



Yishun Town
Secondary School

Blended Learning Briefing for Parents

27 May 2021
6.00 P.M. – 7.00 P.M.



Agenda

1. What is Blended Learning
2. Implementation of Home-based Learning in YTSS
3. Student-initiated Learning
4. Tips for parents to help your child take ownership on HBL Days



What is Blended Learning?

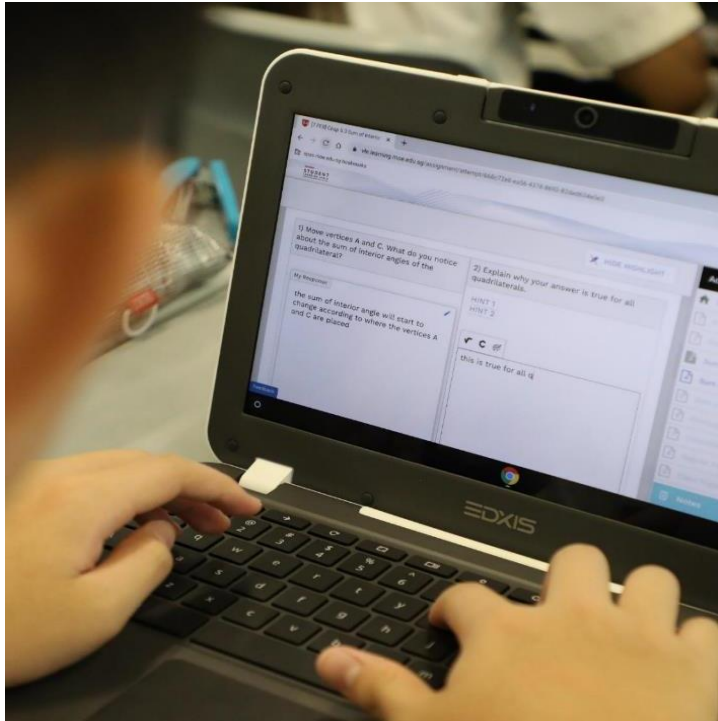


What is Blended Learning (BL)?

- Integrates home-based learning (HBL) as a regular feature of the schooling experience.
- Learn what is prescribed by the curriculum through a mix of **home-based and in-school activities**, and **leverage both online and offline** approaches to learning during regularly scheduled HBL Days
- Blended Learning will be supported by the use of educational technology such as the **Singapore Student Learning Space**, and by device provisioning under the NDLP whereby all secondary school students will own PLDs by end of 2021.



Student outcomes



Self-directed and independent learners



Passionate and intrinsically motivated learners

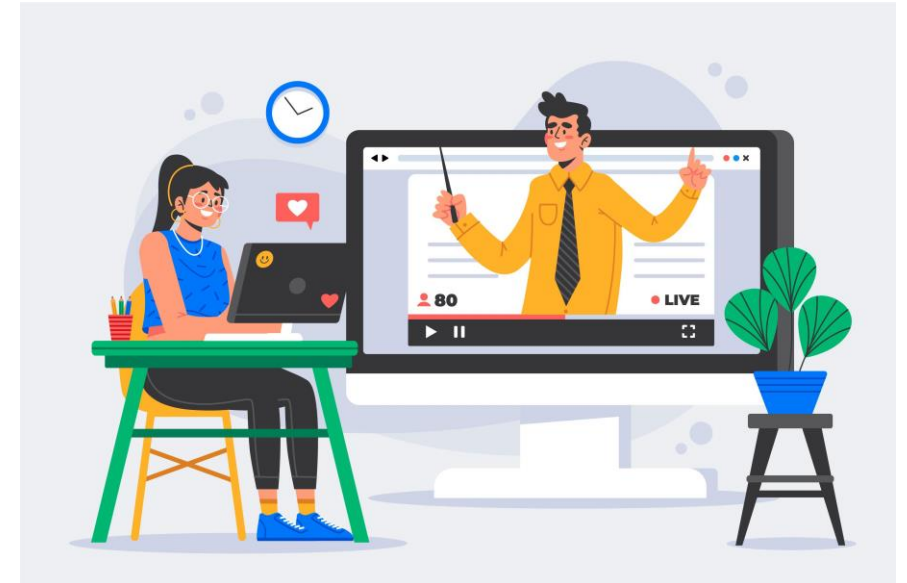


Implementation of Home-Based Learning in YTSS



Why Home-Based Learning (HBL) day?

