Swiss Cottage 2024 Sec 1 Meet-the-Parents

HONOUR AND HUMILITY

We nurture students to become reflective thinkers and caring citizens who lead to serve the nation and the world

MTP AGENDA

1. **Principal's Address – Mdm Cheng Mun Yi, Mandy**
2. **PDLP Progressive Roll Out– Mr Terence Wong/Mr Christopher Lim**
3. **Parents Support Group (PSG) - Mdm Allyson Liu & Fei Yue Community Services Counsellor**
4. **Q&A**

Hello parents!

Welcome to our Home of Thoughtful Leaders

We nurture students to become **Reflective Thinkers** and **Caring Citizens**
who **Lead to Serve** the Nation and the World.

Our People

We nurture students to become **Reflective Thinkers** and **Caring Citizens**
who **Lead to Serve** the Nation and the World.

f Thoughtful Leaders
onour, Lead with Humility

Swiss School Leaders

Mdm Cheng Mun Yi, Mandy
Principal

Ms Wong Wee Ling
Vice-Principal

Mr Tan Boon Piang
Vice-Principal

Student Development Team

Mdm Chok
HOD/CCE

Ms Annie Tan
S1 Year Head

Mr Alex Chew
Discipline Master

Ms Phang Jiawen
School Counsellor

Ms Sharlene
Special Needs Officer

Mr Low Jeng Wye
Education & Career
Guidance Counsellor

What is the Future of Work and What Are the Implications for Learning?

We nurture students to become **Reflective Thinkers** and **Caring Citizens** who **Lead to Serve** the Nation and the World.

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Living with change, complexity and uncertainty

- Jobs that exist today were not even listed 10 years ago
- Learn, do, retire (model of the past)
- How to futureproof our next gen?
- Many parents think that this means teaching our child how to programme/code → Right or Wrong?

How to Futureproof?

- Instead of learn, do, retire
- Now we learn, do, learn, do – repeat!
- **Future-driven competencies** – adaptive and inventive thinking, good communication skills, civic literacy, socio-emotional competencies.
- **Character + values** – core principles that guide them in decision making and through challenges.

The 3 Beyonds

- **Beyond learning for tests, to learning dispositions for life**
  - the ability to persevere in learning, unlearning, relearning
- **Beyond outcomes of personal achievement, to who we are and can be**
  - value personal growth and contributions to others
- **Beyond making a good living, to living the good life**
  - finding meaning and purpose in life

How Will The Swiss Curriculum Prepare Your Child For The Future?

We nurture students to become **Reflective Thinkers** and **Caring Citizens** who **Lead to Serve** the Nation and the World.

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onour, Lead with Humility

Our Student Outcomes

- Imbued with the values of **Honour & Humility**
- For them to be **reflective thinkers** and **caring citizens** who lead to serve the Nation and the world.
- To develop them into future-ready **thoughtful leaders** with a heart to care and serve.

TIERED DEVELOPMENT OF THOUGHTFUL LEADERS

Sec 1: STEP IN	Sec 2: STEP FORTH	Sec 3: STEP UP	Sec 4: STEP OUT
Sense of Belonging	Self-Development	Mentoring	Service
Self-Development	Relationship Building	Service	Aspirations
(Awareness)	**(Action)**	**(Action)**	**(Advocacy)**

Every level programme is designed to develop learning dispositions that nurture (through choice and agency) the confidence and readiness to lead and advocate positive change in the environment.

Intellectual, Character & Leadership Excellence

Secondary 1	Secondary 2	Secondary 3	Secondary 4/5

Applied Science in Sustainable Development Programme
Thoughtful Leadership Programme
Overseas Horizons Trips
Student-Initiated Learning and Self-Directed Learning

Home of Thoughtful Leaders
Serve with Honour, Lead with Humility

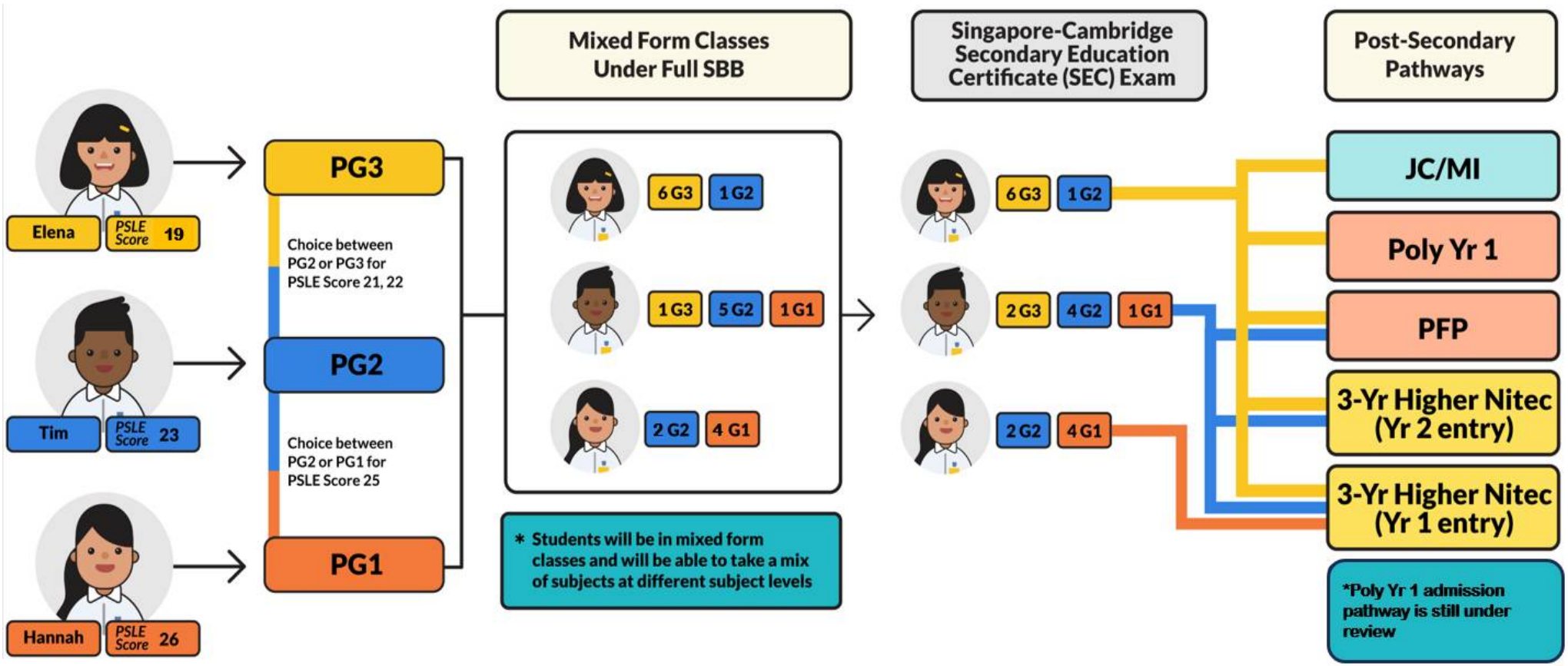
Academic Learning Under Full Subject Based Banding

