



Pathways and Possibilities

Singapore's Education Journey

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What education in Singapore looks like

- ♦ Holistic education
- ♦ Multiple pathways and opportunities
- ♦ Building up future-ready competencies
- ♦ Support for diverse needs
- ♦ Quality teaching and learning



Singapore is a young nation with an exciting story to tell. We are a country in Asia with a melting pot of cultures that make life a colourful and vibrant journey every single day.

We are also a strong transport and financial hub, a stable economy and a highly educated workforce.

How did we get here? The easy answer is grit and discipline: Since our early days of independence in the 1960s, we have been diligent in building up our country and economy, our eyes ever fixed on securing a bright future for our people.

This is progress we wish to build on.

As the Singapore story evolves along with a changing world, our education system continues to grow in support of our nation and our people’s welfare and needs.

Singapore education then and now

Singapore consistently champions education as a key driver of progress. Our ability to match the economy’s demand for knowledge and skills to a ready supply has been a major source of our competitive advantage.

Early years of industrialisation

Our early policies on education were geared towards meeting the manpower needs of a rapidly industrialising nation.

To secure our physical and economic survival, we were bold with the fundamentals, from increasing the population’s access to basic education, to shoring up quality across all levels up to university.

To cater to different rates of literacy and learning in students, differentiated learning was introduced in the 1980s to keep the

weaker students engaged in school while supporting the needs of those who were more academically inclined.

The strategy worked. By 1986, less than 1% of the school population under age 16 left school without having at least 10 years of education.

Knowledge-based economy

When the world shifted from an industry-based to a knowledge-based economy in the mid-1990s to the 2010s, Singapore’s education system responded with a shift in our goals.

We looked towards the development of individual talent, fostering innovation and cultivating higher-order thinking.

In 2015, the Organisation for Economic Co-operation and Development (OECD) ranked Singapore as the world’s top education system. This ranking is based on our students’ performance in the Programme for International Student Assessment (PISA) internationally benchmarked test, which assesses Reading, Mathematics and Science.

Our students also perform well in other PISA domains such as problem-solving and Global Competence, which measures the students’ capacity to: examine local, global and intercultural issues; engage in open, appropriate and effective interactions with people from different cultures; and act for collective well-being and sustainable development.

How our education system has evolved to empower Singapore and Singaporeans

STAGE	TYPE OF EDUCATION	FOCUS
1965 – 1978 Industrialisation era for Singapore	Survival-Driven	Building a post-colonial education system that emphasised social cohesion and technical skills
1979 – 1996 Skills/capital-intensive	Efficiency-Driven	Preparing students with relevant skills for more capital-intensive and skill-intensive industries
1997 – 2011 Knowledge-based	Ability-Based, Aspiration-Driven	Shift towards quality, flexibility and choice in learning
2012 – 2019 Innovation-driven	Student-Centric, Values-Driven	Greater diversity of programmes and options, focusing more on developing holistic interests than academic
2020 – present Future economy	Learning for Life	Growing resilience, adaptability and a global outlook in our students as they pursue their interests and strengths



Shift towards holistic education

As our economy strengthened and society matured, conversations in the education sphere evolved.

In the last decade, we at the Ministry of Education (MOE) have shaped our intentions around the holistic education of the individual. Children schooled in the Singapore education system should embody our desired outcomes of education. They should grow as:

- Confident persons
- Self-directed learners
- Active contributors
- Concerned citizens.

These outcomes will better prepare our students to face challenges and seize opportunities in an increasingly fast-changing world.

How can we achieve this? At the heart of it, we aim to forge confidence and agency in all our students, and the appetite to learn not just for now, but to learn for life.

Bringing out the best in every child

The Singapore education system aims to bring out the best in every child, regardless of their starting point in life.

Through our schools, we enable them to dream, discover their talents, and realise their potential. We endeavour to equip them with the competencies to navigate, participate and contribute in a globalised world.

They should also have a strong sense of national identity, and be empowered to show care for their community, country and environment, while finding their own place in society.

To do this, the system emphasises:

1. Multiple education pathways and opportunities
2. Future-ready competencies
3. Support for diverse needs
4. Quality teaching and learning
5. Partnerships with stakeholders

1. Multiple education pathways and opportunities

Our educational structure and pathways have grown to cater to the diverse interests, strengths and learning needs of our students.

