identity
- Cyber Relationships
- Cyber Citizenship
- Cyber Ethics

Cyber Wellness Education in CCE

Throughout their Secondary School education, students will learn about:

- Balanced use and self-control
- Cyber bullying and Upstanding
- How to be a positive influence online
- How to handle online falsehoods
- How to manage social media (peer influence, emotions, echo chambers)
- Online relationship and Online safety (grooming, self-disclosure)
- To respect intellectual property rights

Cyber Wellness Programmes

Through various Cyber Wellness programmes in Queenstown Secondary School, students will learn to be **respectful, safe, and responsible users of technology**:

- Class discussions on cyber wellness issues during **CCE lessons**
- **Assembly Programme(s)** to share cyber wellness tips
- **Peer Support Culture** to promote a positive online presence.



Parents'/Guardians' Role

- Parents/guardians play a crucial role in guiding your child/ward to use devices responsibly and safely. We would like to partner parents/guardians so that students are well supported in their use of technology for learning.
- As parents/guardians, you can help in the following ways:
 - Model good digital habits for your child/ward e.g., parents/guardians not using devices during family meals.
 - Know your child/ward well and have conversations with your child/ward about safe and responsible use of technology.
 - Discuss and come up with ground rules for internet/device usage that both your child/ward and you can agree with.
 - Encourage your child/ward to use productivity tools on his/her PLD, to organise information and simplify tasks for efficiency.

SUPPORTING STUDENTS IN THE SAFE AND EFFECTIVE USE OF THE DEVICES

Supporting Resources

Here are some resources that you can refer to:

A. Parent Kit



B. Bite-sized tips and advice via [Parentingwith.MOEsg Instagram page](#)



C. Resources from MOE and other agencies (available on resources repository in Parents Gateway)

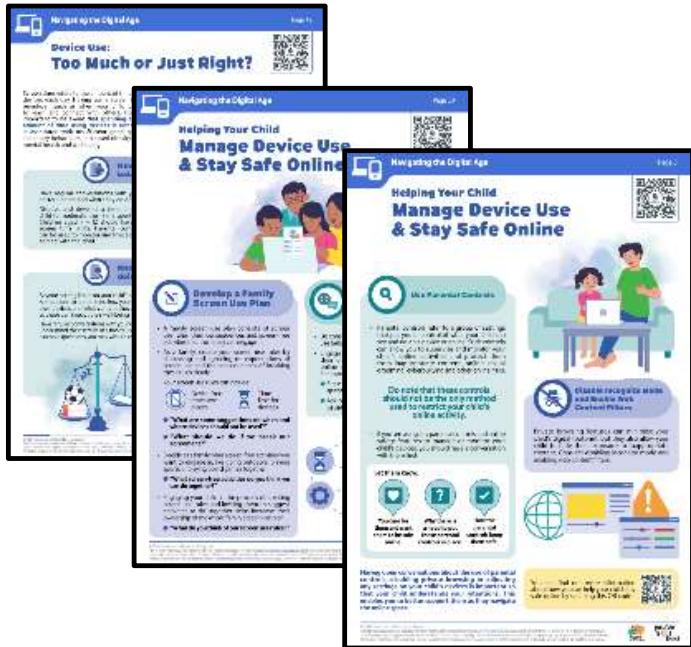
The screenshot shows the 'Parenting Resources' section of the Parents Gateway. At the top, there are tabs for 'FOR YOU' and 'EXPLORE'.
The 'Highlights' section displays a card for 'Guidance on Screen Use in Children' dated Wednesday, 1 March 2023. The card describes it as an advisory on screen use for children up to 12 years old developed by an inter-agency committee.
The 'Based on your preferences' section shows cards for 'Cyber wellness' and 'Use of devices'. One card is for the 'Handy Guide to Screen Use' dated Wednesday, 1 March 2023, which provides tips on healthy screen use for families.

SUPPORTING STUDENTS IN THE SAFE AND EFFECTIVE USE OF THE DEVICES

Supporting Resources

D. Parenting for Wellness Toolbox for Parents and Parenting for Wellness Website on Parent Hub

The Parenting for Wellness initiative provides 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.