- At the start, students generally take the subjects aligned to their posting group with some taking certain subjects at different levels.
- Subsequently, students will be given the option to take subjects at More Demanding Level (MDL) at the following milestones if they achieve 75% or above for the subject.

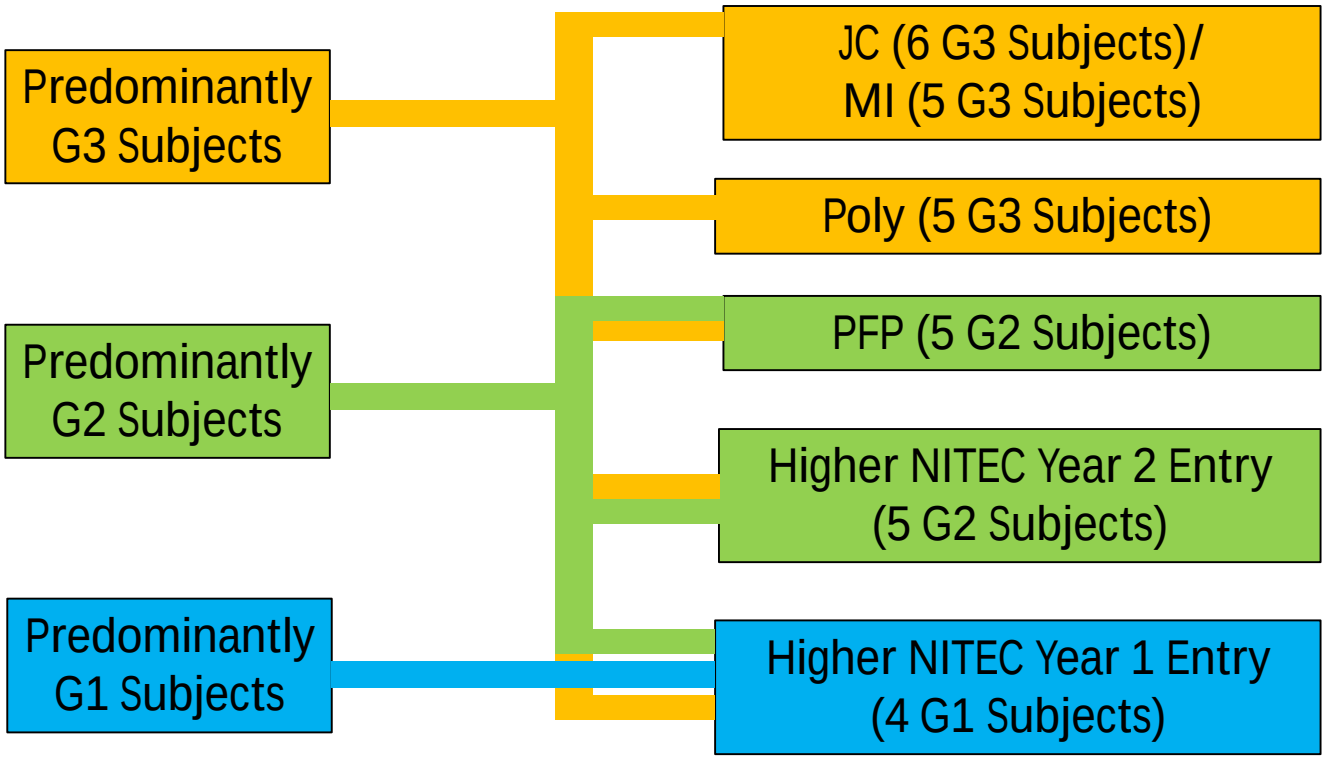
Sec 1 Mid-Year	Sec 1 End-of-Year	Sec 2 End-of-Year (for S3 subject combination)
Only English, Math, Science, Mother Tongue	All subjects	All subjects*

* Subject to availability of school's resources

Come 2024, what could students' secondary school experience look like with Full Subject-Based Banding?



Post-secondary Pathways (minimum subjects)



5th Year Option

- The option of a fifth year in secondary school will continue to be available for eligible students, after they have sat for the SEC examinations at the end of Secondary 4, to pace their learning and take subjects at a more demanding level to access more post-secondary pathways.

Transition to S1: Stepping IN

I encourage you to watch my welcome video on the school website if you haven't done so. More school and Full Subject Based Banding (FSBB) information are contained within.

We nurture students to become **Reflective Thinkers** and **Caring Citizens** who **Lead to Serve** the Nation and the World.