We are moving away from streams and courses, towards a more porous – and expanded – network of education pathways and possibilities.

Steps include:

- Enhancing the accessibility, quality and affordability of our preschools, to provide every child with a good start in life
- Broadening our definition of merit in admissions to recognise talents, potential and personal qualities that cannot be demonstrated at national examinations

- Establishing new types of secondary schools to better meet a wider range of learning needs (see Chapter 4 Secondary School Education)
- Introducing greater flexibility for students to offer subjects at different levels in mixed form classes (see Chapter 4 Secondary School Education)
- Making applied education even more relevant to industry, by streamlining programmes and increasing industry exposure (see Chapter 5 Post-Secondary Education; Institute of Technical Education, Polytechnics)
- Investing in our learners for life (see Chapter 8 Culture of Lifelong Learning).

With more options and possibilities at their disposal, students can create their own education story that stretches from childhood to adulthood and into their older years.





2. Future-ready competencies

To strengthen the development of future-ready competencies such as inventive thinking, collaborating skills and cross-cultural skills in our students, the Ministry has taken deliberate steps to reduce the emphasis on assessment and grades.

Students are given more time and space to grow to be the confident, resilient learners of tomorrow.

Broad-based and holistic education

We provide a holistic education to nurture the whole child – developing in our children core skills, dispositions and competencies, steeped in values and character, to enable them to thrive and lead purposeful and meaningful lives.

Our schools play a key role in providing a rich diversity of learning experiences for our students and ensuring a strong foundation for learning in a variety of domains. Building on the broad-based education at primary and secondary schools, the institutes of higher education give students more interdisciplinary exposure and cross-faculty projects, to boost their learning agility and career mobility.

Apart from the academic curriculum, the Character and Citizenship Education curriculum, key Student Development Experiences, and school-based programmes provide students with platforms and opportunities to further develop in the cognitive, affective, physical and aesthetic domains and hone their talents and leadership skills.



For example, the Co-Curricular Activities (CCA) programme provides students with a platform to discover their interests and talents. Students can choose to pursue their interest in the Visual and Performing Arts, Clubs and Societies, Uniformed Groups and Physical Sports CCA.

In addition, Education and Career Guidance helps students develop a sense of purpose in life. By nurturing self-awareness and self-directedness, students develop a growth mindset, adaptability and a resilient attitude to embrace future opportunities, stay relevant and appreciate the value of all occupations. Collectively, our

efforts seek to ensure that all our students acquire a broad and deep foundation for a lifelong journey of learning.

Bilingual advantage

Bilingualism is a cornerstone of Singapore's education system. While the medium of instruction in school is English, all students are required to learn a Mother Tongue Language (MTL). The official MTLs are Chinese Language, Malay Language and Tamil Language.

Our bilingual policy aims to equip our students with the language and cultural competencies to appreciate



their own culture, roots and heritage, as well as to connect with people from different backgrounds and give them an economic edge, so that they can thrive in a globalised world.

Kindergartens run by the Ministry of Education offer a strong foundation for learning the MTLs, and schools provide differentiated curricula and support based on student proficiency.

ICT-infused curriculum

We work constantly to enrich and transform the learning environments of our students and to equip them with the critical competencies needed to live, learn, and eventually work in an increasingly digital environment.

Teachers develop their capacity in e-Pedagogy, which is the practice of teaching with technology for active learning that creates a participatory, connected and reflective classroom.

This equips teachers to utilise new learning modes and contexts, including harnessing Blended Learning and optimising the use of personal learning devices issued to students under Singapore's National Digital Literacy Programme.

As part of Blended Learning, regular Home-Based Learning Days have been integrated as a feature in the school experience for students at the secondary and pre-university levels, helping them become more self-directed and passionate about learning.

Through the Singapore Student Learning Space, the Ministry of Education's national online learning platform for teaching and learning, teachers and students are provided with a range of Ministry-aligned resources and tools to design and facilitate meaningful, tech-mediated learning experiences that cater to diverse learning needs.

3. Support for diverse needs

Our students' well-being is our priority. The Ministry of Education resources schools with a network of professionals who form rings of support around our children. These extend beyond the immediate care of classroom teachers and school leaders and include school counsellors for mental well-being. There is also support for learning and special needs.