E. More resources are available via [the MOE Cyber Wellness Webpage](#)

The screenshot shows the MOE Cyber Wellness webpage. At the top, there is a navigation bar with links for 'Home', 'About Us', 'Programmes', 'Curriculum', 'Resources', 'Events', and 'Contact Us'. Below the navigation bar, there is a main content area with a title 'Practising Cyber Wellness' and a sub-section 'What is Cyber Wellness?'. The 'What is Cyber Wellness?' section contains text about the importance of cyber wellness and provides a QR code. To the right of this section, there is a large box titled 'Support at home' which lists four steps: 'Activate parental controls on your home devices.', 'Model good digital habits for your child.', 'Set general rules for internet use.', and 'Navigate the internet together to understand their usage.' Below this, there is a section titled 'Resources' with a list of links from MOE.

Practising Cyber Wellness

Cyber Wellness initiatives focus on helping you child live in a responsible digital world. View more about the programs and curriculum.

What is Cyber Wellness?

Parents play a key role in their children's growth. Students benefit the most when the home and school environments are aligned to each other. To help your child stay safe from positive experiences online, you can:

- Activate parental controls on your home devices.
- Model good digital habits for your child.
- Set general rules for internet use.
- Navigate the internet together to understand their usage.

Support at home

Parents play a key role in their children's growth. Students benefit the most when the home and school environments are aligned to each other. To help your child stay safe from positive experiences online, you can:

- Activate parental controls on your home devices.
- Model good digital habits for your child.
- Set general rules for internet use.
- Navigate the internet together to understand their usage.

Resources

Learn more about how to keep your child safe online through these resources.

From MOE

- Children and their devices! How to strike the right balance!
- Future tense: Keeping kids grounded while tech turns the world upside down!
- What does a student's AI-enhanced day look like? Here's a peek!
- Are you struggling with your child's excessive device use?
- 7 things every parent can do to keep kids cyber-safe: A tech dad's social!
- The human touch: Why this dad is afraid of the rise of AI
- Keeping kids safe online - A community effort!
- Parent Kit - Raising A Digitally Smart Child
- Parent Kit - Supporting Blended Learning with Our Children
- Raising of Instagram Live - Raising Digitally Smart Kids

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SUPPORTING STUDENTS IN THE SAFE AND EFFECTIVE USE OF THE DEVICES

Supporting Resources

F. Parent Handbooks (I) and (II) on Learning with a Personal Learning Device

These Handbooks provide tips on supporting your child in the use of PLDs for learning and are shared via the PG notification together with the letter to purchase PLDs.

**PARENT HANDBOOK (I)
ON LEARNING WITH A
PERSONAL LEARNING DEVICE**

Learning in a Digital Environment

- What's in store for your child when learning with a Personal Learning Device (PLD)?
- Digital Parenting Tips for You

What is the MOE National Digital Literacy Programme (NDLP) and how will learning with a PLD benefit my child?

Through the NDLP, students will be better equipped to acquire digital skills needed to navigate an increasingly digitalised world. As part of the programme, all secondary school students will own PLDs by end 2021.

Each child will have their own device, and learning will be supported in the following areas:

- Enhance teaching and learning**
Learning with a PLD supports greater personalisation and differentiation in learning.
Each student's learning experience can be more tailored and personalised to his/her learning needs, interests, progress and skills.
- Support self-directed & collaborative learning**
Learning with a PLD enables students to engage in self-directed learning, and to learn together with their peers, anytime and anywhere.
Students can access digital resources on their own to acquire knowledge about topics of personal interest beyond the curriculum. They can also share and build on one another's ideas, and refine their own understanding.
- Support the development of digital literacies**
Learning with a PLD provides an immersive environment for students to acquire digital skills.
Students will learn digital skills such as gathering and evaluating information online, interacting with the online community, and creating digital products.

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Role of the MOE Device Management Application (DMA) in Providing a Safer Digital Environment for Learning

ROLE OF THE MOE DMA IN PROVIDING A SAFER DIGITAL ENVIRONMENT FOR LEARNING

MOE DMA Installation

- The MOE DMA solution for Windows, Blocksi, is an app that will be installed on all students' PLDs to support their safe and responsible use of devices.
- The DMA will be funded by MOE.
- The installation of the MOE DMA applies to both devices purchased through the school and any student-owned devices that parents/guardians opt for the student to use instead of the school-prescribed PLD.
- The MOE DMA will be installed after the collection of the device. Students will be guided on the installation.
- The MOE DMA will be uninstalled from the device when students graduate or leave the school.

