P1 Parent Teacher Meeting

Briefing on Programme for Active Learning (PAL)

Date: Friday, 18 Jan 2013
Education for the Future
Equipping our children with

- skills
- dispositions
- knowledge

...for a fast-changing and globalised future.
Background of PAL

Primary Education Review Implementation (PERI) Recommendations (2009):

• To enhance primary education

• To realise a more holistic primary education

• To equip pupils with skills and values to thrive in a fast-changing and globalised future
From Pre-school to Primary School

• Hands-on learning experiences
• Fun and enjoyable
• Peer interaction
• Self-discovery

PAL facilitates smooth transition from Pre-school to Primary School education
Objectives of PAL

1. Broad exposure & experiences through fun and varied activities

- Outdoor Education
- Performing Arts
- Visual Arts
- Sports & Games
Objectives of PAL

Values
- Responsibility
- Respect
- Resilience
- Integrity
- Care
- Harmony

Social Emotional Competencies
- Self Awareness
- Social Awareness
- Self Management
- Relationship Management
- Responsible Decision Making

(2) Values and Social & Emotional Competencies
Objectives of PAL

(3) Holistic Development of the Child
### SOCIAL & EMOTIONAL COMPETENCIES

<table>
<thead>
<tr>
<th>Domains</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Self Awareness</td>
<td>• Identifying and recognising emotions</td>
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<td></td>
<td>• Accurate self-perception</td>
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<td></td>
<td>• Recognising strengths, needs, and values</td>
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<td></td>
<td>• Self-efficacy</td>
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<tr>
<td>Social Awareness</td>
<td>• Perspective taking</td>
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<td></td>
<td>• Empathy</td>
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<td></td>
<td>• Appreciating diversity</td>
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<td></td>
<td>• Respect for others</td>
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<tr>
<td>Self Management</td>
<td>• Impulse control and stress management</td>
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<td></td>
<td>• Self-motivation and discipline</td>
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<td></td>
<td>• Goal setting and organisational skills</td>
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<td>Relationship Management</td>
<td>• Communication, social engagement and building relationships</td>
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<td></td>
<td>• Working cooperatively</td>
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<td>• Negotiation, refusal and conflict management</td>
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<td></td>
<td>• Seeking and providing help</td>
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<td>Responsible Decision Making</td>
<td>• Problem identification and situation analysis</td>
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<td>• Problem solving</td>
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<td>• Evaluation and reflection</td>
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<td>• Personal, moral, and ethical responsibility</td>
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Characteristics of PAL

- Experiential in nature
- Fun and Enjoyable
- Encompasses learning in a creative way
- Provides opportunities for children to create
- Incorporates values education* and social and emotional learning

(* responsibility, respect, resilience, integrity, care, harmony)
PAL Learning Outcomes

In PAL, pupils will:

• Exhibit **confidence** in what they do and **express themselves effectively**

• Exhibit **curiosity** and **positive attitudes** to learn

• Enjoy **group experiences** and **teamwork**
IJ VIRTUES: Self-discipline, Integrity, Respect, Resilience, Compassion and Commitment

21 CC: Critical and Inventive Thinking
Civic Literacy, Global Awareness and Cross Cultural Skills
Information and Communication Skills

Self Awareness
Self Management
Sports and Games
P1 Gym
Spatial Awareness & Psychomotor Skills
Outdoor Education
P2: OE
Co-ordination
Creative Expression

Self and Social Awareness

Self Management
Self and Social Awareness
Relationship Management
Visual Arts
P1 VA
P2 VA
Art Appreciation
Creative Expression

Performing Arts
P1 Theatre
P1 Dance
P2 Theatre
P2 Dance
Oral Communication
Confidence

Developing Skills and Pupil Outcomes
Programme Review Processes

PAL Framework

From Girls to Women of Grace and Substance
PAL @ CHIJ (Katong) Primary

All Primary 1 & 2 pupils will participate in PAL.

2 hours of PAL a week in 2013.

4 Domains over 2 years:

- Sports & Games
- Outdoor Education
- Performing Arts (Music & Dance)
- Visual Arts
## Programme for Active Learning PAL

### PAL @ CHIJ (Katong) Primary

<table>
<thead>
<tr>
<th>Primary 1</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>Sports and Games</td>
<td></td>
<td>AMETHYST BURGUNDY CERISE EMERALD</td>
<td>JONQUIL MOCHA TANGERINE TURQUOISE</td>
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<tr>
<td>Performing Arts (Dance)</td>
<td></td>
<td>JONQUIL MOCHA TANGERINE TURQUOISE</td>
<td>AMETHYST BURGUNDY CERISE EMERALD</td>
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<tr>
<td>Performing Arts (Theatre)</td>
<td>JONQUIL MOCHA TANGERINE TURQUOISE</td>
<td>AMETHYST BURGUNDY CERISE EMERALD</td>
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<tr>
<td>Visual Arts</td>
<td>AMETHYST BURGUNDY CERISE EMERALD</td>
<td>JONQUIL MOCHA TANGERINE TURQUOISE</td>
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**From Girls to Women of Grace and Substance**
Programme for Active Learning PAL

PAL @ CHIJ (Katong) Primary for Primary 1

<table>
<thead>
<tr>
<th>Class</th>
<th>Day/Time</th>
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<tbody>
<tr>
<td>AMETHYST1</td>
<td>Monday, 7.40 a.m. to 9.40 a.m.</td>
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<tr>
<td>BURGUNDY1</td>
<td>Tuesday, 10.10 a.m. to 12.10 p.m.</td>
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<tr>
<td>CERISE1</td>
<td>Wednesday, 11.10 a.m. to 1.10 p.m.</td>
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<tr>
<td>EMERALD1</td>
<td>Thursday, 7.40 a.m. to 9.40 a.m.</td>
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<tr>
<td>JONQUIL1</td>
<td>Monday, 7.40 a.m. to 9.40 a.m.</td>
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<tr>
<td>MOCHA1</td>
<td>Tuesday, 10.10 a.m. to 12.10 p.m.</td>
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<tr>
<td>TANGERINE1</td>
<td>Wednesday, 11.40 a.m. to 1.40 p.m.</td>
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<tr>
<td>TURQUOISE1</td>
<td>Thursday, 7.40 a.m. to 9.40 a.m.</td>
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From Girls to Women of Grace and Substance
### Programme for Active Learning PAL

**PAL @ CHIJ (Katong) Primary**

<table>
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<tr>
<th></th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Recess</td>
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<td>9.40 a.m. to 10.10 a.m.</td>
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<tr>
<td>Snack Break</td>
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<td>12 noon</td>
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<tr>
<td>School Dismissal</td>
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<td>1.40 p.m.</td>
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Some Thoughts...

What is the difference between PAL and Art, Music and PE Lessons?

• PAL complements Art, Music and PE
• PAL provides the platform for pupils to extend, reinforce and apply their learning through the different modules
Some Thoughts...

What is the difference between PAL and CCA?

• The current CCA structure provides pupils with the opportunity to specialise in a CCA of their interest and CCA is conducted outside of curriculum time

• PAL provides pupils with broad exposure to a variety of activities in different areas, through modules lasting between 7 to 10 weeks
Form Teacher’s Guidance Period (FTGP)

- The central idea behind FTGP is to provide time within the curriculum for the Form Teacher to engage in quality interactions with his/her pupils and help pupils strengthen social and emotional competencies.
- The FTGP constitutes a 30-minute period every week. Every Wednesday, 7.40 a.m. to 8.10 a.m.
- Explicit teaching of social and emotional skills.
- Involvement of the Co-Form Teachers as well.
Thank you!