Making Student-Centricity a Reality for All

16 January 2016
Year Heads (YH)

**Lower Primary**
- YH – Mdm Deon Yeo (P1)
- AYH – Mdm Nooradelin (P2)

**Middle Primary**
- YH – Mdm Nur Iffah
- AYH – Mr Chong Yong Tian (P3)
- AYH – Mrs Rajeswary Thillaikumar (P4)

**Upper Primary**
- YH – Mrs Suzanna Bambang (P6)
- AYH – Ms Soh Chern Hui (P5)
Changkat’s Approach to Student-Centricity

Differentiated Instruction (DI) with Cooperative Learning (CL) as the key pedagogy

Holistic Assessments (HA) and In-Class Formative Assessment (FA) strategies in daily teaching and learning

ICT as tool to enable Self-Directed (SDL) and Collaborative Learning (CoL)
Transition from Lower Primary to Middle Primary - changes

- P4 – 2nd recess 10.30am – 11.00am
- Snack Time & Brain Breaks
- P3 – Additional Subject: Science
- P3 & P4 – Banding of students during Math and Science instructional time
- CCA participation
- New friends and challenges - Effect on self-esteem
TIPS TO HELP EASE TRANSITIONS

T A D
Talk  Ask  Discuss

CHAT WITH OUR CHILDREN
TIPS TO HELP EASE TRANSITIONS

Talk about fond memories of your own school days.
E.g. Kind teachers and cheeky classmates; what you did in primary one.

CHAT WITH OUR CHILDREN
TIPS TO HELP EASE TRANSITIONS

Ask about his/her thoughts and feelings about the school.

E.g.

- CCE/FTGP/PAL activities
- How the school day was

CHAT WITH OUR CHILDREN
TIPS TO HELP EASE TRANSITIONS

Discuss the characters in a book/show.

E.g.
• Explore how people deal with conflicts.
TIPS TO HELP EASE TRANSITIONS

Listen without interrupting.
• Nod your head and ask questions to show interest and affirmation.

LISTEN TO WHAT CHILDREN ARE SAYING
Academic & Emotional Support for Students

1-to-1 / 1-to-few teacher-student interaction (TSR) time

Attending to children with greater learning needs
  • Smaller class size
  • In-class support / Pull-out support
  • Deployment of trained / experienced teachers

Deployment of additional teachers to CCAs with school teams
## Learning & Emotional Support for Students

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Support Coordinator (LSC)</td>
<td>Miss Loy Hin Jong</td>
</tr>
<tr>
<td>Learning Support for Math (LSM)</td>
<td>Mrs Rafie Chua &amp; Mdm Jiang</td>
</tr>
<tr>
<td>AED (Counseling)</td>
<td>Miss Farah Izzah</td>
</tr>
<tr>
<td>AED (Learning Behavioral Support)</td>
<td>Mr Tong Kum Yuen</td>
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<tr>
<td>AED (Teaching and Learning)</td>
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<tr>
<td>Miss Nur Shreen (ICT)</td>
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<tr>
<td>Mr Muhammad Al-Yazid (Math)</td>
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<tr>
<td>Mdm Koh Geok Hwa (CL)</td>
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Parents as Partners

• Look out for your child and alert the form teacher or general office if your child is in distress or in need of help

• Provide Support eg CHEER Model
Supporting a child in distress - CHEER model
(adapted from MOE Guidance Branch – Peer Support in Schools)

Calm down
Hear out
Empathize
Enable
Refer
Effective Communication Channels

Strong working relationship with your child’s teachers

Clear Expectations
Communication Channels

- **Individual Teacher and Parents**
  - Student handbook
  - Letters
  - Digital means such as emails and sms / whatsapp
  - Phone calls
  - Face-to-Face meeting
    - Formal (Meet-Parents-Sessions)
    - Informal

- **SLs and Parents**
  - PIE Coffee Sessions
  - Parents’ Brief during Meet-Parents-Sessions
  - Weekly Notifications
  - Emails, Phonecalls, Face-to-face meetings
Parents Involvement

- Outings
- Participation in school events
- Planning and carrying out of school activities
- Participation in workshops
- Attendance of Meetings