We Believe in Providing a Holistic Learning Experience Starting from Sec 1

Observing school ROUTINES

Self-Directed Learning Periods

Greetings before & after

Responsible use of Personal Learning Device

Cleaning up venue after use

STARS

What ROUTINES should I know?

Attire & **a**ppearance

BOOKS & MATERIALS

CLEANLINESS

DEVICE Ready

FOCUS Ready

Ecosystem Ready

One important area to start right is the responsible use of their personal learning device

Personalised Digital Learning Programme (PDLP)

We nurture students to become **Reflective Thinkers** and **Caring Citizens**
who **Lead to Serve** the Nation and the World.

Why and What is the PDLP?

We need to prepare our children for a future driven by technological innovations.

PDLP aims to:

Enhance Teaching and Learning

Support Self-Directed and Collaborative learning

Develop Digital Literacy

PDLP – Specifications

- Apple iPad Gen 9 64 Gb, WiFi, Apple Pencil (1st Gen) and LogiTech rugged combo 3 casing with keyboard
- No perfect device – we choose the most suitable at the right price point
- Need a common device
  - Security and ease of device management
  - Customised learning experience
- Pre-installed apps include Google Workspace for education, Microsoft 365 Education, Zoom, GoodNotes 6, Canva, Padlet, etc.
- Google classroom as key platform for teaching & learning.

S1 PDLP Progressive Roll-Out @ Swiss

- According to health studies and research, **sedentary screen time (for children > 2 years to adolescents) should be limited to no more than 2 hours per day**.
- Sedentary screen time refers to the use of any screen device whilst sitting, reclining or lying down.
- Increased sedentary screen time is associated with decreased psychosocial health, cognitive development, motor skills, social skills, physical activity and sleep outcomes.

S1 PDLP Progressive Roll-Out @ Swiss

- **Therefore, in Swiss, we plan to help Sec 1s transit to e-learning progressively so as to help our students develop the right learning dispositions and habits, supported by the school and reinforced by the home environment.**
- Focus on balanced, intentional and good cyber-use habits.
- **S1 PDLP – device management application (DMA) & progressive roll-out plan** (more details will be provided by the ICT team)

School Rules & Guidelines

- School handbook (refer to school website)
- Security@Swiss
  - All classrooms equipped with individual lockers (the school reserves the rights to inspect any lockers)
  - All students will be issued with locks
  - All classrooms equipped with CCTV
  - All iPads will be installed with Device Management App (Mobile Guardian)
- Mobile phone policy
  - Allowed to bring to school / limited to use before start and after curriculum hours
  - Violation may result in confiscation of up to 3 days

2024 Sec 1 MTP

Parents, you are our partners in education!

◦ *Honour and Humility* ◦

We Nurture Students To Become Reflective Thinkers and Caring Citizens who Lead to Serve the Nation and the World

Thank you!

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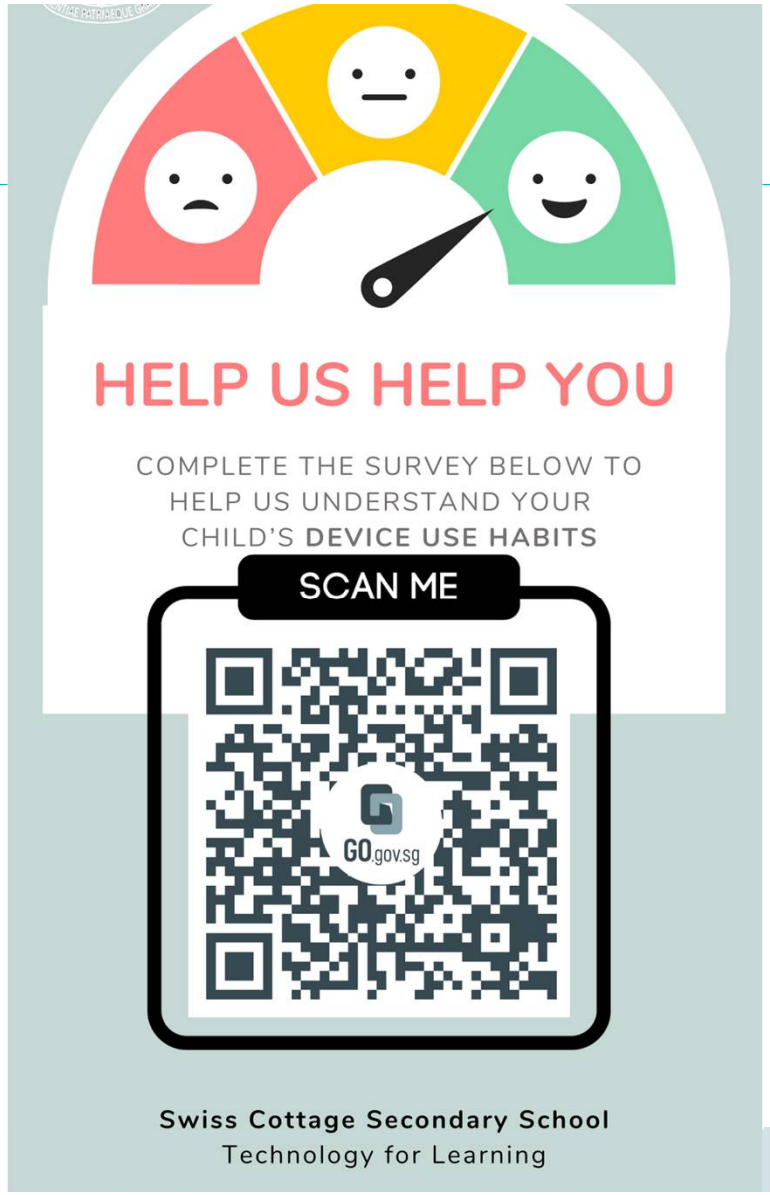


We want to partner you !