ROLE OF THE MOE DMA IN PROVIDING A SAFER DIGITAL ENVIRONMENT FOR LEARNING

In-School DMA Settings (Default)

Schools will determine DMA settings for **in-school use**. As a default, these settings will continue to be in place after school as well:

- MOE and the school will set the level of web content filtering, including filtering objectionable content or content that may not be conducive to teaching and learning (e.g., online messaging, social media, pornography, gambling, or websites containing extremist content).¹
- Students will be able to use the device from 6:30am to 10:30pm daily. The device will shut down at 10:30 pm by default.²
- The school will determine the applications and programs to be installed to support teaching and learning.

¹ YouTube is not blocked by default as teachers use YouTube for teaching and learning. However, YouTube videos that are categorised as harmful by YouTube Restricted and Lightspeed Smart Play are blocked. [School should remove this footnote if it is blocking YouTube at the school-level]

² Schools have the flexibility to customise the following:

- start of school hours, provided they are **no earlier than 6:30am**;
- end of school hours / start of after-school hours (no restriction);
- End of after-school hours / start of device sleep hours, provided it is **no later than 10:30pm**.

After-School DMA Parent Options

1. After-School DMA Parent Options provide parents with the flexibility in managing their child's/ward's use of PLD after school hours.
2. The following tables outline the different levels of restrictions, controls, and monitoring for each DMA option after school hours.

Default	Option A	Option B
Default Setting (Note: This will apply if no alternative options are chosen)	DMA settings can be modified by Parents/Guardians after school hours	DMA will be inactive after school hours¹
For parents/guardians who want their child's/ward's use of the PLD to be restricted only to teaching and learning and prefer to leave it to the school to decide on DMA settings after school hours.	For parents/guardians who prefer to take charge of the level of restrictions for their child's/ward's use of the PLD after school hours regulated by the DMA.	For parents/guardians who do not want their child's/ward's use of the PLD after school hours to be regulated by the DMA at all.

¹ No data will be collected after school hours when the DMA is inactive.

- Having default school settings continue after school hours is the best option for parents/guardians who prefer not to, or do not feel ready to manage their child's/ward's device use on their own.
- Parents/guardians can request to change their choice of DMA settings, which is the existing practice.

After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Protecting students from objectionable content	Web content filtering will include, and not limited to, the following categories: <ul style="list-style-type: none"> • Violent/extremist content • Sexual/pornographic content • Gambling-related content • Suicide/self-harm content • Cyberbullying content • Content endangering public health 	Parents/Guardians can apply additional content filtering via. the Blocksi parents' portal. However, they cannot allow access to web content that is filtered out under the Default Setting.	No content filtering after school hours if student uses a non-Google Chrome browser.

ROLE OF THE MOE DMA IN PROVIDING A SAFER DIGITAL ENVIRONMENT FOR LEARNING

After-School DMA Parent Options

Functions	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Reduce distractions from learning through control of applications	Parents/Guardians and students will be unable to install additional applications.	Parents/Guardians and/or students will be able to install additional applications after school hours using specialised accounts. Applications installed by parents/guardians and/or students after school hours will be disabled during school hours.	
Limit screen time	The school will set the hours during which the child/ward will be able to use the PLD.	Parents/Guardians can modify the amount of screen time for their child/ward by requesting the school set sleep hours (by selecting 1 prescribed option) on their child's/ward's PLD. ²	No limitation on duration of screen time after school hours. Sleep hours are not enforced. ³

² During school hours, the screen time limits set by the school will override parents/guardians' settings.

³ It is not recommended to install other parental controls (e.g., Windows's Family Safety) as this could result in conflicting settings between school and parent controls. It may result in unexpected issues where some controls such as screen time restrictions may not work as intended.

ROLE OF THE MOE DMA IN PROVIDING A SAFER DIGITAL ENVIRONMENT FOR LEARNING

After-School DMA Parent Options

Functions	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Monitor students' cyber activities	Parents/Guardians will not be able to track their child's/ward's web browser.	A parent/guardian account will be provided to allow them to monitor their child's/ward's PLD activities after school hours via the Blocksi parents' portal.	Parents/Guardians will not be able to track their child's/ward's web browser*.
Provision of Parent account	X	✓	X

*Parents/Guardians and students on Option B will need to use non-Chrome browsers to avoid web browsing history tracking and web content filtering.