- In 2020, the COVID-19 pandemic showed us that it is important for our children to be able to **plan their own learning** and **adjust to different modes of learning**.
- One of the ways we will help our children achieve this is to introduce **HBL days** as part of our Blended Learning (BL) in YTSS.



What will YTzens experience as part of HBL Day?

- MOE's model of HBL day gives students **different types of learning experiences:**

Learn content that is within and outside of the curriculum

Be given opportunities to plan their own learning for the day

Use a range of resources for learning, e.g. print and digital materials

- This would allow for a seamless blending and continuity of learning in school and on HBL Day.



Home-based Learning for Sec 1

- Home-based Learning (HBL) once a fortnight.
- HBL will be on either even or odd Wednesdays starting from Semester 2. A total of 6 HBL days.
- During HBL, students will follow the regular timetable.
- Student-initiated activity to take place as part of HBL.
- Students who do not have access to digital devices at home may come to school for supervised HBL.



Home-based Learning for Sec 1

	HBL Dates		
1	T3 W2 (7 th July)	Even Week	Students will follow the regular Wednesday timetable with an hour of student-initiated activity
2	T3 W6 (4 th Aug)	Even Week	
3	T3 W7 (11 th Aug)	Odd Week	
4	T3 W9 (25 th Aug)	Odd Week	
5	T4 W1 (15 th Sep)	Odd Week	

Based on the assumption that school reopens as per normal in Term 3



During Home-Based Learning

- No live lessons by teachers
- Worksheets might be given to students to complete
- Student might go onto SLS or other online platforms to access specially designed lessons
- Lessons will be seamless and aligned with current topic taught in class
- While there are 45 min lesson blocks, students have the flexibility to carry out their learning at their own pace as long as they complete the assigned tasks for the day



Sample of instructions to students

<p>English Language</p> <p>(60 mins)</p>	<p>Ms Aretha Loh</p>	<p>Topic: Speaking with Word Stress</p> <p>Students will be able to:</p> <ol style="list-style-type: none">1. Recognise and apply word stress accurately <p>Instructions:</p> <ol style="list-style-type: none">1. Log in to your SLS account and follow the instructions provided for the assigned lesson “[1E1] Voice Qualities: Improve Your Word Stress”.2. Activity 1: Watch the videos and listen to the audio clips on word stress. Complete the Quiz questions on stress patterns. [20 minutes]3. Activity 2: Practise sentence stress by recording your reading of the given text. Refer to the rubrics given and assess your audio recording. You may click on ‘submit’ once you are satisfied with your audio recording [30 minutes].4. Activity 3: Complete the Free Response Question on your learning about sentence stress. [10 minutes] <p>Resources:</p> <ol style="list-style-type: none">1. SLS lesson “[1E1] Voice Qualities: Improve Your Word Stress” assigned by Ms Aretha Loh
--	----------------------	--

Our Sec 1 YTzens have had the experience of HBL in the past 2 weeks



Student-Initiated Learning



Yishun Town
Secondary School

Purpose of Student-Initiated Learning

- To allow YTzens to explore personal interests.
- To inculcate life-long learning in YTzens.



Principles of SIL

1. Learning will not be academic-related
2. Opportunities to explore
3. No assessment



What would Student-Initiated Learning look like for our students?

Illustration 1

- For her SIL, Megan wants to learn how to play the guitar.
- Using the SIL period, Megan watches YouTube guitar tutorials and practises with a guitar.
- Megan may choose to share her SIL experience with her teachers and classmates by playing a recording of her song or showing a video of her playing a song.