Scan the QR Code to complete the survey.

The code will be shown again at the end of the session.

Learning with a Personal Learning Device (PLD)

@ Swiss Cottage Secondary School

How will your child/ward use the PLD?

At Swiss Cottage Secondary School, your child/ward will be using the PLDs for:

- Apps to support learning activities during lessons and outside the classroom
- Digital and online assignments (SLS, Google Classroom, etc)
- Executive functioning and productivity device, be it academic, CCA, VIA, etc
- Digital repository of learning resources (e-Filing of notes, assignments, etc)
- Note-taking/building using Good Notes 6
- Self-directed Learning (SdL)
- Collaborative work/projects with peers
- Cyber wellness education
- Digital literacy education
- Home-Based Learning (HBL)
- and so on

Supporting Students in the Safe and Effective Use of the Devices

Supporting Students in the Safe and Effective Use of the Devices

Amidst cyber wellness concerns such as harmful online content, distraction from learning and excessive screen time, the school has measures in place to enable a safer digital environment for learning with the use of PLDs, e.g.

- Educating students on Cyber Wellness
- Classroom management and routines
- Device Management Application (DMA)
- Partnering parents/guardians to ensure that students are well-supported in their use of technology for learning

Parents'/Guardians' Role

- We would like to partner parents/guardians to ensure 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
    - Know your child/ward well, and have conversations with your child/ward about safe and responsible use of technology
    - Set ground rules for internet/device usage
    - Guide your child/ward to use productivity tools using his/her PLD, to organise information and simplify tasks for efficiency

Role of the DMA in Providing a Safer Digital Environment for Learning

Device Management Application Installation

- Your child's/ward's PLD will be installed with a Device Management Application (DMA) to provide a safer digital environment for learning.

- This applies to both devices purchased through the school and pre-existing student-owned devices.

- The DMA will be **funded by MOE** and will be **uninstalled** from the device **when your child/ward graduates/leaves the school**.

How does the DMA work?

The DMA has three components.

Mobile Device Management Service	Classroom Management Service	Usage Management Service

What does each **component** do?

The DMA for Apple iPads is known as the Mobile Guardian (MG).

Mobile Device Management Service	Classroom Management Service	Usage Management Service
Protects your PLD from viruses and allows the installation/updating of relevant apps for learning	Helps your teacher manage devices during lessons, and to easily share relevant apps, websites and lesson materials	Protects you from harmful online content, and sets helpful limits e.g. sleep hours on the use of the PLD

After-School DMA Options

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 out objectionable content or content that may not be conducive to teaching and learning (e.g. social media, pornography, gambling, or websites containing extremist content)
- The school will determine the apps and programs to be installed to support teaching and learning
- Students will be able to use the device from 8 am to 3.30 pm daily in Semester 1.

Providing Parents/Guardians with Greater Choice of After-School DMA Parent Options

The following tables outline the different levels of restrictions, controls, and monitoring for the different DMA options after school hours.

Default	Option A	Option B
In-school DMA settings will continue after school hours	**Parents/Guardians can modify the DMA settings after school hours**	**Parents/Guardians can choose to disable DMA after school hours**
For parents/guardians who want their child's/ward's use of the device 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 want more leeway over the use of the device, and prefer to take charge of the level of restrictions for their child's/ward's use of the device after school hours.	For parents/guardians who do not want their child's/ward's use of the device to be regulated by DMA after school.

- 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 at any time.

Providing Parents/Guardians with Greater Choice of After-School DMA Parent Options

	Default	Option A	Option B
Protecting students from objectionable content	MOE/school sets level of web content filtering	Parents/Guardians can apply additional content filtering	No content filtering
Reduce distractions from learning through control of applications	Parents/Guardians and students are **unable** to install additional applications	Parents/Guardians and/or students can install additional applications after school hours, but these applications are disabled during school hours	
Limit screen time	School sets hours during which students are able to use the device online	Parents/Guardians can modify the amount of screen time	No control over screen time

Providing Parents/Guardians with Greater Choice of After-School DMA Parent Options

	Default	Option A	Option B
Parent/guardian account	Provided to allow monitoring of PLD activities after school hours		Not provided
Monitor students' cyber activities	Parents/Guardians can track their child's/ward's browser history after school hours		Parents/Guardians will **not** be able to monitor or control their child's/ward's use of the device through the DMA after school hours No data* will be collected during use of PLD after school hours

Additional Option B Features

- Allows sign-in to personal Apple ID to backup documents and media to personal iCloud account
- Apple's Screen Time functionality can be activated for use
- VPN Configuration is enabled under Settings > General
- Auto-Lock is enabled under Settings > Display & Brightness

Signing up for After-School DMA Options

Parent Gateway message with regard to signing up will be sent at the end of Term 2.

- Sign-up form
- Instructions to signing up
- Details of the controls available for each option
- Sign-up deadline

Visit the PDLP@Swiss Cottage page at the school website for more information and resources for parents!

1. Insurance and Warranty Information
2. Device collection and Rollout Funding Information

(refer to PDLP@swisscottage page at school website)

Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
Expanded deck of PDLP briefing slides	PDLP@Swiss Cottage page at school website
Child/Ward's Edusave balance	6260 0777 (MOE)
Finance-related matters e.g. financial assistance	scss@moe.edu.sg or call 6563 7173 (General Office)
Administration-related matters	wong_wai_kiong@schools.gov.sg (HOD TfL) giam_chin_leong@moe.edu.sg (ICT Manager)
Technical-related matters	wong_wai_kiong@schools.gov.sg (HOD TfL) g-ncs3304sde@ncs.com.sg (Desktop Engineer)

Thank you and we look forward to partnering you in our students' digital literacy journey!

Secondary 1
PDLP
ROLLOUT
Progressive. Upstream. Partnerships.