Support for Parents/Guardians

Parents/guardians may wish to consider the following questions to decide the After-School DMA Parent Option that best suits your child/ward.



A. Child's/ward's current device usage habits

- How much time does my child/ward spend on their device?
- How well is my child/ward able to regulate their device usage on their own?
- Does my child/ward get easily distracted while doing online learning?

B. Parents'/Guardians' involvement

- How confident and familiar am I with managing my child's/ward's cyber wellness?
- Are there existing routines and open conversations on the use of the Internet at home?
- Am I aware of how to prevent different types of cyber threats that my child/ward might face?

Data Collected by the MOE DMA

1. The MOE DMA does **NOT** collect any of the following data:
 - Login IDs and passwords entered into websites or into any applications
 - Actions performed (e.g. posts, online comments, items added to a shopping cart, etc.) when visiting websites and using apps
 - Documents and photos stored in the PLDs
 - PLD location
 - Webcam videos and microphone recordings
2. Parents may update their personal data (e.g. email addresses, names) by contacting the school, in accordance with the Personal Data and Protection Act (PDPA).

Data Security

- All user data collected through the MOE DMA will be stored in secure servers managed by appointed DMA Vendors with stringent access controls and audit trials implemented.
- Data such as device information, email address of students and parents, device information will be deleted when the student graduates or leaves school. Website URLs accessed by students will be deleted at the end of each term.
- The MOE DMA solutions used are cloud-based Software-as-a-Service (SaaS) solutions and are trusted solutions that have been operating for many years. They have also been subject to regular security reviews and assessments by independent reviewers.

Data Security

- The MOE DMA solutions have sufficient security robustness to ensure data collected are properly stored and protected. MOE will also subject the DMA Vendors to regular security system audits based on tender requirements.
- To prevent unauthorised access, DMA Administrators and DMA Vendors will be required to access their accounts using 2-factor authentication or the equivalent to ensure proper accountability for information access and other activities performed. There will be regular account reviews and audits for DMA Administrators' and DMA Vendors' accounts.

Device and Funding Information

DEVICE FUNDING AND INFORMATION

Queenstown Secondary School's PLD



The school will be using the
ACER TravelMate Spin TMB312RN-31
for teaching and learning.

Total cost of the bundle includes 4-year
warranty and 4-year insurance with GST:
\$648.50

12.2" HD Touch | Convertible
Intel N150 | Win11Pro | 8GB RAM | 256GB PCIe SSD
Active Stylus Pen

Queenstown Secondary School's PLD



The school chose the device because of:

- Portability (1.45 kg)
- Durability
- T&L Affordances (Windows)
- **Use of stylus to write (inking function)**
- Touchscreen

DEVICE FUNDING AND INFORMATION

PLD Bundle

Device Bundle includes

- Model: **Acer TravelMate Spin TMB312RN-31 Convertible**
- Processor: **Intel N150**
- Memory (GB): **8GB LPDDR5 RAM (On-Board at factory level)**
- Storage (GB): **Upgrade to 256GB PCIe SSD (On-Board at factory level)**
- Add-on/Accessories Item: **Active Stylus Pen, Power Adaptor, Mouse, Carrier Bag**

Your child's/ward's PLD will come with the **Enhanced Device Bundle** which includes*:

- 4-year warranty and
- 4-year insurance (which includes 2 repairs or 1 replacement claim)

*The price of the PLD Bundle may appear to be higher than similar models on the retail market as the price of those devices usually does not include extended warranty and insurance coverage.

