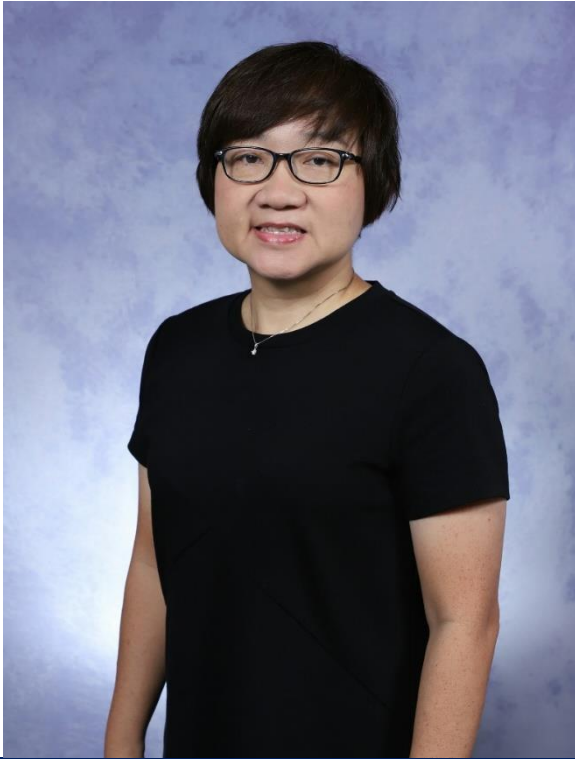


# Level Highlights



**Mr Wong Khai Yu**  
Year Head (LS)

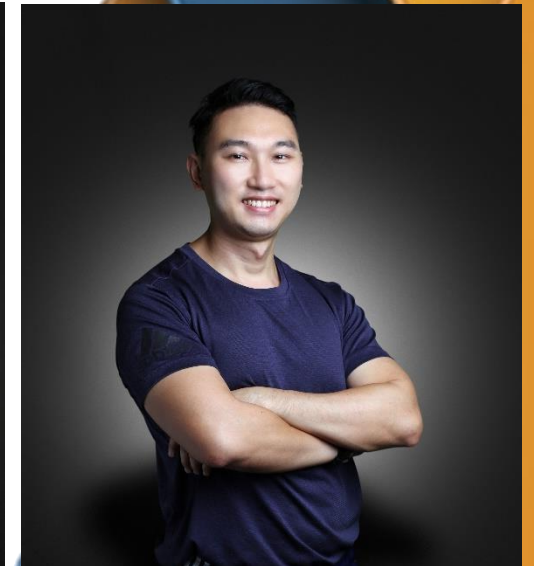
# PL Care Team



**Ms Lim Lin Lin**  
Dean – CCP /  
Year Head (US)



**Mr Wong Khai Yu**  
Year Head (LS)

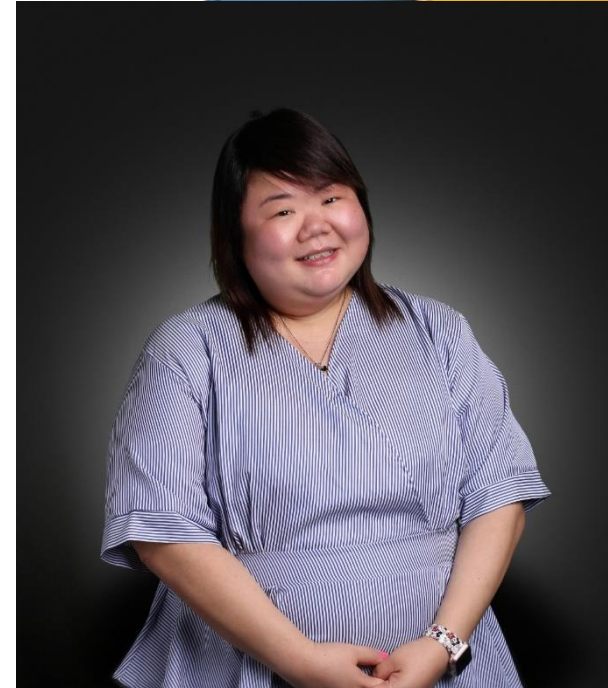


**Ms A Seah & Mr J Foo**  
S2 Year Coordinators

# PL Care Team



**Ms Kelda Chan & Mrs Gowrie Somu**  
School Counsellors



**Ms Wendy Khoo**  
AED (LBS)

**Walk in hours – after  
curriculum hours to 5pm**

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# Guiding Principles for Character & Citizenship Education



## Student-centricity

Understand students' needs, interests, and aspirations, and provide a range of learning opportunities which align to the **developmental milestones**.



