

# Principal's Address

Parent Engagement Session (Sec 1)

13 Jan 2024, 0900 hrs

School Hall





Welcome to Yuan Ching  
Secondary School!

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# Your Child is Well Supported

It takes a village to raise a child



Mr Standley Ms Neo



**INTEGRITY**

Ms Mok



Ms Wong



**EXCELLENCE**

Mr Lai

Ms Jasmine



**COMPASSION**

Mr Siva

Mr Wong

Mr Fadzeli

Ms Ong

Ms Tsering

Ms Shanti

Mdm Cheong

Ms Goh



**ENTERPRISE**

**LOYALTY**

**RESPECT**

**RESILIENCE**

**Sec 1 Form Teachers**



**YEAR HEAD  
TEAM**

**Ms Ong**



**Mr Lai**



**Mr Leung**



**Mrs Li**



**Student Development  
Team (SDT)**

**Mr Jana**



**Ms Dimas**



**Mr Standley**



**Ms Shila**



**Mr Foo**



**Mdm Bay**



**STUDENT  
MANAGEMENT  
TEAM**

**Mr Ganesh**



**SH/CCA**

**Ms Kang**



**School Counsellors**

**Ms Khoo**



**Mdm Sharifah**



**SEN Officer**

**Ms Belle Kek**



**SWO**

**Ms Sumarni**



**ECG Counsellor**



**Mrs Buganeish Squires,  
HOD EL**



**Mr S. Moothy,  
HOD HU**



**Mr Raymond Yeo,  
HOD MTL**



IP Department  
Heads

**Mdm Chin Yi Mei,  
HOD SCI**



**Ms Ong Wan Hui,  
HOD MA**