DEVICE FUNDING AND INFORMATION

Insurance Coverage

The package includes a 4-year warranty, and 4-year insurance which includes:

Insurance Coverage	Claimable
<ul style="list-style-type: none">• Fire• Lightning• Power Surges• Accidental e.g water spillage, drop etc• Theft due to forcible entry• Robbery <p>* Accidental loss will not be covered by insurance.</p>	2 repairs or 1 replacement (4-year insurance)

Technical Support for Students' Devices

Technical support will be provided to students through:

1. **Desktop Engineers** at our level 3 and level 4 computer labs for
 - Troubleshooting of device issues
 - Solve connectivity issues
 - Collection of devices to be sent for repairs
2. **ACER Service Centre**
 - Repair of devices (hardware issues)

DEVICE AND FUNDING INFORMATION

Funding Support for Singapore Citizen (SC) Students

- **The cost of the device bundle can be paid using your child's/ward's Edusave account,** after setting aside provision for payment of miscellaneous fees.
- To ensure the affordability of devices, MOE has provided Edusave top-ups from 2020 to 2023 to all eligible Singaporean students in primary and secondary schools. In 2025, MOE has provided a \$500 Edusave top-up for students aged 13-16 years old.
- These top-ups are on top of the annual \$290 credited into the Edusave account for Secondary School students and \$230 for Primary School students.

DEVICE AND FUNDING INFORMATION

Funding Support for Singapore Citizen (SC) Students

- For SC students who are on MOE Financial Assistance Scheme or whose family's monthly income meets the following criteria:

Gross Household Income (GHI) $\leq \$4,000$, or

Per Capita Income (PCI) $\leq \$1,000$

MOE will subsidise 50% of device bundle cost or \$350, whichever is lower.

- The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the students' Edusave account for the remaining amount, MOE will provide additional subsidy so that the cash out-of-pocket (OOP) is \$0.

DEVICE AND FUNDING INFORMATION

Funding Scenario: Student A (SC)



**ACER TravelMate Spin
TMB312RN-31 (12.2'')
\$648.50**

Student A (SC on MOE FAS) GHI ≤ \$4,000 or PCI ≤ \$1,000	
Device Bundle Cost	\$648.50
Student Subsidy (50%)	\$324.30 (rounded up to nearest 10 cents)
Available Edusave Balance <i>(After setting aside for misc fees)</i>	\$200.00 before deduction \$200.00 will be deducted
Additional Subsidy	\$124.30
Cash Out-of-pocket	\$0.00

For more details on financial assistance, please approach the school.
Each student will subsequently receive a personalised bill

DEVICE AND FUNDING INFORMATION

Funding Support for Singapore Citizen (SC) Students

- For SC students whose family's monthly income is:

\$4,000 < Gross Household Income (GHI) ≤ \$5,500, or

\$1,000 < Per Capita Income (PCI) ≤ \$1,375

MOE will subsidise 30% of device bundle cost or \$200, whichever is lower.

- The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the students' Edusave account for the remaining amount, MOE will provide additional subsidy so that the cash out-of-pocket (OOP) is not more than \$50.

DEVICE AND FUNDING INFORMATION

Funding Scenario: Student B (SC)



**ACER TravelMate Spin
TMB312RN-31 (12.2'')
\$648.50**

Student B (Non MOE-FAS SC from lower income family) \$4,000 < GHI ≤ \$5,500 or \$1,000 < PCI ≤ \$1,375	
Device Bundle Cost	\$648.50
Student Subsidy (30%)	\$324.30 (rounded up to nearest 10 cents)
Available Edusave Balance <i>(After setting aside for misc fees)</i>	\$200.00 before deduction \$200.00 will be deducted
Additional Subsidy	\$74.30
Cash Out-of-pocket	\$50.00

For more details on financial assistance, please approach the school.
Each student will subsequently receive a personalised bill.

DEVICE AND FUNDING INFORMATION

Funding Support for Singapore Citizen (SC) Students

- Subsidies will not be provided for SC students whose family's monthly:
 - Gross Household Income (GHI) is above \$5,500 or
 - Per Capita Income (PCI)[#] is above \$1,375.
- Parents/Guardians can use their child's/ward's Edusave or cash to defray the device bundle cost.

[#]PCI is Gross Household Income divided by the number of household members.

DEVICE AND FUNDING INFORMATION

Funding Scenario: Student C (SC)



**ACER TravelMate Spin
TMB312RN-31 (12.2'')
\$648.50**

Student C (Not Eligible for Subsidy) GHI > \$5,500 or PCI > \$1,375	
Device Bundle Cost	\$648.50
Available Edusave Balance <i>(After setting aside for misc fees)</i>	\$200.00 before deduction \$200.00 will be deducted
Cash Out-of-pocket	\$448.50

For more details on financial assistance, please approach the school.
Each student will subsequently receive a personalised bill.