Support for vulnerable students

Academic, social and financial aid is available to students from disadvantaged backgrounds, which has enabled many students over the years to overcome their early hurdles in life.

To widen our breadth and depth of support, a multi-partner programme called Uplifting Pupils in Life and Inspiring Families Taskforce (UPLIFT) was introduced in 2018. The Ministry of Education works with other government agencies and community partners to:

- Provide a supportive school environment tailored to the needs of each student (e.g. increase resourcing and coordination of care)
- Strengthen after-school care and support (e.g. through school-based student care centres and peer mentoring)
- Strengthen community-based support. (e.g. by partnering with self-help groups to work with their families).

Support for special educational needs

Our goal for students with special educational needs (SEN) is to enable each student to maximise their potential and lead meaningful lives in society.

About 80% of our students with SEN attend mainstream schools. They include students with Dyslexia, Attention Deficit Hyperactivity Disorder, mild Autism Spectrum Disorder, and the majority of those with sensory or physical impairments.

Schools adopt a whole-school approach through inclusive classroom practices by all teachers. Efforts are also made to strengthen peer support, guided by teachers trained in special needs and SEN Officers.

For students requiring more specialised support, schools provide a range of targeted interventions and support programmes, with guidance from MOE specialists such as educational psychologists who provide training and consultation through regular school visits.

All primary and secondary schools are equipped with basic barrier-free facilities to enable accessibility. Schools also work with social service agencies to provide school-based educational support for students, and enable the use of subsidised assistive technology for students with sensory and physical impairments. Access arrangements are available for examinations.

SEN support is also available for students who progress to the institutes of higher learning. Each institute of higher learning has a SEN Support Office which coordinates support for students with SEN from pre-enrolment to graduation, and prepares students for the workforce.

For students with SEN who require higher support, please see Chapter 6 Special Education Schools.

4. Quality teaching and learning

Quality teachers and first-rate instruction are often highlighted as the key reasons for the success of the Singapore education system.

The bedrock of the system is the close tripartite partnership between the Ministry of Education, the National Institute of Education, and Singapore schools.

The Ministry leads in policy development, while schools translate policy into practice, and the National Institute of Education trains teachers with the skills, knowledge and competencies in alignment with these policies and practices.

Singapore invests heavily in the quality of our teaching force. Teachers are chosen for their commitment to the highest standards and ideals of the profession and are offered strong leadership and professional development opportunities.

The essence of “how” we teach and design pedagogical practices is perhaps best summed up by the Ministry of Education’s Curriculum Philosophy:

- We believe in holistic education, centred on values, social and emotional well-being and character development.
- We believe that every child wants to and can learn. We focus on children’s learning needs when designing learning experiences.
- We believe that learning flourishes:
 - In caring and safe learning environments
 - When children construct knowledge actively
 - Through the development of thinking skills and dispositions

- When assessment is used to address children’s learning gaps.

For more on how we nurture and empower our educators, see Chapter 7 Educating the Educator.

5. Partnerships with stakeholders

Our schools work closely with their two key partners – parents and the community – to build trust and create richer learning environments, which result in stronger educational outcomes for our students.

Schools engage regularly with parents through alumni associations, parent support groups and parent volunteers who can be seen cheering their children on, running activities and lending ardent support to school events.

Community and industry partners also work together with schools to create a conducive learning environment in and outside of schools.

This is done in various ways. Some community groups work with our schools and student-care centre operators to conduct after-school activities for students, including targeted programmes to support disadvantaged students. Some companies tailor work opportunities to students with special needs. Industry partners may refresh their recruitment practices to reflect the broadening definitions of success around us.

Essentially, when society at large gets involved, the learning is lived and enriched. And together, we can learn for life and build confidence for a new tomorrow.



Singapore Education

By Numbers

Our students do well on the international stage in benchmarking studies such as the Trends in Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS) and the Programme for International Student Assessment (PISA).

Singapore's education system is also consistently ranked amongst the best in terms of the ability to meet the needs of a competitive economy in the Global Competitiveness Report.

The McKinsey Report 2010, which studied the characteristics of school systems that consistently produce students who perform in international benchmarking studies, placed Singapore high on its list of best-performing school systems.