**Ms Joy Tay,  
HOD C&T**



Ms Ng Sook Kit, P



Mr Tang Hsin Wei, VP1



Ms Tang Shien Yin, VP2



Mr Julius Teo, VPA



# School Leaders

**Together We Bring Out the Best in Our Students**

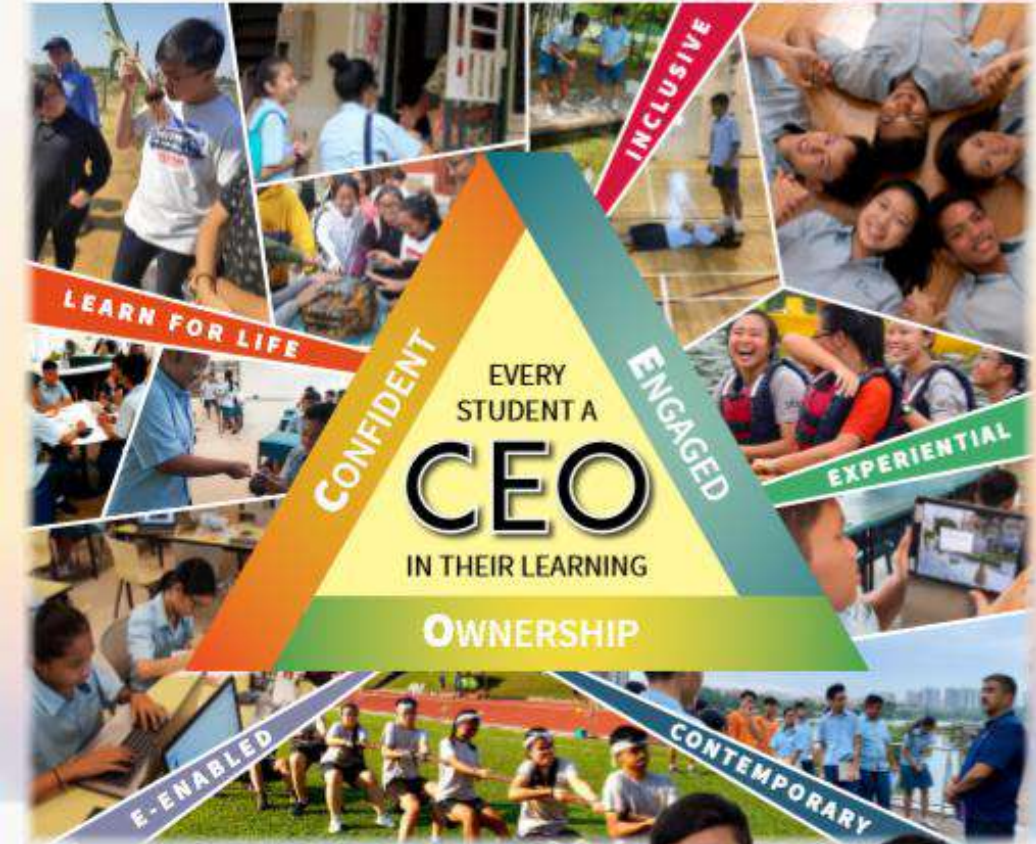




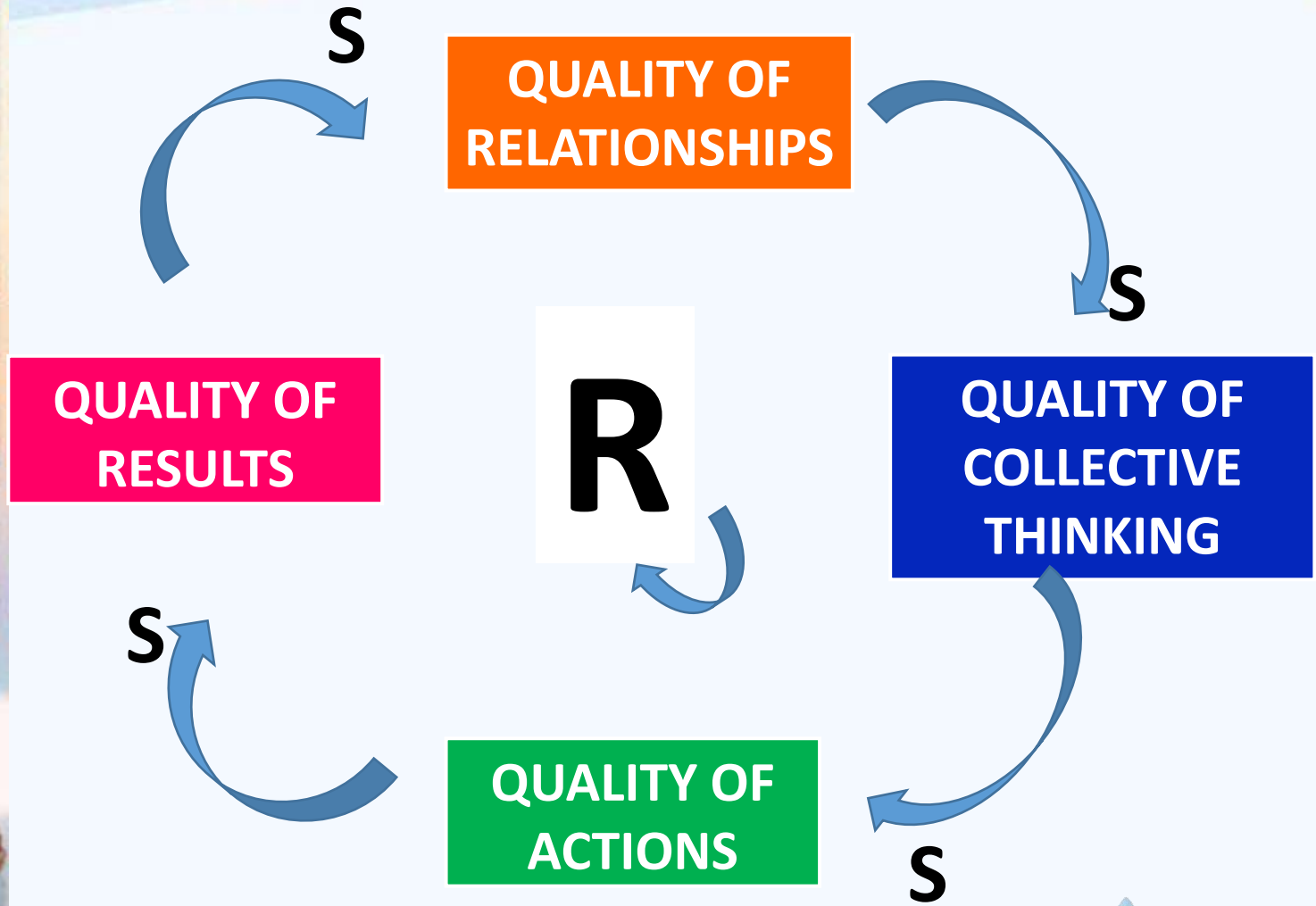
# Our Sec 1 Cohort came from 40 schools!

<b>BLANGAH RISE PRI</b>	<b>FRONTIER PRI</b>	<b>PATHLIGHT SCHOOL</b>	<b>SINGAPORE CHINESE GIRLS' PRI</b>
<b>BOON LAY GARDEN PRI</b>	<b>FUHUA PRI</b>	<b>PEI TONG PRI</b>	<b>SOUTH VIEW PRI</b>
<b>BUKIT PANJANG PRI</b>	<b>HENRY PARK PRI</b>	<b>PIONEER PRI</b>	<b>ST. ANTHONY'S PRI</b>
<b>CANBERRA PRI</b>	<b>JURONG PRI</b>	<b>PRINCESS ELIZABETH</b>	<b>TECK WHYE PRI</b>
<b>CANTONMENT PRI</b>	<b>JURONG WEST PRI</b>	<b>PUNGGOL GREEN PRI</b>	<b>UNITY PRI</b>
<b>CHUA CHU KANG PRI</b>	<b>LAKESIDE PRI</b>	<b>QIFA PRI</b>	<b>WEST GROVE PRI</b>
<b>CLEMENTI PRI</b>	<b>MONFORT JUNIOR</b>	<b>QUEENSTOWN PRI</b>	<b>WESTWOOD PRI</b>
<b>CORPORATION PRI</b>	<b>NAN HUA PRI</b>	<b>RAFFLES GIRLS' PRI</b>	<b>XINGNAN PRI</b>
<b>DAZHONG PRI</b>	<b>NANYANG PRI</b>	<b>RULANG PRI</b>	<b>YEW TEE PRI</b>
<b>FERN GREEN PRI</b>	<b>NEW TOWN PRI</b>	<b>SHUQUN PRI</b>	<b>YUHUA PRI</b>