PDLP

How to we achieve the desired out come
of Self-directed Learners who use
their devices to learn
Anytime and Anywhere?

LEARN

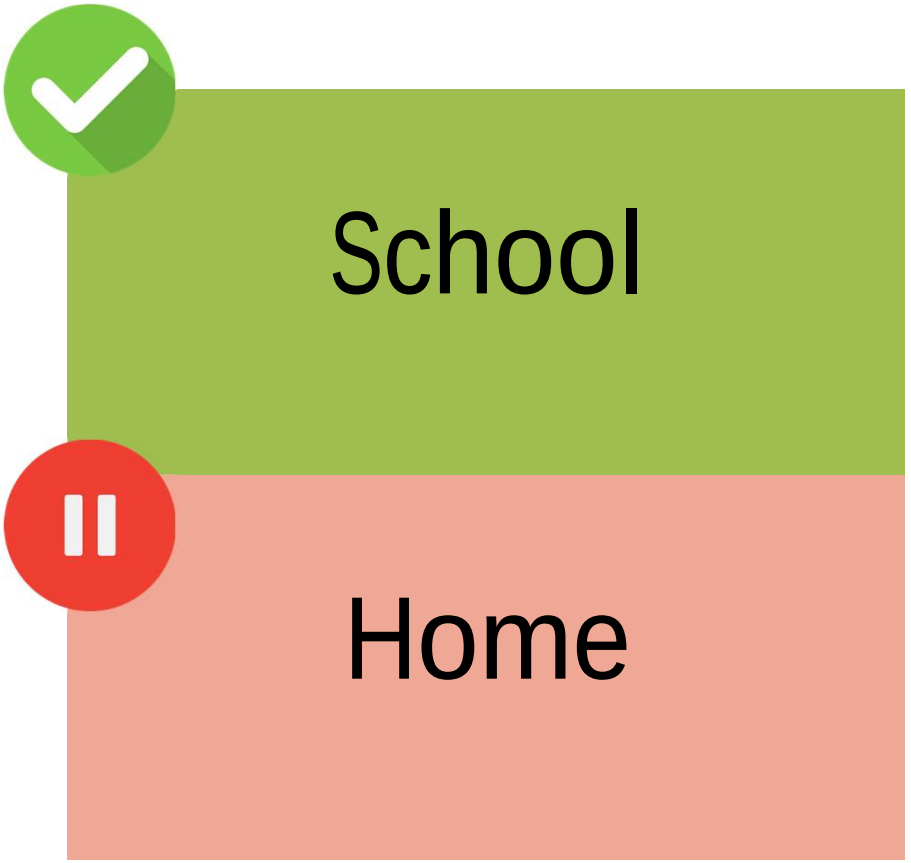
ANYTIME

ANYWHERE

PDLP

How to we achieve the desired out come of Self-directed Learners who use their devices to learn

Anytime and Anywhere?



Key OBJECTIVES

Build Habits in School first before allowing students to use their devices at home.

01

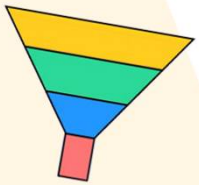
Progressive Rollout

Devices given to students with some timing restrictions

02

Identify Students' Needs

Teachers attentive to students' needs for specific intervention.



03

Partnership with Parents

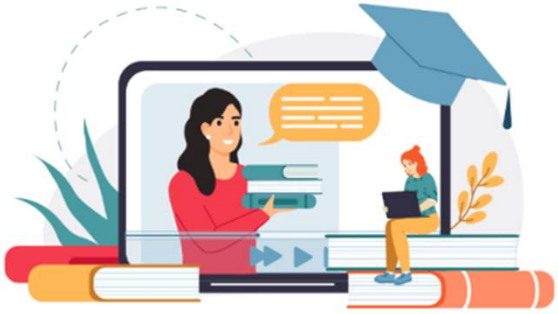
Parents involvement from Day 1 to build habits at home.

B.I.G. FRAMEWORK

HOW DO I GUIDE MY STUDENTS TO DEVELOP GOOD CYBER USE HABITS?

Balance

Students should demonstrate the ability to balance time spent on their devices and other needs and responsibilities in life.



Intentional

Students should engage with technology purposefully with clear intentions and objectives for using the device.

Good

Students should use technology for the purpose of betterment of self or others.

TIMELINE

Customised Interventions for Selected Students

Term 1 | Term 2 | Term 3 | Term 4

Phase 1
Parent Engagement @ MTP

Students Set Goals during FT-Time

Phase 2
iPads Issued
(14 Feb 24 - T1W7)

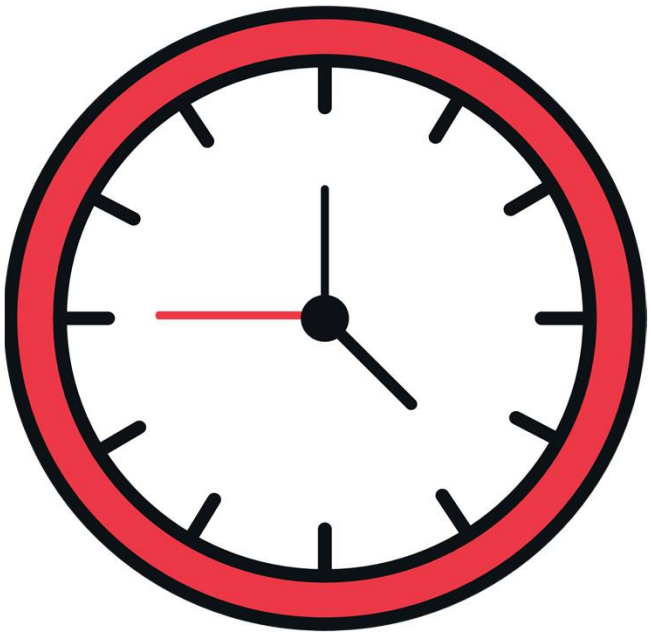
Time-based **Restrictions for Semester 1**

