

THE TBG DIGEST

stories, thoughts and updates from our centres

TRUTH . BEAUTY . GOODNESS



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THIS AND THAT

Note from the Executive Director
Lim Ee Tuo



Dear Parents and Guardians,

What a year 2022 has been! There is much to celebrate, and thank God for this amazing year. For one, we came out of the COVID pandemic stronger and "more together". Thank you for walking the journey with us.

We were also able to carry out our Classroom Makeover Project with funding support from the government, the Preschool Board and Jesus the Light Project. This makeover follows our MEI 美 (Making Environment Inspiring) Approach for the learning environment, an education model spearheaded by PPS. It represents the blank canvas we hope our space will give to our children to express their thoughts and creativity. Come by our Centres and experience the difference!

In the past year, our centres also adopted the new Truth, Beauty and Goodness curricula, with specific focus on cognitive development, character education, Chinese Language, community involvement and care. Why did we include "care"? This is because we want to nurture an inclusive community that embraces each child's uniqueness.

As we celebrate our successes this year, we look forward to the new year with greater hope and love with the expansion of our services to three new centres. This will bring our programme and God's blessings to more children.

Together, let us cherish our children so that they will be joyful and radiant.

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Love and Hope
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To find out more and to view more photos, visit our website at presbypreschool.com.sg/

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YEAR IN REVIEW

Significant Moments from 2022



FEBRUARY
Chinese New Year Celebrations



JUNE
Family Day



JULY
Kindness Week



SEPTEMBER
Good Start Conference
Teacher's Day

OCTOBER
Children's Day Celebrations



1 JANUARY
Back To School



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4 APRIL
Easter Celebrations
Creation C.A.R.E



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8 AUGUST
National Day Migrant Worker's Project



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11 NOVEMBER
Graduation Concert

12 DECEMBER
Christmas Day Celebrations

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2023 CALENDAR

Important Dates and Events

- Public Holiday
- MOE School Holiday
- School Events
- School Closure
- Half-Day (7am-2pm)

JANUARY

- 1 New Year
- 2 New Year Holiday in lieu
- 3 Back to School!
- 22-23 Chinese New Year (CNY)
- 24 CNY Holiday in lieu
- 26/27 CNY Celebration

MARCH

- 13-18 MOE Term 1 Break
- 17 Staff Learning Day 01
- 25 Parent Engagement Session 01

APRIL

- 6 Easter Celebration
- 7 Good Friday
- 20 Creation Care Project Launch
- 21 Eve of Hari Raya Puasa
- 22 Hari Raya Puasa
- 28 School Closure

MAY

- 1 Labour Day
- 13-19 Parent Teacher Conference 01
- 27 Family Day Carnival
- 29-31 MOE Term 2 Break

JUNE

- 1-24 MOE Term 2 Break
- 2 Vesak Day
- 23 Staff Learning Day 02
- 29 Hari Raya Haji

AUGUST

- 8 National Day Celebration
- 9 National Day
- 31 Teachers' Day Celebration

SEPTEMBER

- 1 Teachers' Day
- 4-9 MOE Term 3 Break
- 18-20 K2 Primary School Orientation
- 29 Staff Learning Day 03

OCTOBER

- 5 Children's Day Celebration
- 6 Children's Day
- 14 Parent Engagement Session 02

NOVEMBER

- 12 Deepavali
- 13 Deepavali Holiday in lieu
- 18 K2 Graduation Concert
- 20-25 Parent Teacher Conference 02
- 20-30 MOE Term 4 Break

DECEMBER

- 1-30 MOE Term 4 Break
- 15 Christmas Celebration
- 25 Christmas

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GROW AND GLOW

Curriculum and Programme Updates

Charting Growth

As part of our curriculum transformation which begun 2 years ago, the teachers' documentation of children's learning has also transformed. Moving beyond checklists and semi-annual updates that served the function of summative assessments, we have included elements to capture the children's learning process throughout the year. Instead of merely focusing on how much content was covered in school, we felt it was important to communicate how your children are learning as well.

The mission to document the children's learning has expanded in its scope and methodology, but we trust it enables us to achieve the purpose better.

That is, to help us understand the quality of our children's learning with more clarity so that we can plan their next steps more helpfully.

By being invested in their growth, learning and perspective, we pay attention to not just what we want to see, but the learning through the children's eyes.

We do this through the following:

1. Kodak Snapshots
2. Significant Moments
3. Developmental Portfolio

1. Kodak Snapshots

What are children thinking during an activity? What kind of conversations are they having with their friends? What are some internal dialogues they have as they process a new concept, or acquire a new skill?



We hope to capture these through what we call, Kodak Snapshots. They provide an insight into the children's thought processes, and invite us to see and hear about what they are learning through their lens. It provides us a record of what the child is considering at that moment. Often, these moments come with their own narrative through the eyes of the children as well.

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2. Significant Moments

What are the children learning, and how are they learning those skills? How did the group work with one another as they participated in a joined exploration? What were some learning outcomes that they arrived at with the careful facilitation of their teacher?



Significant Moments capture different lessons and learning junctures the children experience in class. The activities are centered around their learning of the key development domains such as language, numeracy or even social emotional development. They are designed to be lessons but may be conducted in a variety of settings and formats. Significant Moments capture these! Through learning stories, we hope to express what the children have learnt, with the added perspective of the teacher.