# Strategic Thrust 4: Curriculum Excellence



## 1. First Things First – Make Friends



Contribute towards building a **POSITIVE & SUPPORTIVE** Classroom Climate





purposeful partnership

Sustainable Outcomes

**T**rust is the foundation

**R**emember the child

**U**nderstand our shared responsibilities

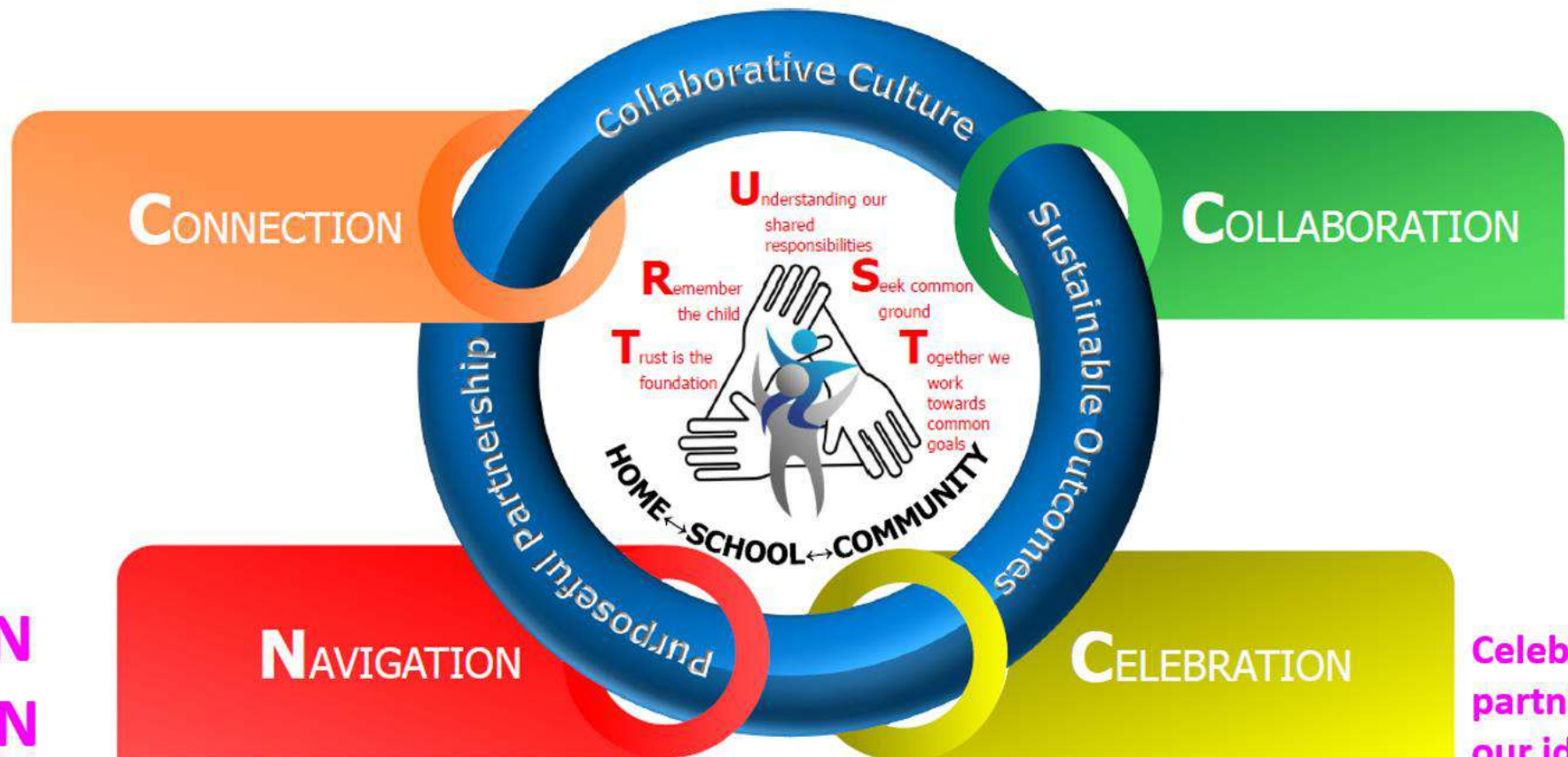
**S**eek common ground

**T**ogether we work towards common goals

*Child*



# Partnerships @ YCS Framework



Pro-actively reaching out to inspire the partners with our school's VMV

Working closely with the identified partners in concretising and implementing the plans together

Internal **N**  
External **N**

Celebrating the partnership with our identified partners at key milestones

## Partnership@YCSS Framework

**R**esourceful  
**R**esponsive

**E**ngagement  
**E**nthusiasm

**A**daptive  
**A**ligned

**D**ata-informed  
**D**are to be different

**Y**earn to Excel  
**Y**earn to Say, Stay, Strive



# Helping Parents Transit

Beyond N levels

## Beyond N levels: More applying for poly entry programmes

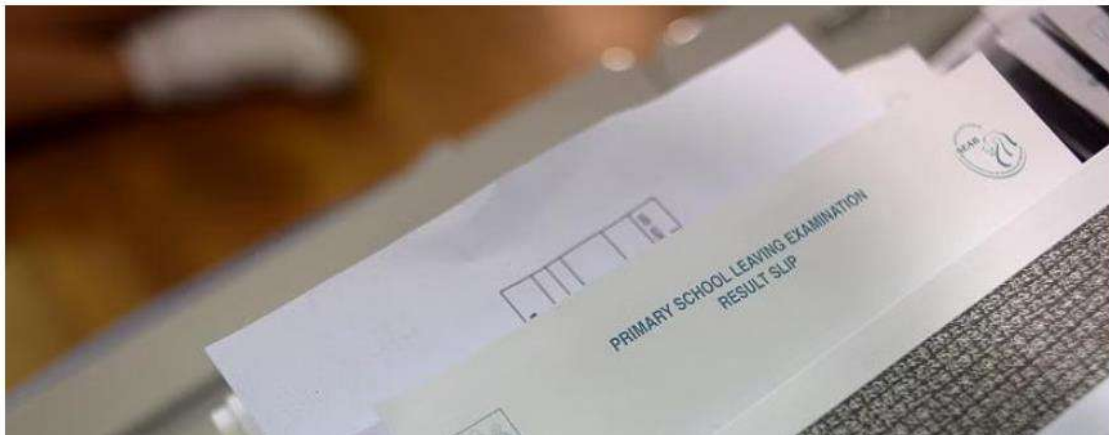
1st scheme lets top students gain direct entry; 2nd one requires two-year stint at ITE first



PSLE: Changes to scoring system

## PSLE changes: 8 Achievement Levels offer a good balance, says MOE

Pupils will not be pressured into chasing marks, but scores can still sort them for secondary school posting



## Home-based learning days from 2021: What is blended learning and how can I help my child?



Teachers, students adapt to full subject-based banding that caters to diverse interests, strengths



# Re-defining 'Success'

**Porous Educational Pathways**

**Recognising Diverse Strengths/Abilities**

**Inculcating a Life-Long Learning Mindset**



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# Helping your child transit

Physical adjustments

Mental adjustments

Psychological adjustments





Ministry of Education  
SINGAPORE

# PARENT KIT

## Easing into Secondary School Life!



Students moving from primary to secondary school are entering a **new phase of life!**

Their lives will get busier, their circle of friends will expand, and you may even notice changes to the way they relate to you.

Throughout this phase and across these changes, it is important to let them know that your support and care for them remains the same.

Read on for more tips on how to **support your child's transition to secondary school.**

## 1. BUSY DAYS AHEAD

In secondary school, your child's schedule fills up quickly!

### Your child will have:

- **Longer days** at school.
- **More subjects**, more assignments.
- **More after-school activities**, such as Co-curricular Activity (CCA, which is compulsory at secondary level) and group project work.

### You can:

- **Check in regularly** to find out how they are doing, e.g. during meal times.
- **Acknowledge their efforts** when they try new things as it takes courage to step out of their comfort zone.
- **Take interest** in the things they are learning/doing. These could be new subjects, new CCAs.
- **Encourage your child** to seek help from teachers, friends or trusted adults in the school community as they may feel overwhelmed with a busier schedule.





## 2. NEW RELATIONSHIPS

### Encouraging your child to make friends:

- Friendships are a part of one's social support system. If your child does not have buddies yet, **encourage them to try talking to classmates or CCA mates.**
- **Understand how your child spends time with their friends.** Make the effort to know more about their friends and the activities they do together.
- **Some conversation starters:**
  - *Who did you go for recess/ lunch with?*
  - *Which friend/group of friends did you spend the most time with today in school?*
  - *Who are some buddies you are comfortable to talk to in school?*



## 3. NEW WAYS OF COMMUNICATING

### Your child may:

- **Start to keep more to themselves.**
- **Spend more time on their devices** and engage more on social media and with their friends.