What would Student-Initiated Learning look like for our students?

Illustration 2

- For her SIL, Megan has recently come across an article that talks about machine learning, and is interested to find out more about **Artificial Intelligence**. She uses the Internet, and searches for resources on Artificial Intelligence.
- She finds out more about Artificial Intelligence by watching videos or reading articles to better understand what it is. She can write a short summary of what she has learnt about Artificial Intelligence, capturing her learning and her excitement in this field or she can make a short video about it.
- Megan may choose to share her knowledge of the different applications of Artificial Intelligence with her peers through a powerpoint presentation or show her own self-made video.



Wide range of possible activities

Art	Music	Fitness	Culinary	Linguistic
Finger Painting	Learning an instrument	Aerobics (Video)	Baking	Poetry
Manga Drawing	Songwriting	Chair Yoga	Cooking of simple meals	Different language
Origami	Beatboxing	Dance		Sign language
Coffee Art				




Activities that are not allowed


- High risk sports e.g. parkour, drifting
- Activities with high elements
- Video games e.g. e-sports
- Any activity that could cause injuries





Online Journal on SLS for Students


✕ **SLS** Pre-SIL Lesson Package

 Introduction

 Get familiar!

 Proposing your SIL activities

 Planning your SIL activities:

 Completion

Section 1 refreshes on what they need to know about SIL.

Section 2 is for them to propose on their SIL activities.

Section 3 is for them to plan out their SIL activities. Examples are given in the SLS.



An orange speech bubble icon with the letters 'FAQ' in white. The bubble has a tail pointing towards the top-left corner.

FAQ

Can students leave home to do SIL?

Students should be doing the activity at home, as it is part of HBL. Any outside preparation work (such as buying of ingredients) should be completed before the session. However, if an activity requires the student to come to school, this is still possible.



An orange speech bubble icon containing the text 'FAQ' in white, with a white outline of a speech bubble extending to the right.

FAQ

Can students do service learning for SIL eg raise money for SPCA?

- Service learning is a possible activity, but the students need to think about how they can conduct this activity at home or in school. (such as advocating “Saving the Earth”)
- If there is raising of funds, it will require the Form Teacher to guide the students properly in terms of accountability as well as the necessary legal requirements (such as application of permit, etc.)



Tips for Parents to Help Your Child take Ownership on HBL Days



Yishun Town
Secondary School

TIP #1

A self-directed learner takes ownership of his/her own learning.
A resilient learner reflects on mistakes and always strives to do better.



In school, we guide our students to take charge of their learning by getting them to keep track of their assignments and schedule.

Don't rely on teachers to give daily updates about your child, homework instructions, login details to online learning portals or test and exam preparations.



At home, encourage your children to follow up on their assigned tasks and take care of their belongings independently.

Let your children get ready for school on their own, and don't deliver forgotten items to school. Making mistakes is part of learning.

TIP #2

An intrinsically-motivated learner does not give up easily and isn't afraid of learning something difficult or solving complex problems.



In school, teachers assign homework to understand students' learning progress and the areas they do not understand.



At home, let your children attempt homework on their own and seek help from others if needed.

Support them by creating a conducive space to complete their homework. Encourage them to approach their classmates and teachers when in need of help.

TIP #3

A curious learner often goes beyond the textbook to explore the world and derives a sense of fulfillment and deeper learning in the process.



In school, we nurture our students to be self-directed learners by providing opportunities for them to pursue areas of interest and to take the lead (e.g. through projects, courses, CCAs).



At home, let your children have a say in what they want to do, to give them space to discover new things and take charge of things they are interested in.

Involve your child in decisions like the amount of screen time they can have and the kinds of meaningful activities they can do during free time. For example, let them try out new mini projects, pursue their hobbies and help out at home.

