

# Sec 2 Meet- Parent- session 2022

Ms Tan Hwee Pin  
(Principal)  
8 April 2022



## Sec 2 Year Head & Gatekeepers



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Mr Clarence Loh Choon Yang  
**Year Head**



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Mrs Tan Li Pei  
**Gatekeeper**



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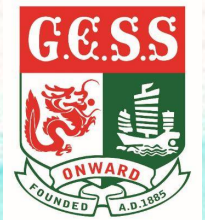
Mrs Serene See-Toh  
**Gatekeeper**





# VISION

Gessians of  
Excellence  
Standing &  
Significance





# MISSION

**Nurturing the  
best in each &  
Striving ever  
onward**



# VALUES



**Integrity**

**I**

**Compassion**

**Can**

**Resilience**

**Really**

**Discipline**

**Do**

**Respect**

**what's Right**



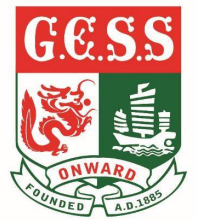
**MOTTO**

**ONWARD**

*Onward*



# Key Changes in our Educational Landscape & GESS





## Learn for Life: Confidence for a New Tomorrow



We are continuing with our efforts to support the lifelong education journey for all.





# Learn for Life: Confidence for a New Tomorrow – MOE's Vision of Success



## **Confident Singaporeans**

- Confident in themselves and their abilities
- Striving to surpass themselves, not one another

## **Competitive Singapore**

- Equipped with necessary skills and aptitudes
- Learning throughout life to adapt and seize opportunities
- Open to ideas and perspectives

## **Cohesive Society**

- Rooted in Singapore's rich heritage and identities
- Giving back and contributing to Singapore



## **Confident Singaporeans**

- Confident in themselves and their abilities
- Striving to surpass themselves, not one another

Full Subject-Based-Banding aims for students to:

Have greater ownership of their learning and customise their learning according to their strengths, interests and learning needs

Develop a growth mindset and an intrinsic motivation to learn for life

Have more opportunities to interact with peers with different strengths and interests

Have increased access to post-secondary pathways that cater to students with different strengths





"I'm very interested in geography, so I felt really happy to take it at a more demanding level," said Jonas, who is now in Sec 3NA.

"Now that he knows he has his strengths, he is motivated. Interacting with students who are better (in the subject) also helps to motivate him. The environment helped to build his confidence," said Jonas' mum.

"I like having friends from different streams. If I don't know anything, they can teach me," Putri from 2NT.



Full subject-based banding in secondary schools allows students to learn according to own pace

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## Removal of Mid-Year Examination for ALL levels from 2023

Focused on the Learn for Life movement to further develop 21CC in our students:

- by giving more time and space for students to cultivate greater curiosity to learn and explore;
- by providing more opportunities for them to nurture their diverse passions; and
- by broadening the definition of merit

Further signal our efforts to reduce the excessive focus on testing and academic results

Removal of MYE frees up about three weeks of curriculum time and space per level





## Learn for Life

Nurturing confident, resilient learners  
to thrive in the *test of life*, rather than a *life of tests*

*As [our students] progress through our schools, we build on fundamentals by giving our students greater **confidence in themselves and their abilities**, with more opportunities to explore their interests and cultivate their curiosity, so that they are unafraid to try. And if they fail, they pick themselves up and try again. We cannot shield our children from all uncertainties and imperfections of this world. Nor should it be our aim.*

*But we certainly can and want to equip them with the skills to manage the uncertainties and navigate the imperfections. This means creating **time and space for our students to develop the life skills they need for success, including the ability to deal with failure**, like inventive thinking, adaptability, and cross-cultural skills...*



Mr Chan Chun Sing  
Minister for Education  
Committee of Supply Debate Response

<https://www.moe.gov.sg/news/speeches/20220307-moe-fy2022-committee-of-supply-debate-response-by-minister-for-education-chan-chun-sing>  
7 March 2022

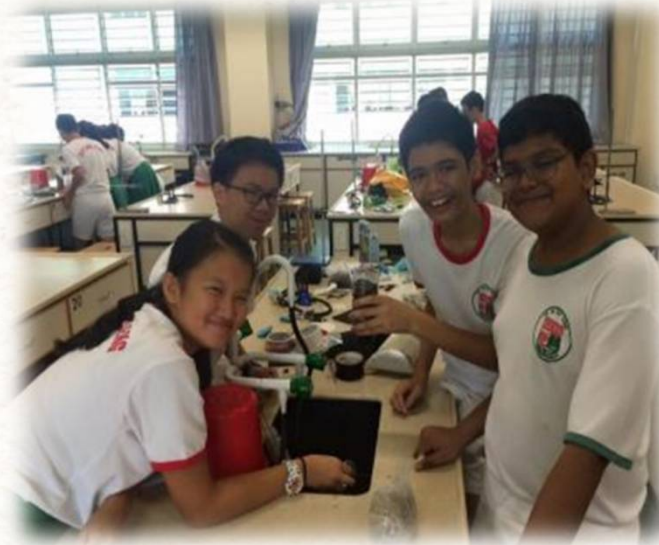
### 'Competitive Singapore'