Read more on [\*how to identify excessive usage of mobile devices\*](#) and find avenues of support.

[Click Here](#)



Check out the National Library Board's eBook on [\*having meaningful conversations with your child\*](#).

[Click Here](#)



Pick up [\*communication tips on relating well to your child\*](#).

[Click Here](#)

### You can:

- **Talk to them about topics they are interested in.**
- **Share about your day.** Take the lead, and they may reciprocate.
- **Respect their personal space** by giving them some "me time".
- **Guide them in *creating a healthy balance*** between online and offline activity. Come to an agreement with them on device usage.

[Click Here](#)



# Signs of Gaming Addiction and Internet Addiction

- Need to play online games/engage in online activity for ever greater lengths of time in order to achieve the desired excitement.
- Preoccupied with gaming/an online activity (thinking about it when offline, anticipating his next online session).
- Lied to friends/family members to conceal the extent of his gaming/online activities.
- Feels restless/irritable when attempting to cut down/stop gaming/online activities.
- Made repeated, unsuccessful efforts to control/cut back/stop gaming/online activities.
- Uses gaming/online activities as a way of escaping from problems/relieve feelings of helplessness, guilt, anxiety or depression.



# Signs of Gaming Addiction and Internet Addiction

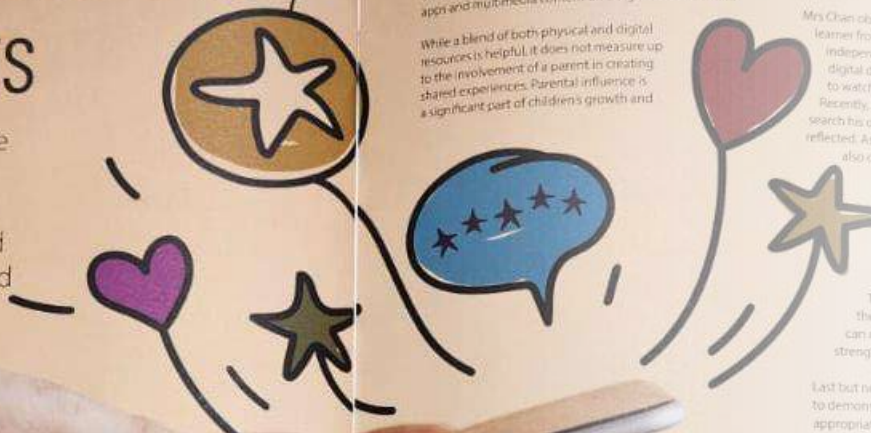
- Jeopardised or lost a significant relationship because of his online activities/ gaming habit.
- Jeopardised an educational opportunity because of his online activities/ gaming habit.

**All Addictions Helpline: 6732-6837**  
**Mon to Fri from 8.30am to 6.00pm**



# Creating Shared Digital Experiences In The Early Years

An NIE research project has unveiled the influence of parental involvement in a child's digital activities on their bilingual learning, socio-emotional wellbeing and brain development. Discover how shared digital experiences can improve your child's learning outcomes.



**Meet** Yunjie, a child who is growing up fast in a digital age. He comes across as an alert, bright-eyed and confident six-year-old when we first met, chatting and interacting incessantly with his mother. He lives with his parents and grandparents, and attends a Ministry of Education Kindergarten in Punggol Green. His surroundings are clearly different from his parents', both in terms of geographical location as well as access to a smorgasbord of digital resources.

A recent CNA Insider podcast carried the worrying headlines,

"My toddler's speech was delayed. Did I go wrong by letting him watch TV?" Parents are often concerned about children's use of digital devices due to the widely reported negative effects of screen-time on their development. But is this always the case?

We interviewed Mrs Chan, Yunjie's mother, as part of our research project under the Singapore Millennium Foundation Research Grant Programme funded by Temasek Foundation-Innovates. The project seeks to understand how young

children's digital activities affected their bilingual learning, socio-emotional wellbeing and brain development across different socio-economic groups. It also aims to explore parenting approaches with regards to technology.

Mrs Chan was one of more than 1,500 parents with young children who participated in our survey. She works long and irregular hours as an emergency nurse. Due to her busy schedule and desire to provide a rich learning environment for Yunjie, she makes available a mix of print and digital resources, including books from the National Library, subscription-based apps and multimedia content on a digital tablet for him.

While a blend of both physical and digital resources is helpful, it does not measure up to the involvement of a parent in creating shared experiences. Parental influence is a significant part of children's growth and

development. The preliminary findings from our study suggest that shared digital experiences between parents and children can significantly strengthen a child's grasp of vocabulary, as compared to parents who restrict their child's use of digital devices.

Mrs Chan explains how she uses a tablet to create a shared digital experience with Yunjie. She would first introduce the features of an app to him and then talk through how each feature worked. She would also instruct Yunjie to complete a range of online tasks, from vocabulary learning and word-sound correspondence, to practising numeracy, playing games and watching children's programmes. They would also use the Internet to learn together. Mrs Chan recounts, "If I don't know a given word, I would use my handphone to search for the word and its proper pronunciation. Now, whenever I don't know a word, Yunjie would say, 'Mama, you go and search.'" Such parental role-modelling, derived through the shared digital experience, can support the development of positive learning habits for the child.

Mrs Chan also actively checks on Yunjie's digital use, balancing it with a sense of trust in her child. She explains, "On and off, I would peep over his shoulder to see if he is doing what he said... If he wants to watch another programme, he would ask

my permission... We live in a small flat, so we use most of our activities on the tablet." Paying attention to the child's needs and preferences can be part of creating this shared digital experience between parent and child.

To prevent children from extended screen use, Mrs Chan practices for parents to set an alarm or limit the time for screen viewing. Mrs Chan proudly notes that Yunjie never exhibits withdrawal symptoms when it is time to put down his digital device, as its usage protocol has become part and parcel of his daily life.

Mrs Chan observes that her child is an independent learner from a digital device. She says, "Recently, I've searched his own search history on the tablet. As a parent, I also reflect on my own role in this process.

