

YSS Curriculum and Blended Learning

A) YSS Curriculum

Framework of the YSS Curriculum

Vision	Quality Mind, Caring Heart		
Desired Outcomes of Yishunites (DOY)	Thinker	Innovator	Contributor
3R Curriculum Principles	Rigour	Relevance	Reflective Learning
3E Learning Objectives	Engage	Excite	Enrich
Mode of Operation	Synchronous << << << BLENDED LEARNING >> >> >> Asynchronous Operationalised through • YSS' 9+1 model: 9-day F2F lessons, 1-day HBL on Day 5, & • 6+1 structure for a Day for HBL: 6 IP/subject slots, with provision for Student-Initiated Learning (SIL)		
Domains	Instructional Programme	Affective Programme	Distinctive Programme
Key Focus Areas	Key pedagogical approaches & competencies • Assessment Literacy (continuation from A/L) • Differentiated Instruction (in prep for Full SBB) • e-Pedagogy (in tandem with PDLP) • Digital & Media Literacy: F.T.A.C. & S.U.R.E. in S.P.A.C.E. (in line with NDLP & NLB)	• CCE 2021 • CCA & Student Leadership • ECG & SkillsFuture (students) • Back-To-School (orientation, level camp) • Outdoor Adventure Learning (OAL) • SIL: Beyond Our Classrooms	YSS Distinctive Programme "Arts for Life & Community" • ALP in Sonic Arts (Music, Media & Technology) • LLP: Leading with Empathy & Serving with Compassion through the Arts
Beyond curriculum	YSS Goes Global Programme		
Uplifted by	Educational Support Multi-pronged Enablers (StAR, YE@H, Scaffold, Proj LIT, STP-TIES) Counselling Support (1-to-1, targeted grp wkshop, Chat@Recess) SEN Support (1-to-1, target grp, TSN, Zoom)		
Supported by	YSS Professional Development (PD) Plan & YSS Teacher Work Management Framework (TWMF) (in alignment with Singapore Teachers' Practice/STP & SkillsFuture for Educators/SFEd)		

B) Context: NDLP, PDLP, PLD and DMA

The **National Digital Literacy Programme (NDLP)** was launched in March 2020 to make digital learning inclusive by equipping students with the digital literacies to be future-ready.

Within MOE, under **Personalised Digital Learning Programme (PDLP)**, every student will own a school-prescribed **Personal Learning Device (PLD)** by end-2021. The device serves to facilitate an environment that encourages personalised learning. In YSS, the PLD selected is the **Lenovo Chromebook 500e 2nd Gen**. Secondary 1 to 3 students in YSS should receive their PLDs by end of Semester 2 this year (2021).

Based on the enhanced package (for a 3-year extended warranty) pricing, each PLD costs \$548.90 (inclusive of a pair of ear headphones). Singapore Citizen students can use their Edusave Account to pay for the PLD. To ensure the affordability of devices, MOE has provided an **Edusave top-up** of \$200 in 2020, and another top-up of \$200 in May 2021. This is on top of the annual \$290 credited into the Edusave account for Secondary School students.

To ensuring that students learn effectively in a safe and conducive digital environment, all PLDs will be installed with the **Device Management Application (DMA)**. DMA supports learning in these 3 ways:

- **Device Management:** Facilitates updating & management of PLDs, protects PLDs from malicious software, and protects students from objectionable internet content
- **Classroom Management:** enables teachers to manage the students' use of PLDs during lesson time (including during HBL) to improve classroom management and support effective teaching and learning

- **Usage Management:** enables the school and/or parents to better supervise and set helpful limits for students' use of PLDs after school

C) **Blended Learning**

In Yishun Secondary School (YSS), in line with our **School Vision** of “**Quality Mind, Caring Heart**”, we strive to develop students to be self-directed, passionate and life-long learners.

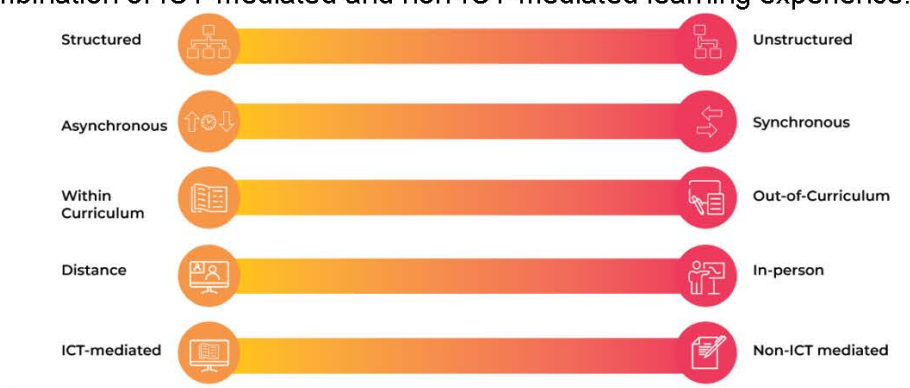
As part of the school's direction, **Blended Learning**, as a key feature of the **YSS Experience**, where students learn through an array of in-school and home-based activities, leveraging both offline (face-to-face) and online approaches to learning. Through Blended Learning, the school aims to equip students with the necessary knowledge, skills and dispositions to be **Critical Thinkers***, **Discerning Learners**, **Ethical Innovators*** & **Contributors*** so as to thrive in a digital society.