Be supportive of school rules and policies.
Be on the same team.
# School Homework Policy

## Load during Term Time

<table>
<thead>
<tr>
<th>Time taken for work completion (all subjects)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon to Fri</td>
<td>Sat and Sun</td>
</tr>
<tr>
<td>Not longer than 1h 20 min <strong>per day</strong></td>
<td>Not longer than 1h 20 min <strong>in total</strong></td>
</tr>
</tbody>
</table>
Programmes

School Programmes
• Morning Silent Reading Programme
• Pre-assembly and Assembly Programme

Level Programmes
• MCCA
• Learning Journeys
• Interclass Games
## School Programmes
(7.30am – 7.55am)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Silent Reading</td>
<td>Hall</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Silent Reading (MTL)</td>
<td>Hall / Classroom</td>
</tr>
<tr>
<td>Wednesday</td>
<td>FTGP</td>
<td>Classroom</td>
</tr>
<tr>
<td>Thursday</td>
<td>Silent Reading (EL)</td>
<td>Hall / Classroom</td>
</tr>
</tbody>
</table>
| Friday    | **Primary 3**
<pre><code>        | Meeting point to set off for Swimming Lesson (12 weeks) | Quadrangle          |
</code></pre>
<p>|           | Silent Reading (EL)                           | Hall / Classroom    |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Programme</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>2.30pm – 4.00pm</td>
<td>English - Math &amp; Science Remedial Lessons / Enrichment</td>
<td>Respective Teaching Groups / Form Class</td>
</tr>
<tr>
<td>Thursday</td>
<td>2.30pm – 3.30pm</td>
<td>Mother Tongue Remedial Lessons (Malay / Chinese / Tamil)</td>
<td>MT Classes</td>
</tr>
<tr>
<td>Semestral</td>
<td></td>
<td>Interclass Games</td>
<td>Indoor Sports Hall</td>
</tr>
</tbody>
</table>
Level Programmes – MCCA
(Every Friday 8.00am – 9.30am)

Primary 3
• Swimming (12 sessions)
• Relief Art Form (2 sessions)
• Project Work (7-10 sessions)

Primary 4
• Basic Coding (7 sessions)
• Rope Skipping (6 sessions)
• Print Making (7 sessions)
ICT as Enabler

E-Learning

- McOnline Platform
- Installation of Apps for parents
- Work is assigned online on days students do not come to school. e.g. MTP, PSLE Oral Exams.
Level Programmes – Classroom Activities

FTGP
• To build rapport with students on a personal & class level.
• Deployment of Co-Form Teachers
• SEL Competencies.

Self Awareness
Self Management
Social Awareness
Level Programmes – Classroom Activities

Character Development Programme
• Recycling Campaign
• Use You Hand Campaign
• Happy Classroom

Self Awareness
Self Management
Social Awareness
Level Programmes – Beyond School (P3)

P3 Learning Journeys
• Lesson @ Science Centre, February 2016
• Details will be provided at a later date

SEL Competencies
Independence
Team Work
Level Programmes – Beyond School (P4)

P4 Camp

• August 2016

• Details will be provided at a later date

SEL Competencies

Independence
Team Work
Level Programmes – Beyond School (P4)

P4 Learning Journeys

• Magnet Lessons @ Science Centre
• Road Safety Education
• Science Fieldtrip to Botanical Gardens
• Social Studies Fieldtrip
• Theatre Experience
ASSESSMENT

FORMATIVE

- EXIT CARDS, WHITEBOARDING
- JOURNALLING
- FAST TOOLKIT
- MID YEAR & END YEAR EXAMS

SUMMATIVE

- PRACTICAL & WRITTEN TESTS
## Assessment in P3 & P4

<table>
<thead>
<tr>
<th>Subject</th>
<th>SA1 (40%)</th>
<th>SA2 (60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Paper 1 (Writing): 20%</td>
<td></td>
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<tr>
<td></td>
<td>Paper 2 (Main &amp; Listening): 50% + 14% = 64%</td>
<td></td>
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<tr>
<td></td>
<td>Paper 3 (Oral: Reading &amp; Conversation) = 16%</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>P3: Main paper: 90% &amp; Practical test: 10%</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Main paper: 100% (P3: 50marks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Booklet A: 30 MCQ (60%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Booklet B: 14 Open-ended (40%)</td>
<td></td>
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<tr>
<td></td>
<td>Practical test: 10%</td>
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</tbody>
</table>
Exam Policy - Absentees

• Absentee must present a Medical Certificate in order to have “VR” (Valid Reason) reflected in the results slip.