The parents can contribute to their child's development by being involved in their digital activities.

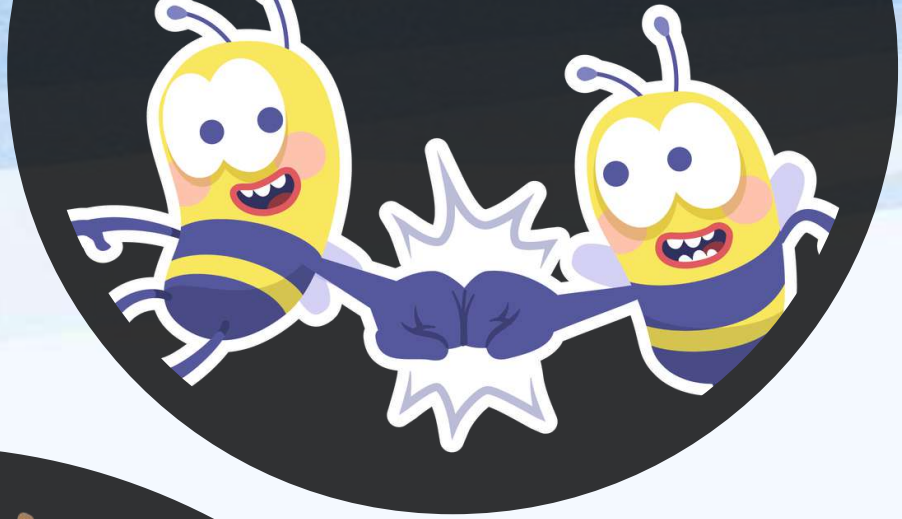
Last but not least, to demonstrate the importance of shared digital experiences between parents and children, we published the study as a family. The study and the children were with Reblox co-play beta opportunity. Mrs Chan learns from observing her child's gameplay.

In today's digital age, technology use of devices is a common experience.

\*Notes of the

**ABOUT** Dr Victor Lim is a Language Specialist at the Singapore Children's Research Institute. He is also an Assistant Professor at the Singapore Management University. He is currently leading a research project on digital literacy and innovation in early childhood education.

- Parents serve as role models when it comes to demonstrating how technology can be effectively & appropriately used.
- Much of the shared digital experience between parent & child happens when they watch videos together and talk about the content or play video games as a family.



The Secret to Accelerated Brain Development  
Read (Sustained),  
Play (Social),  
Physical Sports



# Skills for effective learning

Readiness to learn; Learning skills

Content memorisation vs Conceptual Understanding



At a Glance

CIT, EC, ICT, CC

# LEARNING SKILLS

21<sup>st</sup> Century Competencies

## EXAM SKILLS

### REVISION PLANS

- e.g.
- Systematic Planning
- Use of Past papers
- Error Analysis

### ANSWERING QUESTIONS

- e.g.
- Choosing Qn
- Reading Qn
- Answering Qn

## GENERIC SKILLS

### LOCATE INFO

- e.g.
- Sources
- Classification Sys
- Card Catalogues
- Parts of Book

### EXTRACT INFO

- e.g.
- Print
- Non-Print

## SUBJECT-RELATED SKILLS

### MATHS

- e.g.
- Problem solving

### GEOG

- e.g.
- Map-reading

### SCIENCE

- e.g.
- Inquiry-based learning

### RECORD INFO

- e.g.
- Note-Taking
- Note-Making
- Mind-maps
- Annotation

### PRESENT INFO

- e.g.
- Written Form (Reports, Essays, etc.)
- Graphic Form

## PERSONAL ORGANISATIONAL SKILLS

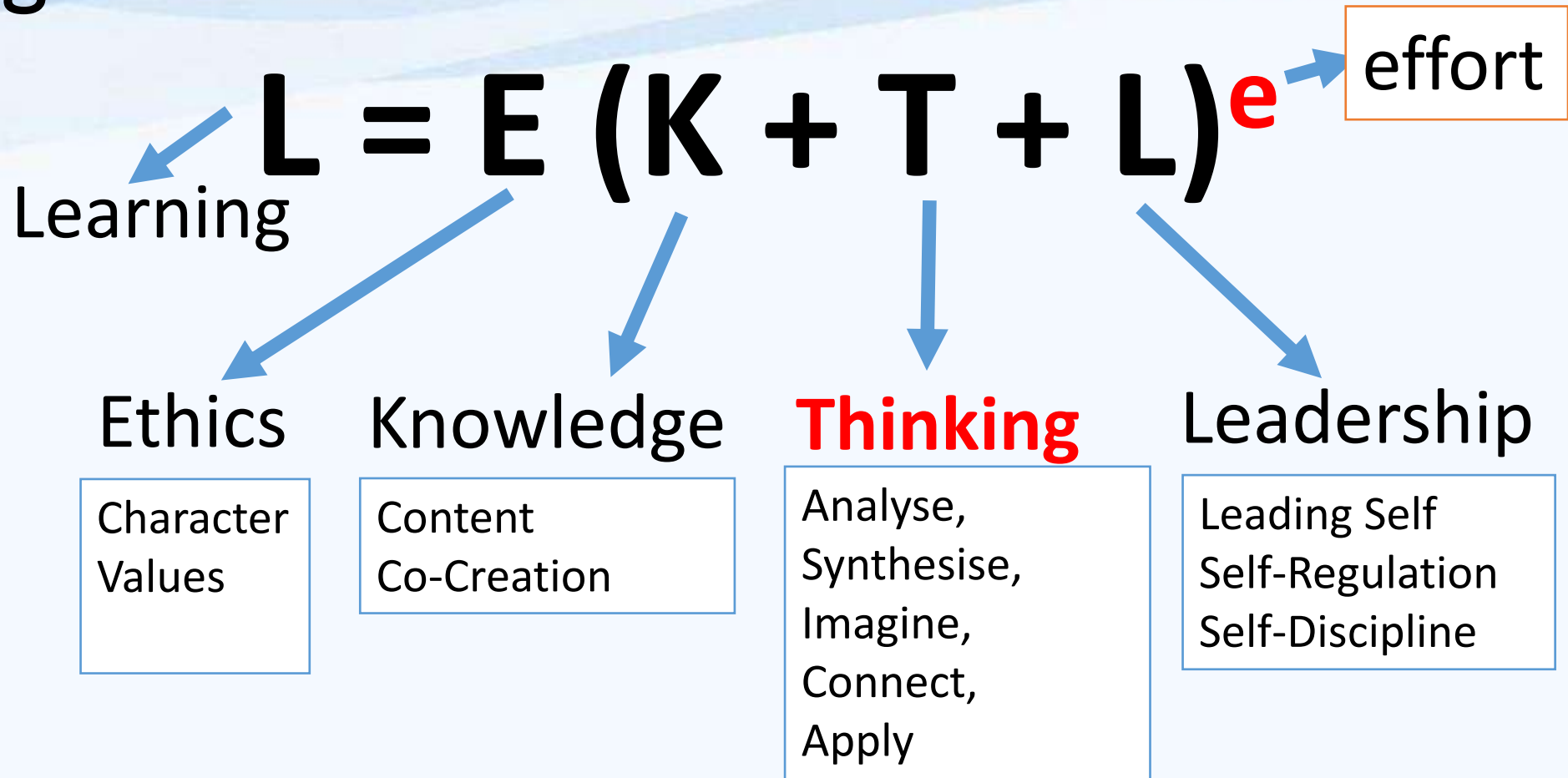
- e.g.
- Organisation of **Self** (discipline, motivation)
- Organisation of **Time** (for study, rest, recreation)
- Organisation of **Study Area**
- Organisation of **Study Materials** (files, etc.)