What's Next?

WHAT'S NEXT?

Parental Consent for Procurement

1. Parents/Guardians can access the **Parental Consent for the Purchase of Personal Learning Device (PLD)** via a Parents Gateway (PG) notification* that will be sent to you on 5 January 2026.
2. Parents/Guardians who want to use Edusave funds for the PLD (for Singapore Citizens students only), please access: <https://go.gov.sg/edusaveformsgso> by 12 January 2026 to set up a **PDLP Standing Order** as this was not applicable during primary school.

* Parents/Guardians without access to PG can request for the hardcopy letter via your child's/ward's form teacher.

WHAT'S NEXT?

For Singapore Citizens (SC) Students

Time Frame	Activity
12 January 2026	<p><u><<For Government and Government-aided Schools, use this slide>></u></p> <p>1. Submit:</p> <ol style="list-style-type: none">a. consent to PLD purchase via the PG notification which includes the following:<ul style="list-style-type: none">• Intent to Purchase Personal Learning Device (PLD);• Authorisation Form for the Collection of PLDb. the Standing Order (SO) for the use of Edusave Account via https://go.gov.sg/edusaveformsgso (for Singapore Citizen students only) to set up a PDLP SO Parents without access to PG can submit their consent via hardcopy.
Term 2 Week 2, 2026	Collection of devices by students

WHAT'S NEXT?

For Permanent Residents / International Students

Time Frame	Activity
12 January 2026	<p>Submit consent to PLD purchase which includes the following:</p> <ul style="list-style-type: none">• Intent to Purchase Personal Learning Device (PLD);• Authorisation Form for the Collection of PLD <p>Parents without access to PG can submit a hardcopy form through their child's class mentor.</p>
Upon receiving school bill via post	Parent/Guardian to make payment via Giro/PayNow
Term 2 Week 2, 2026	Collection of devices by students

WHAT'S NEXT?

Collection of Devices

Your child/ward will be collecting his/her device in school **from Term 2 2026**.

If you would like to personally/have another adult to verify the condition of the device during collection with your child/ward:

- You may collect the device personally or appoint an adult proxy to do so **at the vendor's service/collection centre***
- Your child/ward would need to bring the device to school and arrange for the school's IT department to install the DMA.

Please approach the school for further advice or clarification if you would like to make this arrangement.

*Parents/Guardians (or adult proxy) will not be able to collect the PLD from the school.

WHAT'S NEXT?

Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
This deck of slides	<u>www.queenstownsec.moe.edu.sg</u>
Edusave balance	6260 0777
Financial assistance	6474 1055 (Mdm Choo)

Thank you



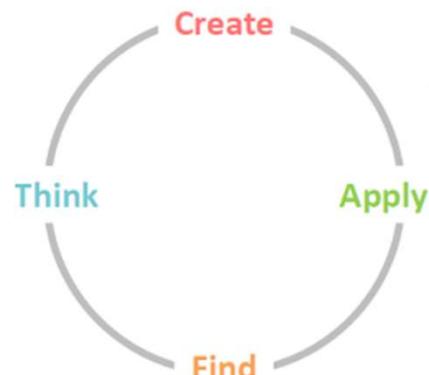


**Ministry of Education
SINGAPORE**

Drawer Slides

The National Digital Literacy Programme (NDLP)

The ‘Find, Think, Apply and Create’ framework:



Find	Critically gather and evaluate information from, and use digital resources in a safe, secure, responsible and ethical manner
Think	Interpret and analyse data, and solve problems
Apply	Use software and devices to facilitate the use of knowledge and skills in new contexts; keep up with technological developments
Create	Produce content and artefacts, and engage and collaborate with others digitally

Components of MOE DMA

The MOE Device Management Application (DMA) software consists of the following three components:

- **Mobile Device Management Service (MDM)**
- **Classroom Management Service (CMS)**
- **Usage Management Service (UMS)**

Text in **RED** are for schools to customise accordingly. Please remove this textbox when presenting slides to staff.

MOE DMA Components and their Functions

1. Mobile Device Management Service (MDM)¹

This facilitates the **updating and management of the PLDs, protects PLDs from malicious software, and protects your child/ward from objectionable internet content, or content that may not be conducive to teaching and learning during school hours.**

The MDM carries out the following functions:

- Facilitates automatic installation of applications required for teaching and learning
- Filters objectionable content or content that may not be conducive to teaching and learning (e.g. **social media**, pornography, gambling, or websites containing extremist content)²
- Enables automatic updating of PLD OS and its applications in accordance with cybersecurity best practices.