## Intentionality

Identify and articulate developmentally appropriate **learning outcomes** for all CCE learning experiences



## Coherence

Make explicit **relevant connections** across the total curriculum and the school environment



# Progressive Level Outcomes

## Level outcomes

### **Sec 1: iDiscover**

PL-Lites discover their self identities, personalities, talents, interests and citizenship.

### **Sec 2: iAspire**

PL-Lites aspire to fulfil their roles and responsibilities to their family, school, community and nation.

## Level outcomes

### **Sec 3: iInfluence**

PL-Lites influence the people around them positively.

### **Sec 4/5: iInspire**

PL-Lites inspire others by being an informed citizen and active servant leader.

# Local FIS – Class-based



## Vision:

Developing *compassionate* student leaders with a *heart for others*

## ❖ Objectives:

- ❖ To plan and organise Service-Learning project that meets the needs of **ONE** beneficiary.
- ❖ To be developed into:
  - **C**onfident PL-Lites who are leaders as well as team players
  - **C**ompassionate PL-Lites with a heart for others
  - **C**oncerned citizens with a strong sense of belonging and love for our country, while having global awareness of issues in the world

# PLMGSS Faithful In Service (Local)



## S1 FIS

Student Led  
Class Based FIS  
Project Blessing the  
PL Community



Presenting welfare packs to the cleaning staff



Creating a collage of encouraging notes  
for the Sec 1 cohort



Presenting certificates to encourage & affirm the teachers



# PLMGSS Faithful In Service (Local)

S2 FIS

Student Led  
Class Based  
FIS Project  
with VWOs  
near PL



Blessing the NF patients with gift packs



Students conducting an online workshop  
for seniors from Fei Yue



# Educational & Career Guidance Programmes

Building aspirations about where I want to go (Streaming and Education Pathways)

| Level Outcomes     | Key Question   | Main Focus                                       |
|--------------------|--|--|
| <b>S2: iAspire</b> | Where do I want to go?<br>(Career Exploration and Subject Combination choices) | Initial stage of career exploration & aspiration |

## Key Programmes

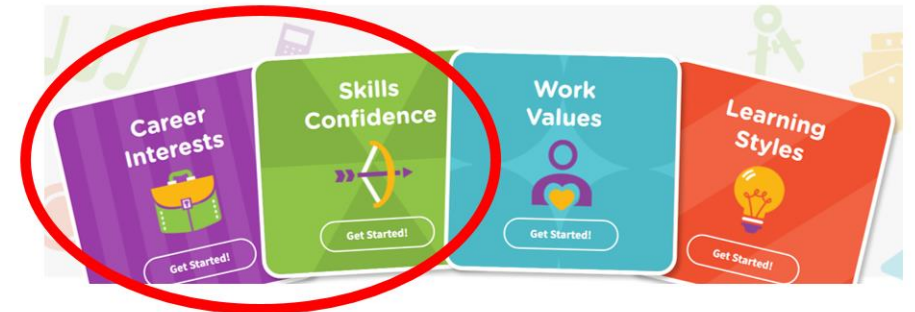
- Target Setting – With the use of RIASEC code
- ECG Lessons
- MySkillsFuture Portal – Learning Styles + Career Interest
- EM for Sec 2NT and 2NA

**Mental Resilience : BE STRONG / **FOCUS** / STRIVE**  
Behavioural Traits Indicators

<https://www.myskillsfuture.sg/content/student/en/secondary.html>

## Find Out More About Yourself

Discover more about your career interests, skills, work values, and learning styles. These tools are meant to facilitate self-awareness and exploration. You may use them as a guide to plan your education or career. Do speak to your parents, teachers and Education and Career Guidance counsellors if you need further advice.