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# Learning is about...



Learning is a consequence of Thinking.  
Learning occurs at a point of Challenge.  
Learning requires personal Involvement.  
Thinking is not automatic. It requires conscious effort, & regular practice.





# Social Skills

Non-cognitive Predictive Factors for Effective Learning



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# Social Skills - Learning

## BEING PREPARED FOR CLASS



- 1 Be on time for class.
- 2 Make sure your classroom is clean.
- 3 Have only necessary materials on your desk.
- 4 Be ready to hand in your homework.
- 5 Listen when your teacher speaks.

### DON'T

- × Have a messy desk
- × Have a messy classroom
- × Forget your diary
- × Talk when your teacher is speaking

### DO

- ✓ Keep items that are not needed in your school bag
- ✓ Help to clean the classroom
- ✓ Use your diary to keep a list of reminders to yourself
- ✓ Politely remind your classmates, or tell yourself, to keep quiet

## COMPLETING CLASSWORK WELL



- 1 Listen carefully to instructions.
- 2 Think about what you need to complete the work. Ask questions, if necessary.
- 3 Begin your work without delay.
- 4 Focus. Do it well. Finish it!
- 5 Check your work. Note any other work to be done.

### DON'T

- × Daydream or be distracted
- × Rush through your work
- × Be untidy

### DO

- ✓ Pay attention
- ✓ Take pride and care in your work
- ✓ Be neat

## COMPLETING HOMEWORK WELL



- 1 Find out the homework for today.
- 2 Take the required materials home.
- 3 Begin your homework without delay.
- 4 Focus. Do it well. Finish it!
- 5 Keep completed homework in your school bag.

### DON'T

- × Be distracted
- × Rush through your work
- × Copy from your friends
- × Be untidy in your work or crumple your worksheets
- × Avoid difficult homework

### DO

- ✓ Put down, switch off, walk away from distractions
- ✓ Set aside time for homework
- ✓ Ask for help
- ✓ Be neat
- ✓ Try your best Start with easier questions



# Social Skills – Self-Management

## ORGANISING TASKS & TIME



### THINGS TO DO:

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

- 1 List all tasks to be done.
- 2 Estimate the time needed to complete each task.
- 3 Rank tasks based on deadlines, time needed and importance.
- 4 Prepare a schedule for your tasks.
- 5 Complete tasks according to your schedule.

### DON'T

- × Procrastinate
- × Give up
- × Be lazy

### DO

- ✓ Plan for delays and problems
- ✓ Adjust your schedule if needed
- ✓ Focus. Do it well. Finish it!

## ACCEPTING "NO" OR CONSEQUENCES

- 1 Look at the person speaking.
- 2 Stay calm.
- 3 Say, "Okay."
- 4 If you disagree, plan to discuss it later.
- 5 Think about why he/she said that.



### DON'T

- × Stare or roll your eyes
- × Argue
- × Show your anger
- × Be sarcastic

### DO

- ✓ Make eye contact
- ✓ Think wisely
- ✓ Act wisely
- ✓ Be sincere



# ASKING FOR HELP



- 1 Look for someone who can help you.
- 2 Check if the person has time to help.
- 3 Describe the problem to the person. Be specific.
- 4 Listen if advice is given. Reflect on it.
- 5 Thank the person sincerely.

## DON'T

- ✗ Expect immediate attention
- ✗ Feel useless and inferior because you needed help
- ✗ Be negative about the help or advice

## DO

- ✓ Be patient
- ✓ Understand that asking for help is not a weakness
- ✓ Be open to ideas. Stay positive!

# MAKING POSITIVE SELF-STATEMENTS



- 1 Think about past achievements or improvements you have made in your life.
- 2 Make positive statements about what you did.
- 3 Begin by saying to yourself,

"I am proud of myself when I ..."

OR

"I did well when I ..."

## DON'T

- ✗ Look down on your own efforts
- ✗ Lie, exaggerate or boast about yourself
- ✗ Put down others' efforts

## DO

- ✓ Celebrate the little achievements and improvements you have made
- ✓ Be truthful
- ✓ Value your efforts and others' efforts



# Social Skills – Relationship-Management

## DEALING WITH FEELING LEFT OUT



- 1 Think about the situation you are in. Ask yourself, "Have I really been left out?"
- 2 Remain calm. Be aware of your own feelings and behaviour.
- 3 Look for an adult or peer to talk with, or find a positive activity for yourself.
- 4 Discuss your feelings calmly with those who left you out, if possible.

### DON'T

- × Jump to conclusions
- × Focus on negative thoughts
- × Ignore the feelings

### DO

- ✓ Clarify the situation
- ✓ Think of positive people and activities that have made you feel better about yourself

## EXPRESSING OPTIMISM



- 1 Think about the situation you are in.
- 2 Think of a possible positive outcome.
- 3 Look at the person you are talking to.
- 4 Say confidently,  

"I hope that ...", "It is possible that ...", or "I can ..."
- 5 Thank the person for listening.