¹ MDM is a **core service** that is required to deliver Classroom Management Service and Usage Management Service (which includes the Parental Control app).

² Youtube is not blocked by default as teachers use Youtube for teaching and learning.

MOE DMA Components and their Functions

2. Classroom Management Service (CMS)

Enables teachers to **manage the student's use of the PLD** during lesson time to improve classroom management and support effective teaching and learning.

During lessons, teachers will be able to:

- Guide and monitor students' use of devices (e.g., Lock or unlock screen to redirect students' attention or screen sharing)
- Launch specific applications and/or websites for teaching and learning on your child's/ward's device
- Facilitate the sharing of content
- Monitor your child's/ward's usage and activities during lessons (e.g. screen sharing, monitoring your child's/ward's browsing history)

MOE DMA Components and their Functions

3. Usage Management Service (UMS)*

Enables the school and/or parents/guardians* to **better supervise and set helpful limits for your child's/ward's use of PLD after school.**

The UMS carries out the following functions:

- Screen time control to allow school and/or parents/guardians to set usage limits so that your child/ward does not use the PLD excessively
- School and/or parents/guardians have control over the installation of applications to ensure that the device is used optimally for teaching and learning
- Safe search and additional web content filtering protects your child/ward from harmful content
- Parents/Guardians can monitor usage and activities by child/ward

* Only available for parents/guardian on Option A.

ROLE OF DMA IN PROVIDING A SAFER DIGITAL ENVIRONMENT FOR LEARNING

Types and Purpose of Data Collected by the MOE DMA



Data for DMA Administrative Purposes



Data for Application Management



Data for Web Content Filtering



Data for Sharing Students' Screen

TYPES AND PURPOSE OF DATA COLLECTED BY DMA



Data for DMA Administrative Purposes

Essential for DMA and lesson set up and management of devices through DMA

Examples:

- Students' and parents'/guardian's information (name, school name, email addresses, and class)
- Apps installed in your child's /ward's PLD
- Device and hardware information (e.g. device model, storage space)

Accessible by:

- Teachers
- Parents/Guardians (for activities after school hours)
- DMA Administrators in school and at MOE
- DMA Vendors

TYPES AND PURPOSE OF DATA COLLECTED BY DMA



Data for Web Content Filtering

Filtering of harmful content to ensure students' cyber safety

Examples:

- URLs accessed on the PLDs (*Actions performed on websites are **NOT** captured*)
- Date and time of the access
- Student profile (Name, School name)

Accessible by:

- Teachers (for activities during lessons)¹
- Parents/Guardians (for activities after school hours)
- DMA Administrators in school and at MOE
- DMA Vendors

¹The teacher will only be able to access the logs pertaining to the student's browser history for the class that the teacher teaches and will be able to access the logs outside of lessons. The teacher **will not have access to the student's browser history outside of those specific lessons.**

TYPES AND PURPOSE OF DATA COLLECTED BY DMA



Data for Application Management

To ensure that the installed apps are updated and functioning properly

Examples:

- Installed apps and programs
- Date and time that the apps and programs were last updated
- Application error data¹

Accessible by:

- Teachers (for activities during lessons)
- Parents/Guardians
- DMA Administrators in school and at MOE
- DMA Vendors

¹Teachers will not have access to the application error data.

TYPES AND PURPOSE OF DATA COLLECTED BY DMA



Data for Sharing Students' Screen

To allow teachers to check that students are on task, and address questions in class

Examples:

- Only the streaming of 'live' screen view (*The screen view will **NOT** be stored*)

Accessible by:

- Teachers during lessons only.