- Equipped with necessary skills and aptitudes
- Learning throughout life to adapt and seize opportunities
- Open to ideas and perspectives



### The Capstone Programme

Creating opportunities to stretch potential of students (school-level and department-level)



### Applied Learning Programme (ALP)

Probes aims to develop all Gessians as innovative and reflective thinkers, as well as engaged learners.

### Student Leadership Programme Nurturing a Leader in every Gessian



### Learning for Life Programme (LLP)



## Cohesive Society

- Rooted in Singapore's rich heritage and identities
- Giving back and contributing to Singapore



Cleaning the neighbourhood  
Values-In-Action



Heritage Programme

## Weekly Assembly Programme

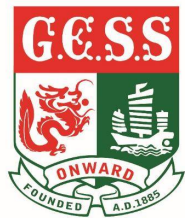
International Friendship Day

Commemoration

Student dialogue with ambassadors



Food for the elderly





## School-Home Collaboration



### Understand Your Child

- Your child may be coping with increased responsibilities and demands. More advanced syllabi and cognitive demands are real!
- Student leadership opportunities & chances to represent our school at National School Games/ Uniformed Groups drills, etc.
- Managing peer relationships and building common memories with friends
- Teenagers at this stage are making sense of who they are (distinctive & unique sense of identity) and their place in society.





## Working With Teachers



- Support our teachers in developing your child's self-management skills, ability to take responsibility for his/ her actions and growing resilience
- Allow your child to pack his/ her own bag and to be responsible for own homework/ CCA responsibilities
- Students should not rely on their parents to be responsible for their own forgetfulness
- Require your child to earn your trust by telling you his whereabouts after school and keeping his promises



## Working With Teachers/ School

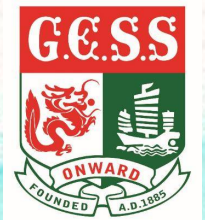
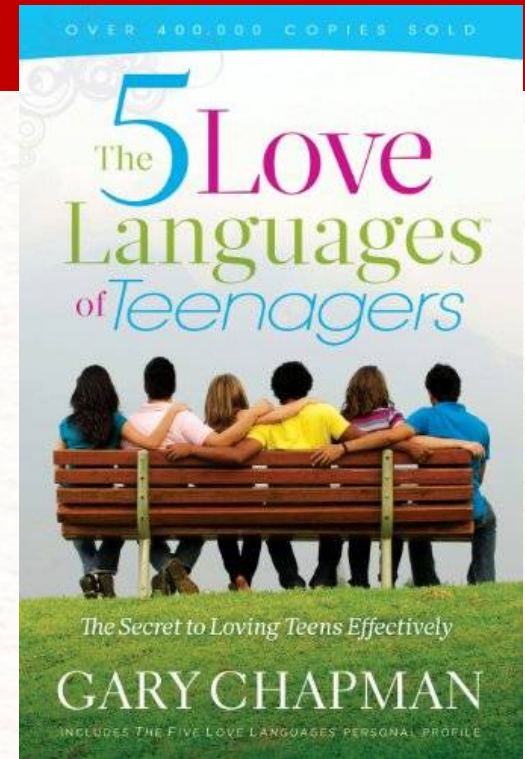


- Contact teachers/ school via email and allow at least 3 working days to get back to you, for normal inquiries.
- If you know your child is troubled by something that has happened at home/ after school, please alert our teachers/ school so that we can support while he/ she is in school.
- Please update our Form Teachers if your child has any change in terms of medical condition.





# Love Languages



# Love Languages

Love Language	Actions
Words of Affirmation	Words of encouragement & trust
Physical Touch	Pat on the back or hug by parent
Quality Time	Focussed time with your child doing what he/ she likes
Acts of Service	Simple and random acts that you know your child likes / appreciates
Gifts	Sincere and meaningful gift – what the child likes, free from any personal agenda About investing in the relationship and not the price of the gift



# Nurturing Grit with the Growth Mindset

Our Language tells our children what we believe in and value.