### DON'T

- × Be unrealistic
- × Be negative
- × Mumble, stammer or hesitate
- × Sound insincere or sarcastic

### DO

- ✓ Look at what is possible in real life
- ✓ Think positively
- ✓ Speak clearly
- ✓ Show that you mean what you say

## REFLECTING & IMPROVING



- 1 Think about the situation you are in.
- 2 Identify your behaviour and feelings.
- 3 Consider if your behaviour is appropriate for the situation.
- 4 Identify other behaviours that would be more helpful for the situation.

### DON'T

- × Be stubborn
- × Give up
- × Be lazy

### DO

- ✓ Be open to other options
- ✓ Persevere. Keep going.
- ✓ Challenge yourself
- ✓ Take the initiative to do better



# RESPONDING TO BLAME



- 1 Look at the person speaking. Remain calm.
- 2 Check your behaviour and feelings.
- 3 Listen carefully.
- 4 Say, "I hear what you are saying." Ask, "May I speak now?"
- 5 If the response is "yes", explain what you were trying to do and why. If not, continue to listen; ask to speak again later.
- 6 Apologise if you are in the wrong.

## DON'T

- × Interrupt the other person
- × Lose your cool
- × Blame others

## DO

- ✓ Wait for others to finish speaking
- ✓ Be patient
- ✓ Focus on the facts

# DISAGREEING APPROPRIATELY



- 1 Look at the person speaking.
- 2 Use a pleasant tone.
- 3 Say sincerely, "I hear what you are saying."
- 4 Say respectfully that you feel differently.
- 5 Give a reason why you disagree.
- 6 Listen to the other person.

## DON'T

- × Put down the other person
- × Shout
- × Interrupt

## DO

- ✓ Stay calm
- ✓ Listen
- ✓ Explain clearly

# HAVING A CONVERSATION



- 1 Look at the person speaking.
- 2 Look friendly and attentive. Nod your head at appropriate points.
- 3 Use a pleasant tone. Ask questions.
- 4 If you interrupt, say, "Sorry for interrupting." Let the person speak.
- 5 Share related comments or stories.

## DON'T

- × Fidget, yawn or check your mobile phone
- × Exaggerate what you want to say
- × Take over the conversation
- × Jump to other topics too quickly

## DO

- ✓ Be interested in the conversation
- ✓ Share appropriate details
- ✓ Take turns to speak
- ✓ Contribute to the topic

# MAKING AN APOLOGY



- 1 Look at the person speaking.
- 2 Use appropriate behaviour and voice tone.
- 3 Say sincerely,  
"I am sorry I ... ." OR "I want to apologise for ... ."  
Be specific.
- 4 Share how you plan to do better in future.  
"I will not ... again."  
"I will ... ."
- 5 Say, "Thanks for listening," where appropriate.

## DON'T

- × Fidget or cross your arms
- × Show your anger
- × Make excuses for yourself

## DO

- ✓ Be humble
- ✓ Speak clearly
- ✓ Keep an open mind

# USING AN APPROPRIATE VOICE TONE



- 1 Look at the situation and the people around you.
- 2 Listen to the level of the voices around you.
- 3 Adjust your voice volume to be suitable for the situation.
- 4 Think about what you want to say. Speak clearly with a respectful tone.

## DON'T

- × Shout
- × Be impatient
- × Use offensive words

## DO

- ✓ Note what you see and hear
- ✓ Make your voice sound calm
- ✓ Know the meaning of words you use

# GIVING COMPLIMENTS



- 1 Look at the person as you speak.
- 2 Speak clearly and sincerely.
- 3 Praise the other person's character, ability or action. Be specific.

"It was \_\_\_\_\_ of you to \_\_\_\_\_."  
(character) (action)

"You put in a lot of effort in \_\_\_\_\_."  
(action)

"You are really good at \_\_\_\_\_."  
(ability)

- 4 Give the other person time to respond to your compliment.

## DON'T

- × Mumble
- × Be sarcastic
- × Add anything negative

## DO

- ✓ Speak clearly
- ✓ Be sincere
- ✓ Smile and maintain eye contact

# OFFERING HELP



- 1 Look at the person as you speak.
- 2 Ask the person sincerely, using a pleasant tone, if he/she needs help.
- 3 Listen to what the person needs.
- 4 Describe how you can help.
- 5 Do what you agreed to do. Get other kinds of help if needed.

"Can I help?"

"May I help you with...?"

## DON'T

- ✗ Be aggressive or too bossy
- ✗ Look down on those who need help
- ✗ Offer help that you cannot provide or which is beyond your ability

## DO

- ✓ Step back if help is not needed
- ✓ Show respect to those who need help
- ✓ Offer help that you can provide

# PARTICIPATING IN ACTIVITIES



- 1 Politely request to join the group.
- 2 Ask what role you can play.
- 3 Do your part well. Cooperate with others.
- 4 Praise others' contribution. Thank them for what they have done.

"May I join you?"

"How can I help?"

## DON'T

- ✗ Be aggressive or too bossy
- ✗ Criticise or insult others
- ✗ Be impatient
- ✗ Be lazy

## DO

- ✓ Listen to others' opinions
- ✓ Contribute positively
- ✓ Wait for your turn
- ✓ Put in your best effort





# NEGOTIATING WITH OTHERS

- 1 Calmly explain your viewpoint to the other person.
- 2 Listen carefully to the other person's views.
- 3 Offer options that can benefit both of you. Give reasons for your options.



"Would you consider \_\_\_ instead of \_\_\_ because ... ."  
"Can we try \_\_\_ because ... ."

- 4 Check if the other person has understood you, if necessary.
- 5 Together, choose the best option.
- 6 Thank the person for listening.

## DON'T

- × Think only of yourself
- × Interrupt
- × Be bossy

## DO

- ✓ Aim for a "win-win" solution that benefits both parties
- ✓ Take turns to speak
- ✓ Accept it if you cannot agree on an option

# RECOGNISING OTHERS' EMOTIONS

- 1 Look at the situation.
- 2 Observe the other person's non-verbal behaviour and voice tone.
- 3 Think about your own feelings when you look and sound the same way.
- 4 Identify the other person's current mood or emotions.
- 5 Clarify the other person's feelings with him/her, if possible. Ask, "Are you feeling ... ?"