## Education and Career Guidance

In the boxes below, fill up your RIASEC code based on the survey done in the mySkillsFuture portal.

|  |  |
|--|--|
| <b>Career Interest</b><br><br><div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px 5px;">I</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">A</div> </div> | <b>Skills Confidence</b><br><br><div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px 5px;">E</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">I</div> </div> |
|--|--|

List your Top 5 Job Choices based on your RIASEC code for Career Interest and Skill Confidence.

|   |   |
|---|---|
| <b>Career Interest</b><br>1 <u>Psychologist</u><br>2 <u>Occupational therapist</u><br>3 <u>Special Education</u><br>4 <u>Teacher</u><br>5 _____ | <b>Skills Confidence</b><br>1 <u>Nursing</u><br>2 <u>Learning tech designer</u><br>3 <u>Judge</u><br>4 _____<br>5 _____ |
|---|---|

# ECG Programme



## Elective Module (2NA/2NT/4NT)

- Short courses **developed by ITE** to broaden the learning experience of MOE students by introducing them to ITE's full-time Nitec and Higher Nitec courses
- Through the hands-on practical sessions, students will have the opportunity to **discover how the knowledge and skills learnt can be applied to related industries.**
- It is compulsory for students to attend the EM.



# ECG Programme



## Experience ITE Programme (2NT/3NA)

- The EIP is specially designed for secondary school students to experience ITE's ***Hands-On, Minds-On, Hearts-On***™ education and be immersed in our authentic learning environments.
- Students are given the opportunity to **try out a range of fun and practical projects** to help instil interest in skills and hopefully, **gain more insights to shape future careers in skills-related professions.**



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# In School ECG Counsellor

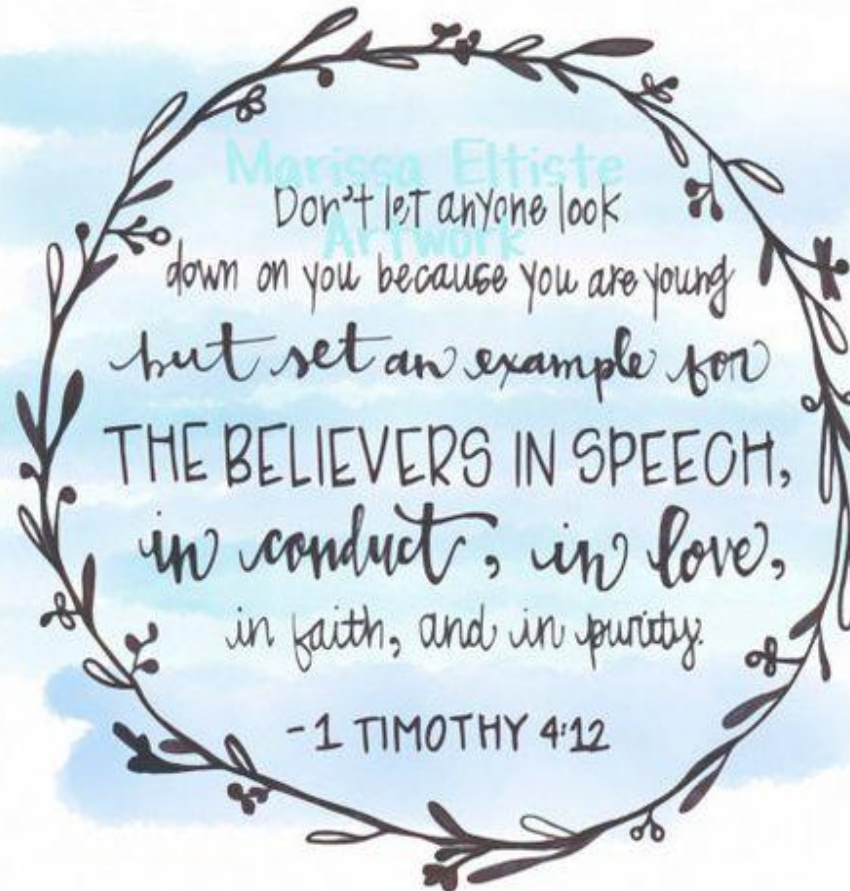
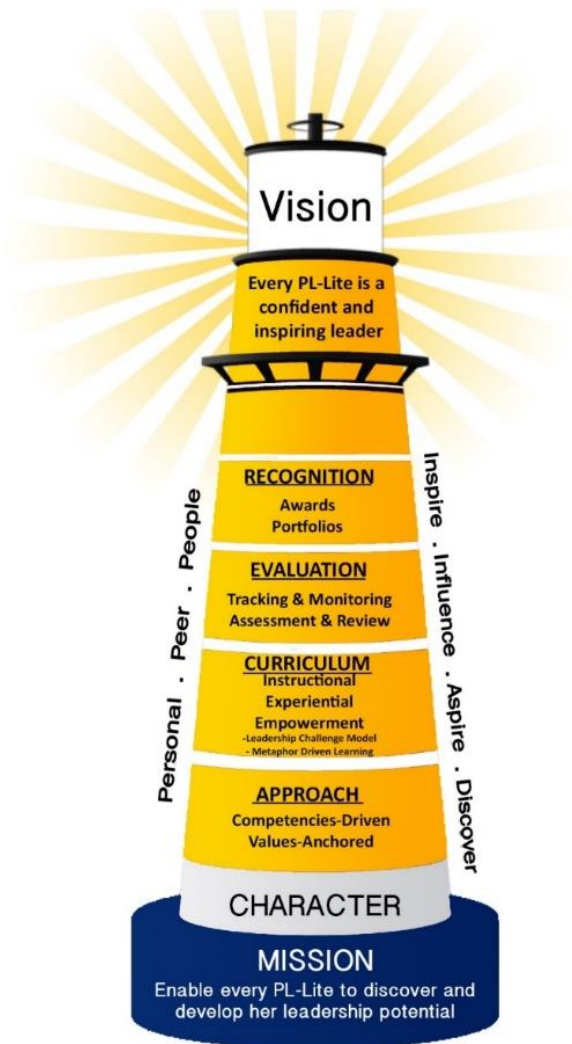
## Ms Ginn