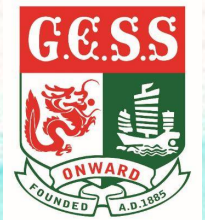
Praise the effort, not your child's IQ

Reframe for positive thinking: mistakes are just chances to learn and improve

Allow your child to make mistakes and do not rush in to help

Don't be too quick to solve your child's problem – ask him/ her what is the plan/ solution

Express interest in what your child is learning in school (beyond the grades)



## Reflecting as a family

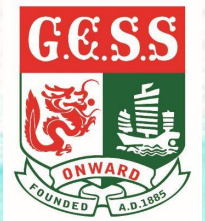


- What is your first question or comment to your child when you reach home every day?
- How we talk about our day, our work, people in our lives, tells your child about what you value.
- If you are unhappy about something they have done, verbalise your thoughts rationally and explain the consequences to your child. They will benefit from understanding and learning from their mistakes.



## Reflecting as a family – possible questions

- What questions did you ask your teacher today?
- What would you like to do more of?
- Have you done any nice act(s) for someone else today?
- What have you learned from the mistakes? What new challenges have you embraced?
- Encourages curiosity & independence of thought
- Encourages them to have dreams/ aspirations
- Care for others as something you value
- Positive mindset about the future



## Singapore students say parental and self expectations, Fomo are sources of stress



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	<b>DISTRESS SIGNS</b>	<b>EXAMPLES THAT MAY INDICATE POSSIBLE MALADAPTIVE BEHAVIOUR</b>
<b>D</b>	Displaying out-of character behaviour	<ul style="list-style-type: none"> <li>• Becoming quieter or more talkative than usual</li> <li>• Giving away possessions</li> <li>• Saying goodbye to loved ones</li> <li>• Behaving strangely</li> <li>• Talking and/or writing about things that do not make sense (including online behaviour)</li> <li>• Complaints of unexplained pains</li> </ul>
<b>I</b>	Injuries that are unexplained	<ul style="list-style-type: none"> <li>• Bruises, burns, cuts or scars on bodies</li> <li>• Tendency to hurt self</li> </ul>
<b>S</b>	Sudden changes in appearance, interests or habits	<ul style="list-style-type: none"> <li>• Neglecting personal appearance and/or well-being</li> <li>• Unkempt appearance</li> <li>• Poor hygiene</li> <li>• Sleeping or eating too little or too much</li> <li>• Sudden loss of interest in previously pleasurable activities</li> <li>• Sudden loss of interest in studies</li> </ul>



T	Temperamental changes	<ul style="list-style-type: none"> <li>• Becoming more irritable, agitated, moody, stressed or anxious than usual</li> <li>• Expressions of worry, anxiety and/or fear</li> </ul>
R	Rebellious/ aggressive behaviour	<ul style="list-style-type: none"> <li>• Display of defiant behaviour</li> <li>• Unaccountable rage, anger and/or aggression</li> <li>• Overly irritable or hostile</li> <li>• Excessive smoking and/or drinking</li> <li>• Drug abuse</li> </ul>
E	Extended absence/ deliberate social withdrawal	<ul style="list-style-type: none"> <li>• Unexplained and repeated absence or truancy</li> <li>• Declining to join social activities</li> <li>• Becoming withdrawn and avoiding others</li> <li>• Having a lack of social contact</li> </ul>
S	Struggling to pay attention/ increased lethargy	<ul style="list-style-type: none"> <li>• Inattentiveness</li> <li>• Difficulty concentrating or making decisions</li> </ul>
S	Sending/ posting moody or morbid messages (including expressions of death)	<ul style="list-style-type: none"> <li>• Expressing frequent negative and/or illogical thoughts</li> <li>• Expressing feelings of hopelessness, helplessness and worthlessness, and/or perceived loss of control</li> <li>• Threatening or expressing plans to hurt or kill themselves</li> </ul>





## Home-school collaboration

- Inform your child's Form Teachers immediately
- School Counsellor, Mr Sim Kwang Mong, will provide counselling support and/or referral for your child
- Peer Support Leaders in all Sec 2 to Sec 5 classes



## Key messages

- Holistic education remains our focus at GESS

Important characteristics for development in each child:

- Resilience and grit
- Knowing his / her strengths and passions
- Awareness of the post-secondary pathways and how to plan for their future
- Growth mindset and embracing setbacks as opportunities to learn and grow





## Key messages

### Parents can work with the school in:

- Encouraging the child to be responsible, self-reliant and resilient
- Communicating with our teachers so that we share information to help the child develop
- Supporting the child in holistic development & reinforcing the key attributes in family life



# ONWARD

Together  
MAY WE GIVE  
OUR children  
the roots  
grow  
AND THE  
wings  
to fly



"That as many hands build a house,  
So many hearts make a school."