• Pupils who are absent for good reasons other than being sick will be granted “VR” on a case-by-case basis.

• Pupils who are absent for any paper without valid reasons will be given “ZERO” for the paper.
Exam Policy – Make-Ups

• Administered for Papers 1, 2 and 3 of EL and MTL within 2 working days from the test date.

• **No further make-up** will be provided should pupils miss the make-up test date.

• “VR” will be reflected under the subject score in the **presence of a valid Medical Certificate or good reason.**
Exam Policy – Cheating

• Cheating is a serious offence.
• Pupils caught cheating during the exams will be dealt with severely.
Referral System

Disciplinary Issue

Form / Co-Form Teachers

Asst. Year Head

Year Head ↔ Counsellor

Discipline Master → School Leaders
Communication Policy

1st level – Handbook / Phone Calls / Emails

2nd level – Meeting by Appointment

Communication Day – Every Wednesday

All correspondence will be done within 3 working days.
Bringing Family Life Education closer to you

Family Matters @ Changkat Primary
Triple P  
(Positive Parenting Programme)

- Developed by: Professor Matt Sanders through more than 30 years of clinical research trial
- **Aim:** Prevent behavioural, emotional and developmental **problems** in children by enhancing the knowledge, skills and confidence of parents
- **Delivery Format:**
  - Triple P Level 2 - Large group seminars
  - Triple P Level 3 - Individual consultations
Triple P : Positive Parenting Programme

Triple P Level 2 Seminars (Pri)

- 3 X 90 minutes parenting seminars
- 3 seminars include:
  - (i) Power of Positive Parenting
  - (ii) Raising Confident, Competent Children
  - (iii) Raising Resilient Children
Prelim findings based on Ministry of Social and Family Development’s pilot (2014-2015) with 50 schools:

- **Parenting Outcomes**
  - Significant improvement in perceived parenting competence
  - Significant drop in parenting stress

- **Child Outcomes**
  - Significant drop in child difficult behaviour
At times we are so caught up with “getting the things done” that we “react” first before thinking much of the child’s perspective. Now I consciously pause for a while before I say something when my children do something I disagree.

In addition, after attending this programme I feel more strongly that we, as parents, must take care of our mind and body. When we are in good position with ourselves, we are able to guide and manage our children better.

- Parent, St Anthony’s Primary
“Before the seminars, I tended to talk to my 10-year-old in an ordering tone. During the second seminar, we were advised to talk respectfully and nicely to our children, and I realised that I was not really doing that. I made a conscious effort to speak to my child in a nice tone, no longer ordering tone, and it improved our relationship. It also makes me enjoy my child more.”

- Parent, Henry Park Primary
The programme has helped me and my husband understand better about the development phase that she went through and the root cause of her emotional issue.

The Counsellor guided us with systematic steps to help her overcome her emotion, help her be more organized and rewarded her when she behaved well. The Counsellor also gave us encouragement and recognized what we did well that made us more confident as parents.

- Parent, Qifa Primary School
Before I attended the Triple P programme, I felt frustrated and stressed when dealing with my children's difficult behaviour.

Mrs Esther Lai is an excellent and experienced Master Coach.

Mrs Esther Lai always worked with me to implement and review my parenting plan. The tips and strategies are very useful. It helped my children cope with their emotions.

- Parent, Unity Primary School
Fill up the questionnaire to help us match you with the right programme

(End of January)
Middle YH – Mdm Nur Iffah
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AYH – Mr Chong Yong Tian (P3)
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AYH – Mrs Rajeswary Thillaikumar (P4)
rajeswary_thillaikumar@moe.edu.sg