References

Information on Slide 10 are obtained from:

- SHE and Global Shapers Singapore Hub Survey, 2023- <https://www.digitalforlife.gov.sg/-/media/Digital-For-Life/Resources/Documents/2023/12/20230410-SHE-Infographics-on-Online-Myths.pdf>
- Microsoft Online Safety Survey, 2024 - <https://news.microsoft.com/wp-content/uploads/prod/sites/40/2024/02/Microsoft-Global-Online-Safety-Survey-2024.pdf>
- Ministry of Digital Development and Information survey, 2024 - <https://www.mddi.gov.sg/media-centre/press-releases/survey-on-childs-online-gaming-activities/>
- Institute of Mental Health, 2024 - https://www.imh.com.sg/Newsroom/News-Releases/Documents/NYMHS_Press%20Release_FINAL19Sep2024.pdf

What's Next?

Parental Consent for Procurement

1. Parents can access the **Parental Consent for the Purchase of Personal Learning Device (PLD)** via a Parents Gateway (PG) notification* that has been sent to you on 9 January 2025.
2. Parents who want to use Edusave funds for the PLD (for Singapore Citizens students only), please submit the online Standing Order Form via this link: <https://go.gov.sg/edusaveformsgso> by 17 January 2025 if you have not done so previously.*

* Parents/Guardians without access to PG can request for the hardcopy letter via your child's/ward's form teacher.

WHAT'S NEXT?

For All Students

Time Frame	Activity
9 January	Receive consent to PLD purchase (via PG) which includes the following: <ul style="list-style-type: none">• Intent to Purchase Personal Learning Device (PLD);• Authorisation for the Collection of PLD• the Standing Order (SO) for the use of Edusave Account via https://go.gov.sg/edusaveformsgso (for Singapore Citizen students only) if you have not done so previously.
17 January	Deadline for submission of consent
31 March-4 April Term 2 Week 2	PLD Distribution Day <ul style="list-style-type: none">- Collection of devices by students- Installation of DMA
31 March-4 April Term 2 Week 2	CCE Lessons <ul style="list-style-type: none">- Class discussion and signing of Acceptable Use Policy (AUP)- Microsoft Teams orientation

WHAT'S NEXT?

For Singapore Citizens (SC) Students

Time Frame	Activity
17 January	<ol style="list-style-type: none">1. Submit:<ol style="list-style-type: none">a. consent to PLD purchase via in the PG notification which includes the following:<ul style="list-style-type: none">• Intent to Purchase Personal Learning Device (PLD);• Authorisation Form for the Collection of PLDb. the Standing Order (SO) for the use of Edusave Account via https://go.gov.sg/edusaveformsgso (for Singapore Citizen students only) if you have not done so previously. Parents without access to PG can submit their consent via hardcopy.
31 March-4 April Term 2 Week 2	CCE Lessons <ul style="list-style-type: none">- Class discussion and signing of Acceptable Use Policy (AUP)- Microsoft Teams orientation

WHAT'S NEXT?

Collection of Devices

Your child/ward will be collecting his/her device in school **in Term 2 2025**.

If you would like to personally/have another adult to verify the condition of the device during collection with your child/ward:

- You may arrange to collect the device **at the vendor's service/collection centre*** or appoint an adult proxy to do so.
- Your child/ward would need to bring the device to school and arrange for the school's IT department to install the DMA.

Please approach the school for further advice or clarification if you would like to make this arrangement.

*Parents/Guardians (or adult proxy) will not be able to collect the PLD from the school.

WHAT'S NEXT?

Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
This deck of slides	https://www.queenstownsec.moe.edu.sg/
Edusave balance	6260 0777
Financial assistance	6474 1055 (Mdm Choo)

Frequently Asked Questions (FAQ)

1. Can my child/ward not purchase the device?

- Every student is required to have a device for teaching and learning purposes. Your child/ward is strongly encouraged to purchase one.
- It is also encouraged to use the device model prescribed by the school. The uniformity of systems and software would ensure a smooth learning experience for everyone.

2. Do all students in the school have to use the same device? What about students who wish to use their own?

- It is encouraged to use the device model prescribed by the school. The uniformity of systems and software would ensure a smooth learning experience for everyone.
- The device purchased through the school will come with the necessary warranty and insurance as well.
- If students wish to use their own devices, they will have to check with the school to ascertain whether their devices meet the school's requirements. They must also be willing to let the school install Device Management Application (DMA) software to manage the devices.

3. What happens to the device after my child/ward graduates?

- The school will uninstall the DMA from students' devices upon their graduation.
- Students will then have full control and personal ownership over their devices afterwards.
- If a student's device needs to be installed with DMA in JC/MI, it can be reinstated.