- Our in-school ECG Counsellor is available every **THURSDAY**.
- Your child can make an appointment with her directly to plan post-secondary pathways.
- Email her at [tiang\\_ginn\\_wah@schools.gov.sg](mailto:tiang_ginn_wah@schools.gov.sg)  
Appointment Link  
[https://calendly.com/ecg\\_session/plmgs](https://calendly.com/ecg_session/plmgs)



**Ms Ginn**

# Leadership in PL





# PL Student Leaders



**S1 iDiscover**



**CCA Leaders**



**Class Leaders**



**Peer Lites**



**Prefects**

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# Every PL Lite a Leader (Leadership Challenge Model by Kouzes & Posner)



## 5 Practices of Exemplary Leadership at PL



An evidence-based, well-researched and well-developed leadership model spanning over 30 years, with a framework developed specially for student leaders.

# Leadership Development Structure



**Leader of Leaders**  
Prefect Exco \*  
Peer-Lite Exco \*  
Monitor Council \* Top CCA  
Leaders \* House Capt/VC  
With customised training & mentoring

**School-wide Influencers**  
Prefects \* Peer-Lites \* House Leaders \* CCA  
Exco \*

**Specialised Experiential Learning**  
Mega Camp \* Leadership Conference \*  
Overseas FIS \* Leadership Group Camps \*  
External Leadership Programmes

**Class-wide Influencers**  
Monitors \* Class Committee \* Subject Representatives  
**Cohort-wide Experiential Learning**  
Sec 1 iDiscover Camp \* CCA \* Leadership 101, 201, 301 \*  
Leadership Week \* The Leadership Challenge & SLPI \* Sec 3  
OBS \* FIS \* NYAA \* LiVE lessons

PL Lead has a tiered developmental structure for PL's student leaders, with **leadership opportunities available at different levels of influence.**

Students can opt to step into different levels at different times in their secondary school journey, **according to their interest and competency.**

# LEAPS 2.0 Recognition System



| Co-curricular Attainment | Bonus Points |
|--------------------------|--------------|
| <b>Excellent</b>         | <b>2</b>     |
| <b>Good</b>              | <b>1</b>     |
| <b>Fair</b>              | <b>0</b>     |



# Demonstrating an Excellent Mindset in the Co-curriculum



## Leadership

**(Level 3)** At least a...

- Class Monitor
- Peer Support Leader
- Peer Lite
- Prefect
- LS CCA chairperson / Vice-chairperson
- LS CCA Exco
- US CCA Comm
- LS House Captain/ Vice-Captain
- US House Comm
- UG Sergeant
- Chairperson / Vice chairperson for GLYW project
- Committee member for school-wide events
- NYAA (Silver)



## Service

**(Level 5)** Completed at least 24 hours of service through...

- **Sec 1 & 2 Local FIS**
- **Sec 3 GLYW** (student-initiated VIA project)
- **Sec 4/5 CNY FIS** that impact the community beyond the school