Additional Resources for Parents

To support you in keeping your child safe online, you may refer to these additional resources which will be uploaded onto our school website:

- Parent Kit on [Cyber wellness](#)
- Parent Kit on [My Independent Learner](#)
- Secondary Student-Initiated Learning Guide
- [CNA documentary](#) – Life after COVID-19 (the education segment runs from the 20-33 min mark)

Subject-based Banding for NA & NT



Yishun Town
Secondary School

What is subject-based banding?

- Students who have shown aptitude in a particular subject will be allowed to offer the subject at a higher level
- This is part of MOE's initiative to provide students with different peaks of excellence based on their individual strengths
- Some of our Sec 1 YTzens who met the PSLE eligibility criteria are currently doing the following subjects at the higher level
 - English
 - Mathematics
 - Science
 - Mother Tongue Languages



Why Offer Higher Level Subjects

- To cater to each child's strengths in different subjects
- To provide a strong foundation for Upper Secondary and prepare the child to take on higher level subjects at Upper Secondary
- Provides an advantage for students in post secondary options eg Poly Foundation Programme (PFP), Direct Poly Programme (DPP) or ITE Nitec Courses (for NT students).



Eligibility to offer subject at the higher level

- Sec 1 YTzens in NA and NT will be eligible to offer subjects at the higher level if they have met the school-based criteria in the examinations
- Feedback from subject teachers and form teachers on attitude, motivation, work ethic and class work of child will also be considered



Subject-based Banding for NA students

Sec 1NA students who meet the necessary criteria, can offer the following Express subjects at Sec 2.

English Language
Mother Tongue Languages
Mathematics
Science
Geography
History
Literature in English



Subject-based Banding for NT students

Sec 1NT students who meet the necessary criteria, can offer the following subjects at the Normal Academic level at Sec 2.

English Language
Mother Tongue Languages
Mathematics
Science



Offer to take Subjects at a Higher Level

- A SBB Letter of Offer will be given to your child at the end of Term 4 if your child has been identified to be eligible to offer subjects at a higher level
- If your child accepts the offer, the child will join the SBB class starting next year.



Eligibility to Continue to Offer Higher Level Subjects at Upper Sec

- In order for students to continue to offer higher level subjects at Sec 3 & 4, students need to obtain at least an overall pass in the higher level subject at the end of Sec 2.



Progression opportunities for Sec 4 N(A)

- Sec 4 N(A) students have the following progression opportunities:



**Polytechnic
Foundation
Programme (PFP)**



**Direct-Entry-Scheme
to Polytechnic
Programme (DPP)**



Nitec Courses



Secondary 5 N(A)

- For NA students, they may combine their GCE 'O' and 'N(A)' Level results to compute their EMB3 aggregate score, for merit-based admission into PFP and DPP.



Progression opportunities for Sec 4 N(T)



Nitec Courses



Transfer to Sec 4 N(A)

- To be eligible, students must satisfy the minimum entry requirements of the specific course.
- A strong foundation in literacy, numeracy and reasoning would ensure students are better prepared for these progression pathways.
- Therefore, students are encouraged to deepen their knowledge in English, Mathematics and Science.



ITE bonus points

- Bonus points are awarded when a student has been deemed eligible and is being considered for posting based on merit.

Types of Bonus Points	Number of Bonus Points Awarded
<u>N(A) Passing Grades:</u> Grades 1–5 for pre-requisite subjects (e.g. English, Mathematics, Science) for the course applied for	2 points for each pre-requisite subject, up to a max of 4 points
<u>CCA Grades:</u> <ul style="list-style-type: none">A1 – A2B3 – C6	2 points 1 point



How do I know if my child is suitable to offer subjects at the higher level?

- Is my child **passionate** in the learning of the subject?
- Is my child **doing well** in the subject?
- How will offering of the subject at a higher level help my child in
 - Upper Secondary
 - Post-Secondary education i.e. JC/Polytechnic/ITE
 - Future career
- Can my child **cope** with the higher demands? In his studies, CCA and other school commitments?





Thank you!