Phase 3
Individual Needs Identified

Majority of Devices **Released from Restrictions**

Phase 4
Target all Devices **Released from Restrictions**

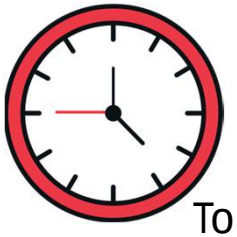
Provide further support for those who need it



Time Restrictions

- Devices available during curriculum time up to 3:30pm.
- Not accessible after school, over the weekends and during holidays (PH and SH included)
- Available on **Home-based Learning** Days from 8am to 3:30pm

BENEFITS



More Time

To build TSR, promote habits and develop executive functioning skills

Handwriting

Develop pre-digital skills such as penmanship, note-taking skills and promote mental processing.

Classroom Learning

Devices available during curriculum time for collaborative group work and formative assessment.

Customised Help

Allow for customised help to be given for students who may need it.

GIVING SUPPORT AT HOME

Preparing students to to learn at home with their devices in Phase 3

ROLE-MODEL

REGULATE

be REALISTIC

Summarised from: https://www.healthhub.sg/live-healthy/help-your-child-untangle-from-the-web

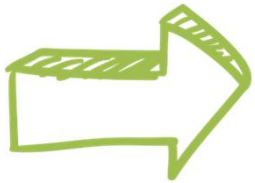
ROLE-MODEL

Our children observe what we do and rely on us to set an example.

Steps you can take at home:

1.

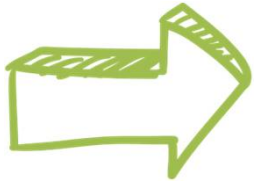
Designate certain activities or times of day where devices should not be used (e.g. while having meals, waiting for food)



Engage them in conversation and help develop conversational skills.

2.

Reduce time spent on devices for entertainment and leisure.



Replace with physical activities or family outings.

REGULATE

Our children need help to set limits and to regulate their impulses.

1 Set limits on device usage.

(Recommended **2hrs of sedentary screen time per day**)

E.g.

- Time limits for entertainment
- Putting away device after a task is completed

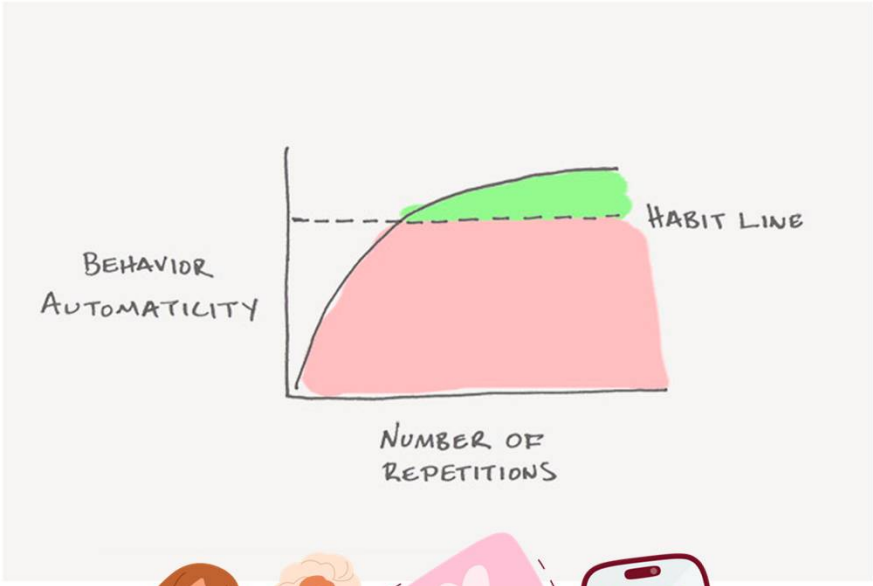
2 Create systems and routines to help avoid temptation.

E.g.

- Charging devices in the living room at night.
- Setting devices aside during meals or study times (especially home-based learning).

be REALISTIC

Development of Habits takes time and needs to be progressive.



1 Set Progressive Goals

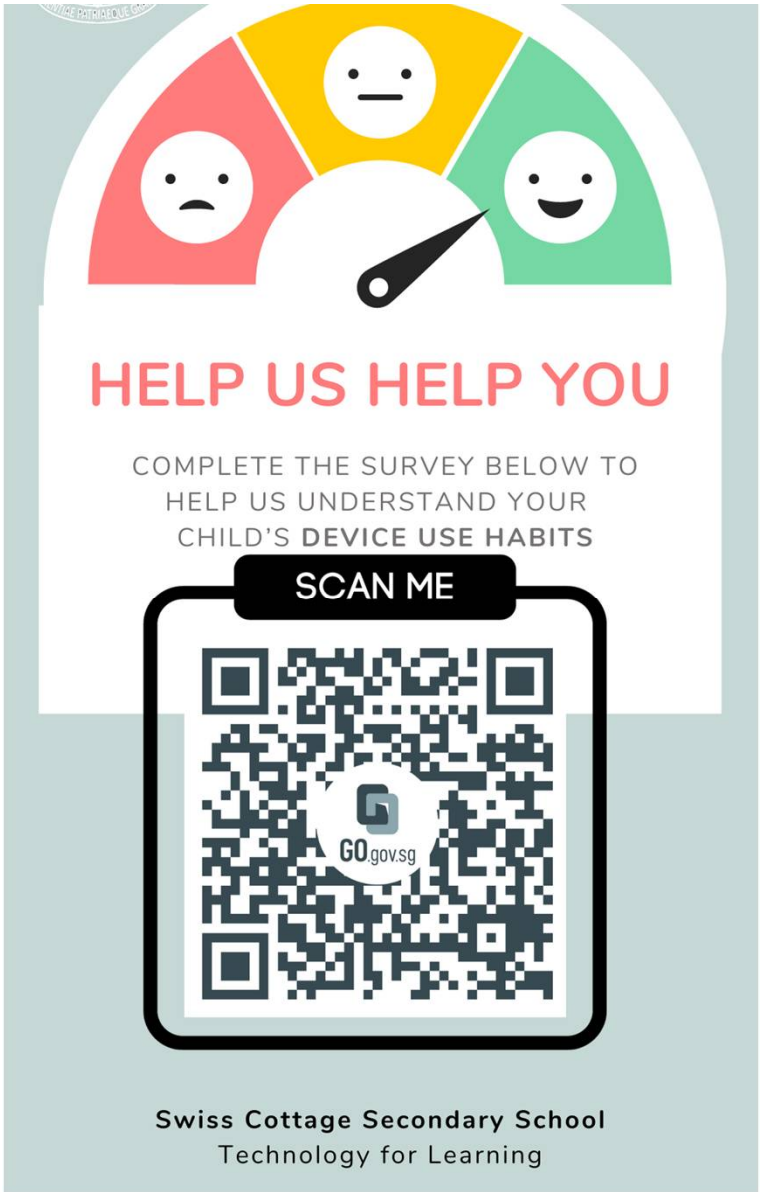
e.g.