## Achievement

**(Level 3)** Represented school for ...

- **2 years** in local or external events

## Participation

**(Level 4)** Participated in CCA

- **for 4 years with at least 75% attendance for each year**
- Demonstrate exemplary conduct and active contribution (*Demonstrate 'Very Strongly' in most behaviour traits across the 5 HEART values. (\*Refer to "Translating Values to Behaviours" in Annex)*)

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# LEAPS 2.0 Document for Parents

## PARTICIPATION (Level of Attainment)

| Level 1  | Level 2  | Level 3  | Level 4  | Level 5  |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>Participated in any CCA for 2 years with at least 75% attendance for each year</li> </ul> | <ul style="list-style-type: none"> <li>Participated in any CCA for 3 years with at least 75% attendance for each year</li> </ul> | <ul style="list-style-type: none"> <li>Participated in any CCA for 4 years with at least 75% attendance for each year</li> </ul>   | <ul style="list-style-type: none"> <li>Participated in any CCA for 5 years with at least 75% attendance for each year</li> </ul>   |  |
|  |  | <ul style="list-style-type: none"> <li>Participated in any CCA for 3 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution</li> </ul> | <ul style="list-style-type: none"> <li>Participated in any CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution</li> </ul> | <ul style="list-style-type: none"> <li>Participated in the <u>same</u> CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution</li> </ul> |
|  |  |  | <ul style="list-style-type: none"> <li>Participated in the <u>same</u> CCA for 4 years with at least 75% attendance for each year</li> </ul>   | <ul style="list-style-type: none"> <li>Participated in the <u>same</u> CCA for 5 years with at least 75% attendance for each year</li> </ul>   |

## SERVICE (Level of Attainment)

| Level 1  | Level 2   | Level 3   | Level 4   | Level 5  |
|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>At least 24 to less than 30 hours of service</li> </ul> | <ul style="list-style-type: none"> <li>At least 30 to less than 36 hours of service</li> </ul>                            | <ul style="list-style-type: none"> <li>At least 36 hours of service</li> </ul>  |   |  |
|  | <ul style="list-style-type: none"> <li>Completed at least one VIA project that impacts the school or community</li> </ul> | <ul style="list-style-type: none"> <li>Completed at least two VIA projects that impact the school or community</li> </ul>   |   |  |
|  |   | <ul style="list-style-type: none"> <li>Completed at least 24 hours of service <u>and</u> at least one VIA project that impacts the school or community</li> </ul> | <ul style="list-style-type: none"> <li>Completed at least 24 hours of service <u>and</u> at least two VIA projects that impact the school or community</li> </ul> | <ul style="list-style-type: none"> <li>Completed at least 24 hours of service <u>and</u> at least one <u>student-initiated</u> VIA project that impacts the community beyond the school <u>and</u> at least one other VIA project</li> </ul> |



**Parent Kit**

# Cyber Wellness for Your Child



Ministry of Education  
SINGAPORE

**"How do we ensure that our young make the right choices, and survive well in the online world? (...) Schools can work with parents and make a big difference."**

– Minister Ong Ye Kung, Committee of Supply Debate 2020





# ***Did you know?***

MOE recently announced that:



**Digital literacy  
will feature more  
strongly across  
the curriculum.**



**More time will be spent  
discussing Cyber Wellness  
during Character and  
Citizenship Education  
lessons.**

Students will learn skills to navigate the online space confidently, and use technology healthily.

# How can you promote Cyber Wellness at home for your child too?



## Tip 1: Guide your child on time spent online and online etiquette



## Tip 2: Teach your child to stay safe online



- Remind your child **not to chat with strangers online** or share information that can allow strangers to locate him/her.



## Tip 3: Guide your child to behave responsibly online

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# How can you develop your child's digital literacy skills?