3. Developmental Portfolio

What are the developmental milestones the child ought to meet at this age? What are some observations the teachers made of the child's development? What are some of the interesting anecdotes surrounding the child as his/her learning took place?

Of all the methods we use to document a child's learning, this might be the most "summative" of all. They serve as official records of a child's learning and developmental milestones, containing individualized observations, analysis and stories. These portfolios are child-specific and would help our teachers design learning goals that best fit the next season of his/her learning.

Enabling Glow

At the end of the day, the best way to help our children grow is to pay careful attention to where they are now, and consider the next best things we can do for their growth.

Children's learning comes in increments

that may sometimes seem insignificant to the untrained eye.

Our goal is to capture both the obvious "aha!" moments, and also the quiet "ooh!" that a child experiences. By documenting these, we get the privilege of sharing them with you – parents and guardians, the essential partners in nurturing our children.

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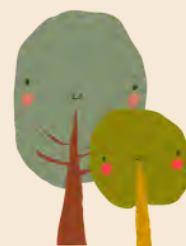
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LOVE AND HOPE

Stories from Our Schools



Presbyterian Preschool Services exists to share God’s love with the families that come through our doors. We do this by loving and caring for the children as our own; doing anything less than that would be a disservice to them.

By now, most would be familiar with our education mission - to nurture a strong foundation in truth, beauty and goodness in our children. Contrary to what one might think, the realisation of this education mission does not end in our classrooms; in fact it begins at home.

In this segment, we bring you stories of how our teachers and staff have sought to love our children beyond the confines of the four walls of their classrooms to give them hope to grow and glow. We hope these stories will inspire you to come alongside us as partners to bless our little ones.

Loving Foundations

Not every child comes from a loving home with their needs and care provided. Some of our children come from challenging family situations, in spite of their families’ best efforts to provide for them.

Andrew

When Andrew* first joined our childcare service at 20 months, our teachers noticed that he was always hungry. He also seemed to be smaller in size than the rest of the peers of the same age. During class activities, he would walk unstably, often choosing to crawl instead. During meal and snack times, he was eating slower and lesser than his friends. Eventually they realised it was because he was not able to chew properly.

Winston

When Winston* first enrolled, the teachers noticed that he was not meeting his age-appropriate milestones. He was not able to participate in activities meaningfully in class, and struggled to socialise and make friends, even though it was clear he wanted to. The teachers believed that he is capable of learning, but he had trouble understanding and following lessons taught and activities conducted.

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Loving Foundations (continued)

Andrew

Andrew would also show up in school without any shoes. This made going for outdoor activities difficult. Participating in indoor motor skills games were also a challenge. This means that instead of participating in those activities meaningfully, he would often end up in the side-lines.

Winston

Over time, he lost interest and would much rather be by himself. The teachers were concerned for him, and also struggled to integrate him into the class he was in.



From Strength to Strength

Persevering day to day by celebrating little victories, and pressing on through frustrating days.

Andrew

One of the first things the teachers came together to do was to buy him two pairs of shoes. They went above and beyond because this would immediately help him participate in the daily outdoor walks and games! The teachers also received support and training from the Education Support Team to learn exercises they can do with him to improve on Andrew's core and foot muscles.

However, the team was not content to help him only during the hours he is in school. Partnering with the social worker from Ministry of Social and Family Development (MSF), they learnt more about Andrew's family situation.

Winston

With the teachers' patient communication and explanation of the importance of bridging Winston's developmental milestones, his parents sought the consultation of a specialist, who advised that he needed Education Support.

This meant that Winston would be joining the Pre-Nursery Class instead of his similarly-aged peers at Kindergarten 1, and that he would also be receiving intervention at Rainbow Centre. Despite the stigma, the team saw it as a win - the earlier the child receives intervention, the more opportunities for him to grow and glow.

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Future Hope

Do we have “happy endings” to share at this point? Not really, because the work of raising children never ends. Instead, we have future hopes for our young ones - milestones of growth, as insignificant as they may seem.

Andrew

For Andrew, the challenges and tensions his family face at home is still a daily reality. There is more to be desired for his learning environment at home, the partnership between the school, the social worker and the family to support them must still continue, and he has not met all of the milestones the teachers hope he does.

However, he is showing progress in walking independently. He is also eating more healthily, in part due to him regularly attending school. His principal and teachers have also become part of the family's support system, encouraging them with updates of how Andrew has progressed whenever the opportunities arise.

Winston

As for Winston, communication with his parents and grandparents still require much patience and persistence from his principal and teachers. The Education Support Team also perseveres in reaching out to the family to provide care and support by conducting home visits.

There are days when they have to step in in order to care for other areas of his wellbeing too. Once, he arrived at school with open wounds as a result of severe caning. The team realised that this family would need more support and got in touch with a Child Protection Officer (CPO) from MSF.

The team's relentless persistence in looking out for the child and ensuring that he has opportunities to learn and grow stems from their belief that we must do our best to provide a good start for every child.



Little Blessings for Little Ones

Our work at PPS extends beyond what we do for the children in the classrooms. We hope to show care and support for families in practical ways to help each child grow and glow. This way, more children can come and share in the knowledge of God's love.

“Let the little children come to me and do not hinder them, for to such belongs the kingdom of heaven.” Matthew 19:14

If you would like to partner us in our work, you may consider donating to the **Little Blessings for Little Ones** fund. Find out more here: <https://bit.ly/LilBlessings>