**aligned to the Desired Outcomes of Yishunites*

Elements of Blended Learning

Blended Learning can constitute the following elements:

- **Structured and Unstructured** learning: A blended learning experience can provide a combination of structured, timetabled time for students to learn, and unstructured, non-timetabled time for students to learn at their own pace.
- **Synchronous and Asynchronous** learning: A blended learning experience can have a combination of online 'live' lessons and online/offline learning where students learn remotely at their own pace.
- **Within-Curriculum and Out-of-Curriculum** learning: A blended learning experience can provide students opportunities to learn from the formal curriculum and beyond the formal curriculum.
- **Distance and In-person** learning: Students have opportunities to learn during face-to-face lessons with teachers and learning activities without the physical presence of their teachers.
- **ICT- and non-ICT-mediated** learning: Students have opportunities to learn through a combination of ICT-mediated and non-ICT-mediated learning experience.



D) **e-Pedagogy**

To support the implementation of Blended Learning and PDLP, e-Pedagogy is a main vehicle to drive this movement. Essentially, e-Pedagogy is the practice of **teaching with technology for active learning** that creates a **participatory, connected and reflective classroom** to nurture the future-ready learner.

- **Participatory:** Students have the autonomy to learn anywhere anytime, and are able to participate in learning regardless of their background and starting points.

- **Connected:** Students work collaboratively with one another, beyond the walls of the physical classroom, thereby increasing their sense of relatedness to the world.
- **Reflective:** Students think about how they think and learn, receive timely feedback and have greater awareness of their own competence to better move their learning forward.

In short, with PDLP, PLDs will be used in tandem with **Student Learning Space (SLS)** & other **educational technology and applications** (eg Google Suite for Education Apps & Microsoft Pro Plus), thereby, enhancing & personalizing students' self-directed & collaborative learning, for a safe & seamless experience (both physical classroom lessons & Home-Based Learning) in YSS.

E) Digital and Media Literacy in YSS

To better support Blended Learning and PDLP in YSS, the school has adopted Digital and Media literacy, and infused them into the curriculum to enrich the YSS experience for students.

Digital Literacy

Aligned to NDLP, YSS' Digital Literacy encompass a range of digital competencies and skills across the 4 components: Find, Think, Apply and Create (F.T.A.C.).

Find	Think	Apply	Create
<ul style="list-style-type: none"> • Gather & evaluate information • Use digital resources in a safe, secured, responsible & ethical manner 	<ul style="list-style-type: none"> • Interpret & analyse data • Solve problems 	<ul style="list-style-type: none"> • Use software & devices to facilitate use of knowledge & skills in new contexts • Keep up with technological developments 	<ul style="list-style-type: none"> • Produce digital products (text, content, artefacts) • Collaborate with others digitally

Media Literacy

Adapted from the National Library Board's Information Literacy Skills Programme, YSS' Media Literacy, S.U.R.E. aims at empowering our students with the skills to:

- S: **S**ource for information,
- U: **U**nderstand Information,
- R: **R**esearch, and
- E: **E**valuate information

Through F.T.A.C. and S.U.R.E., we leverage the affordances of information and media technology to allow students to think critically, become smart consumers of products and information, recognise point of view, create media responsibly and stay vigilant against the spread of false information.

Infusion of Digital and Media literacy into S.P.A.C.E. and beyond

S.U.R.E. and F.T.A.C. are purposefully infused into our YSS **Instructional Programmes**, particularly in the English Language, Mother Tongue Languages, Humanities and coursework subjects. Our YSS **Affective Programmes** such as CCE, CCAs, ECG, Cyber Wellness and SIL, as well as **Distinctive Programmes** (ALP & LLP: Arts for Community & Life) will also incorporate media and digital literacies as well.

Both F.T.A.C. and S.U.R.E. can be experienced by students within and beyond the YSS curriculum, as well as through Study, Play, the Arts, Collaboration and Exploration (hence, the naming of the library as **S.P.A.C.E.**) and beyond (library without borders, or e-library).