## Engage your child in the use of technology for everyday situations

Get him/her to:

**Research and critically evaluate online information**

**Create digital products**

**Organise schedules**



Find a suitable activity for a family outing

Design a digital photo collage after a family outing or celebration

Organise his/her schedule in an online calendar



Research a recipe for a family lunch/dinner



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Regular  
classroom  
routines  
with the use  
of PLD



# CHAMPS Routine

C

## Charge PLD Fully

- Charge your PLD fully before coming to school



H

## Highlight issues to Peers, Teachers or ICT Support Team

- Seek Help from peers
- Ask teachers if assistance is needed
- Approach ICT support team to troubleshoot technical issues



A

## Alert in Safeguarding PLD & Accessories

- **Do not leave your PLD unattended**
- Protect PLD via device care management
- Use a 1-bag system to place PLD & all accessories



M

## Manage Wi-Fi, Email & Online Lessons

- Check that your Wi-Fi is turned on and check your email regularly
- Actively learn and be self-directed
- Access online lessons & complete them promptly



P

## Protect Password

- Remember your password and keep it safe
- Approach the ICT Support Team after 3 unsuccessful logins



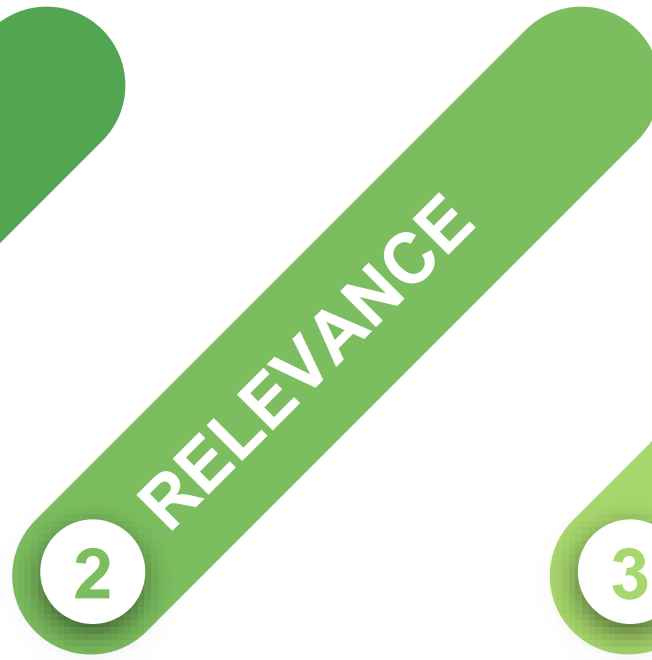
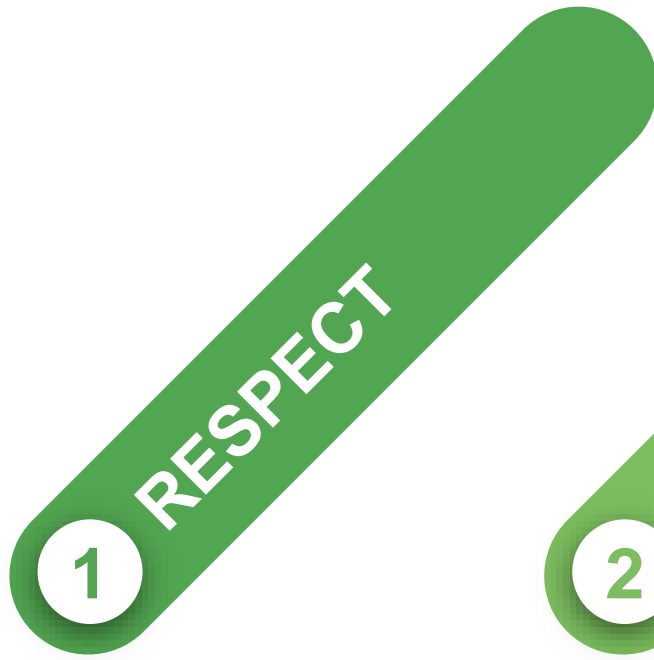
S

## Screendown Fully

- Place your screen down fully when teacher is giving instructions



# Guiding Principles





# GUIDELINES ON ONLINE USE

1

## SET EXPECTATIONS & BOUNDARIES

*Remind your daughter/ward on the duration of usage, use of language and tone, etc*

2

## PROVIDE OPPORTUNITIES

*Allow your daughter/ward to learn independence and discernment within the set boundaries.*

3

## RESPECT THE TRUST GIVEN

*Understand that group chats and sharing of mobile numbers between the students are based on trust.*

4

## PARTNER THE TEACHERS

*Inform them of any inappropriate online behaviour, instead of directly intervening and contacting your daughter/ward's peers involved.  
Turn this into a teachable moment for your daughter/ward.*

*Every moment is a teachable Cyber Wellness opportunity.*

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# Thank You