- Reduce screen time by minutes each day working up to longer periods.
- Put devices away once a week, to twice a week up to it becomes daily habit

2 Consistent Reinforcement

Most intervention efforts only work if enforced consistently.

Work collaboratively with family members and care-givers to echo a common message.



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Thank you to those who have already submitted your responses!

OUR

PARTNERS

IN EDUCATION

Parent Support Group

We nurture students to become **Reflective Thinkers** and **Caring Citizens**
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Swiss Parent Support Group

Mission

- **Promote positive collaborations between parents and the school for the well-being of the children.**
- **Promote a strong home-school link.**
- **Provide opportunities for Swiss parents to network and support each other in the parenting journey.**

Swiss Parent

Fei Yue Family Services

We nurture students to become **Reflective Thinkers** and **Caring Citizens**
who **Lead to Serve** the Nation and the World.

An important Swiss partner – Fei Yue

- Represented by our esteemed speaker, **Ms Allyson Liu.**
- Wealth of experience and expertise from her role as a Counsellor at Fei Yue Community Services.
- Master of Arts in Counselling from Singapore Bible College and a Diploma in Child Welfare (specializes in counselling children, marriage, and parenting).
- Extensive background includes >16 years of with special needs children and 8 years with senior adults.
- Tonight, she will share a brief teaser about the Transition to Secondary School—a topic she's passionate about.