YSS Library and e-Library: S.P.A.C.E.				
Study	Play	the Arts	Collaboration	Exploration
Permanent Fixtures <ul style="list-style-type: none"> • Ipad stations of e-books and exploration with other educational apps • Desktops for students carry out project work & discussions (to be replaced with Chromebooks by end 2021) • Study area for students' self-learning & revision 	Variable Activities <ul style="list-style-type: none"> • Post a Doodle! • Crossword Puzzles • Quizzes • Station Activities • Creepiest Books • Movie Screening 	Thematic Fixtures <ul style="list-style-type: none"> • Cultural Corner to showcase cultural items/games • Monthly/termly showcase Subject-based Programmes <ul style="list-style-type: none"> • Department-helmed display 	Usage <ul style="list-style-type: none"> • Self/Group Study • Consultation sessions • Curriculum Lessons • NLB Mass Borrowing • Meetings/ time-tabled Time for teachers • PD resources for teachers • School events for all 	Permanent Fixtures <ul style="list-style-type: none"> • Makerspace Corner to display Coding projects • Re-writable boards behind book shelves for ideas exploration • Spaces within library & beyond for school programmes

F) Blended Learning, HBL & SIL

Structure for Blended Learning

Through Blended Learning, students will learn what is prescribed by the curriculum through a mix of **in-school and home-based activities**, and leverage both **offline and online approaches to learning**. In YSS, regularly scheduled HBL Days, 1 designated day in the 10-day timetable, will take place. This will provide students with opportunities to learn at their own pace and to be empowered to take charge of their learning.

As part of school's effort to support NDLP & PDLP, for YSS HBL, the school has designed the following

- **9+1 model** over the 10-day timetable cycle: 9-day face-to-face lessons in school, 1-day HBL on either on Day 5 or Day 10 of the 10-day timetable, and
- **6+1 structure** for the HBL day: 6 slots of IP lessons & 1 slot for Student-Initiated Learning (SIL)

Home-Based Learning (HBL)

YSS has scheduled a list of subjects to be delivered on HBL Days, considering factors such as curriculum time available for the subjects, nature of the discipline and appropriateness of the activities to be delivered through HBL.

Based on feedback from 2020 HBL during Circuit Breaker, **new measures** put in place are:

- Structure of a **30-min live lesson** (synchronous teaching) within the 40-min lesson slot, with the remaining 10-min given for students' independent learning
- Insertion of a **20-min break** for students' off-screen time, for their wellbeing

Hence, on HBL Days, like other school days, starting with attendance-taking and checking-in with the Form Teachers. Subsequently, students will follow the timetable that provides a structure for both curriculum coverage and Student-Initiated Learning (SIL).

Timetabled time	HBL Activities
7:40 – 7:50 am	Log in to SLS for daily check-in with Form Teachers
7:50 – 8:30 am	Subject A (Live lesson 7:50 – 8:20 am)
8:30 – 9:10 am	Subject B (Live lesson 8:30 – 9:00 am)
9:10 – 9:50 am	Subject C (Live lesson 9:10 – 9:40 am)
	BREAK (9:40 am to 10:00 am)
9:50 – 10:30 am	Subject D (Live lesson 10:00 – 10:30 am)
10:30 – 11:10 am	Subject E (Live lesson 10:40 – 11:10 am)
11:10 – 11:50 am	Subject F (Live lesson 11:20 – 11:50 am)
11:50 – 12:30 pm	Student-Initiated Learning (SIL): <i>Beyond Our Classrooms</i> (Live and/or Recorded Lesson 12:00 – 12:30 pm)

Student-Initiated Learning

In line with MOE's initiative to enable students to explore their interests and passions, and learn within and beyond the curriculum, the school will also incorporate **Student-Initiated Learning (SIL)** programme on days scheduled for HBL. All current Secondary 1 students are part of this pilot programme which spans over 8 weeks in Term 2 and 3. It forms part of the school's effort to nurture self-directed learning and intrinsic motivation in our students.

YSS' Student-Initiated Learning programme, dubbed as **Beyond Our Classrooms**, is designed to provide a unique experience for Yishunites in two modules. In Module 1, which is currently being carried out in Term 2, integrates the pursuit of students' passion with the school's Distinctive Programmes. Thus, the focus in this module would be to excite students with an array of activities, aligned to the school's ALP in Sonic Arts, as part of its Distinctive Programme, which include elements of **Music, Media and Technology**:

- EDM (Electronic Dance Music)
- Soundscape
- Beatboxing
- Rapping
- Puppetry
- Cartooning / Doodling
- Digital Caricature
- Story-telling through Daily Objects
- Singing
- Body Percussion

Module 2 will be carried out in Term 3. In this module, students will also be encouraged to pursue interests in areas related to the **language, culture and customs of the countries in Asia** to deepen their understanding the regional neighbours better and our connections to

them. This is in line with the MOE's thrust to prepare our students to engage with Asia, in particular the ASEAN region. Students will be given the option to choose the following areas to pursue:

- Language of Asia
- Appreciating Arts in Asia
- Songs and Dance of Asia
- Traditional Games in Asia