## DON'T

- × Show impatience
- × Jump to conclusions
- × Judge any emotions too quickly

## DO

- ✓ Take time to listen
- ✓ Observe the situation carefully



# Starting from Sec 1

- Have a Plan (manage commitments)
- Have a Goal (target-setting + motivation)
- Monitor progress (for improvement)
- Close the gaps (lay a solid foundation)
- Consistency (learning is life-long)
- Perseverance (learning requires effort)
- Momentum (learning is a spiral progression)
- Focus on 5-6 subjects (begin with the end in mind)
- Quality Passes (no failing in Sec 1; aim for B3)
- Seek help early



# Parents as Role-Models

Forging a meaningful partnership with the school



Efforts Today, Rewards Tomorrow 今日耕耘，明日长青

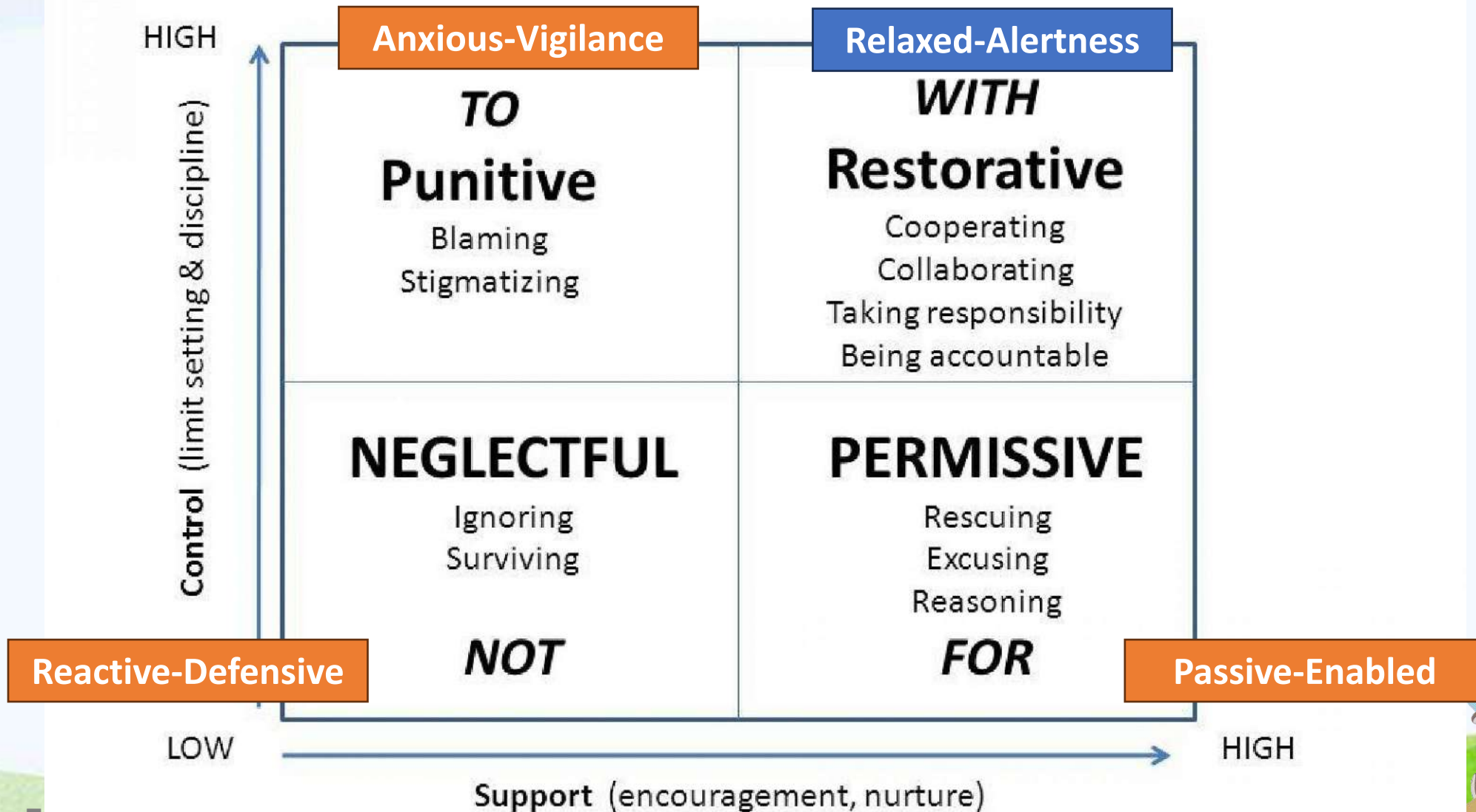
# You are our Partners-in-Education

- Parents are the Primary Caregivers
- Trust is the foundation of all meaningful relationships
- We want your child to be responsible citizens
  - Be a good role-model (e.g. road-crossing, littering)
- We want your child to be life-long learners
  - Respect the school and honour learning (e.g. punctuality, leave, parent's letter, attire)
- We want your child to be gracious people
  - Tone of voice, behaviour & attitude
  - Understand the boundaries
- We want your child to appreciate you & be filial to you
  - Appreciate our teachers and staff



# Social Discipline Window

Ted Wachtel, International Institute for Restorative Practices



# Communication channels

Various ways to get connected!

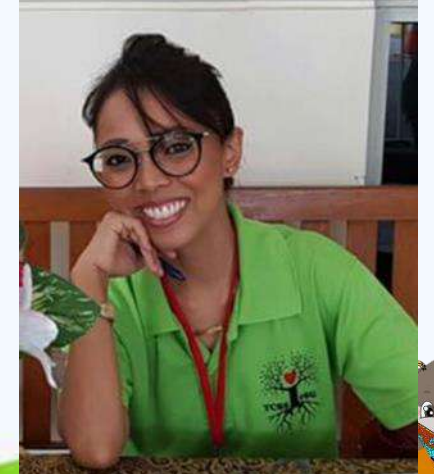


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# Communication Channels

- 1<sup>st</sup> POC : Form Teachers + Subject Teachers
- 2<sup>nd</sup> POC: Year Heads + SDT (Student Development Team)
- 3<sup>rd</sup> POC: School Leaders
- Call the General Office during Office Hours to make an appointment (Tel: 62612489)
- Email the School for queries
- Join the PSG (PSG Chair: Mdm Alice Yap & Mdm Muzalina)
- Follow the School's FB & IG (yuanching.official)
- Parents' Gateway (As & when)
- Parents' Connect (every 2 months)
- YC Scoop (Semestrally)
- YC Canvas (Biennially)



# Let's Thrive Together !

Thank you Parents!