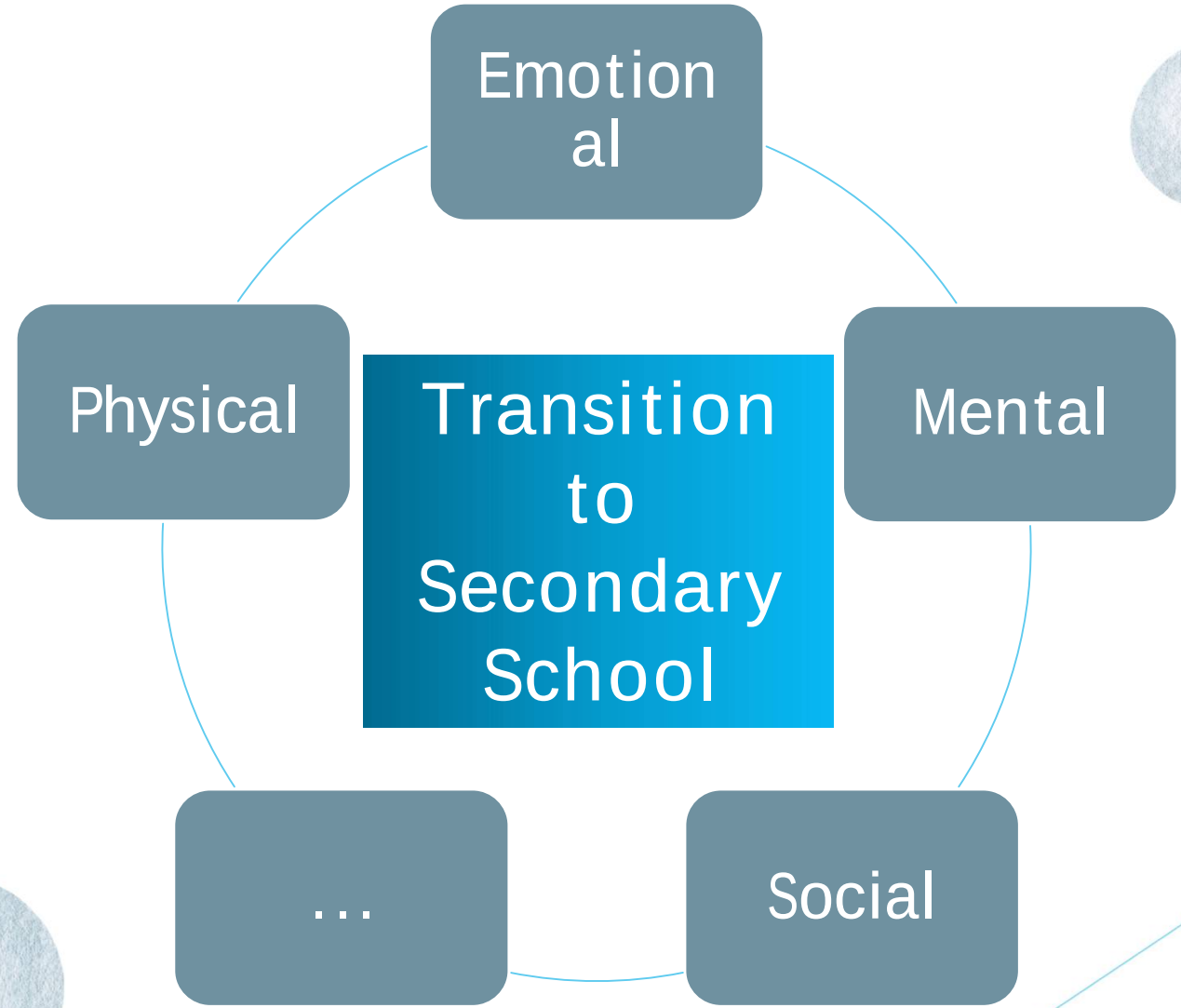
Fei Yue Families For Life @ Community

Supported by

FAMILIES for LIFE

Fei Yue 飞跃

Follow us on


Emotional
Physical
Transition to Secondary School
Mental
...
Social

Build Relationships

Emotional Support

Journey with Them

Fei Yue 飞跃

30 years 1991 - 2021 传承·启航 ANCHORED IN HISTORY, CHARTING FORWARD

RESOURCING Families to STRENGTHEN Relationships

1. PARENTING PROGRAMMES

- Parents with children/teen aged 0-16 years or is currently enrolled at a local school

2. GRANDPARENTING PROGRAMMES

- Triple P Content tailored for Grandparents who are taking care of grandchildren aged between 0-8 yrs old.

3. MARRIAGE ENRICHMENT PROGRAMMES

- Married for > 2yrs: Prepare and Enrich Marriage Enrichment Programme
- Soon-to-wed couples : Prevention & Relationship Enhancement Programme

Fei Yue 飞跃

30 years 1991 - 2021 传承·启扬 ANCHORED IN HISTORY, CHARTING FORWARD

TRIPLE P

Positive Parenting Program

- The Positive Parenting Programme is an internationally recognised evidence-based programme.
- It aims to give parents the skills they need to build strong family relationships, prevent behavioural and emotional problems.

Sessions are delivered via:

- Seminars
- One to One Consultations
- Groupwork

Fei Yue 飞跃

30 years 1991 - 2021 传承·启航 ANCHORED IN HISTORY, CHARTING FORWARD

TRIPLE P PARENTING SEMINARS

- The Seminar is a total of 3 sessions. Each session is 1.5hrs - 2hrs including Q&A.
- Currently conducted via Zoom Online.
- Runs throughout the year. Programme dates and registration will be posted in Parents Gateway.

Fei Yue 飞跃

30 years 1991 - 2021 传承·启航 ANCHORED IN HISTORY, CHARTING FORWARD

SESSION	TOPIC	DATE	DAY/TIME
1	**Raising Responsible Teens** Help teens develop a sense of belonging, and be engaged at school and at home.	24 February 2024	Saturday, 10.00am - 12.30pm
	Raising Competent Teens Supporting your teen to build their confidence and self-esteem		
2	**Getting Teenagers Connected** Encouraging teens to connect meaningfully at home, school, and the community	2 March 2024	Saturday, 10.00am - 12.00pm

***For Parents who reside or have teenagers schooling in Bukit Batok, Bukit Panjang & Choa Chu Kang areas.**

Sign up at: http://go.gov.sg/FeiYueSec

Registration period: 20 Nov 2023 to 19 Feb 2024

SCAN ME

TRIPLE P PARENTING
ONE-TO-ONE CONSULTATION

- Individual consultation conducted over 4 sessions, over 4-6weeks period.
- Each session lasts for 1hr.
- Help parents manage 1 or 2 specific behavioral issues that are of current concern.

Fei Yue 飞跃

30 years 1991 - 2021 传承·启航 ANCHORED IN HISTORY, CHARTING FORWARD

TRIPLE P PARENTING GROUPWORK

- Conducted in small group sessions over 5 sessions, followed by 3 phone consultations.
- Each group session lasts for 2hrs.
- For motivated parents of children with behavioral difficulties and are interested in gaining a more in-depth understanding of Positive Parenting.

Fei Yue 飞跃

30 years 1991 - 2021 传承·启航 ANCHORED IN HISTORY, CHARTING FORWARD

Triple P Groupwork

Supported by: Families for Life Community

Organised by: Fei Yue, Triple P Positive Parenting Program

(For parents with children aged 13-16 who reside or have children schooling in Bukit Batok, Bukit Panjang & Choa Chu Kang areas)

The Triple P Positive Parenting Programme Level 4 (Teens) is a group work suitable for parents who want to prevent behavioural and emotional issues in teens. The program teaches 17 core positive parenting skills that can be adapted to various parenting situations to promote teens' **psychological, social, and emotional** competence.

"After the course, I am able to better communicate with my daughters. They are willing to openly share about what happened at school without prompting."

Parent from Regent Secondary School

5 Group Sessions

FREE

24 February, 2, 9, 16 & 30 March 2024 (Saturday)

9.30am - 11.30am

421 CCK Ave 4 or ZOOM

"I learned more effective approach in bonding with my children."

Parent from Bukit View Secondary School

https://go.gov.sg/feiyuel4sec

Limited to 20 participants only. Registration will close when all slots are filled.

Scan the QR code to sign up or find out more about Triple P:

Small changes, big differences.

Triple P Positive Parenting Program for every parent

Indicate your interest by filling in the form (scan the QR code or access https://go.fycs.org/PSS)

For further queries, contact Jonathan at 9644 6856 or email to jonathanang@fycs.org.

Fei Yue 飞跃

30 years 1991 - 2021 传承·启扬 ANCHORED IN HISTORY, CHARTING FORWARD

https://fycs.org/parenting-support-services/

Thank You!

Fei Yue Families For Life @ Community

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