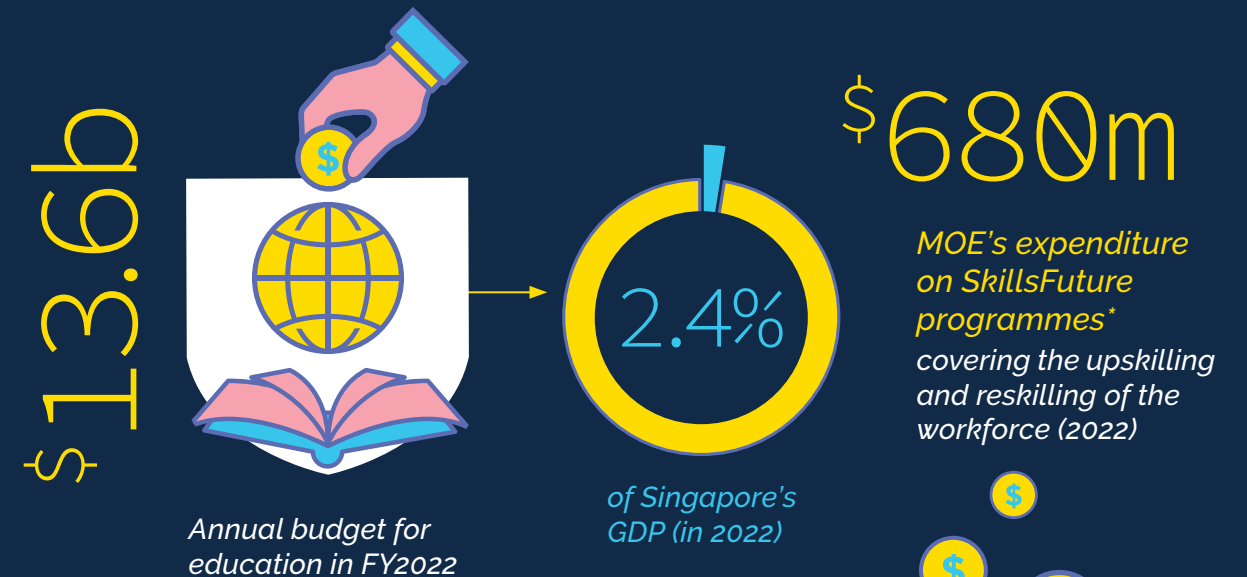
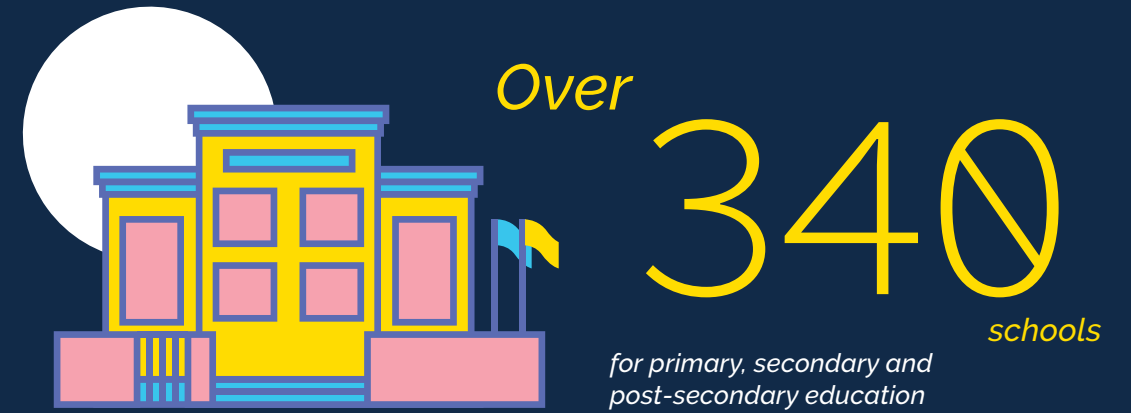
For more statistics on education in Singapore, please refer to Education Statistics Digest on the MOE website.



Over
30,000
education officers



About
8,300
allied educators and executive and administrative staff



98%
of schools



have parent support groups, which are run by parent volunteers



*Includes expenditure on Covid-19 programmes

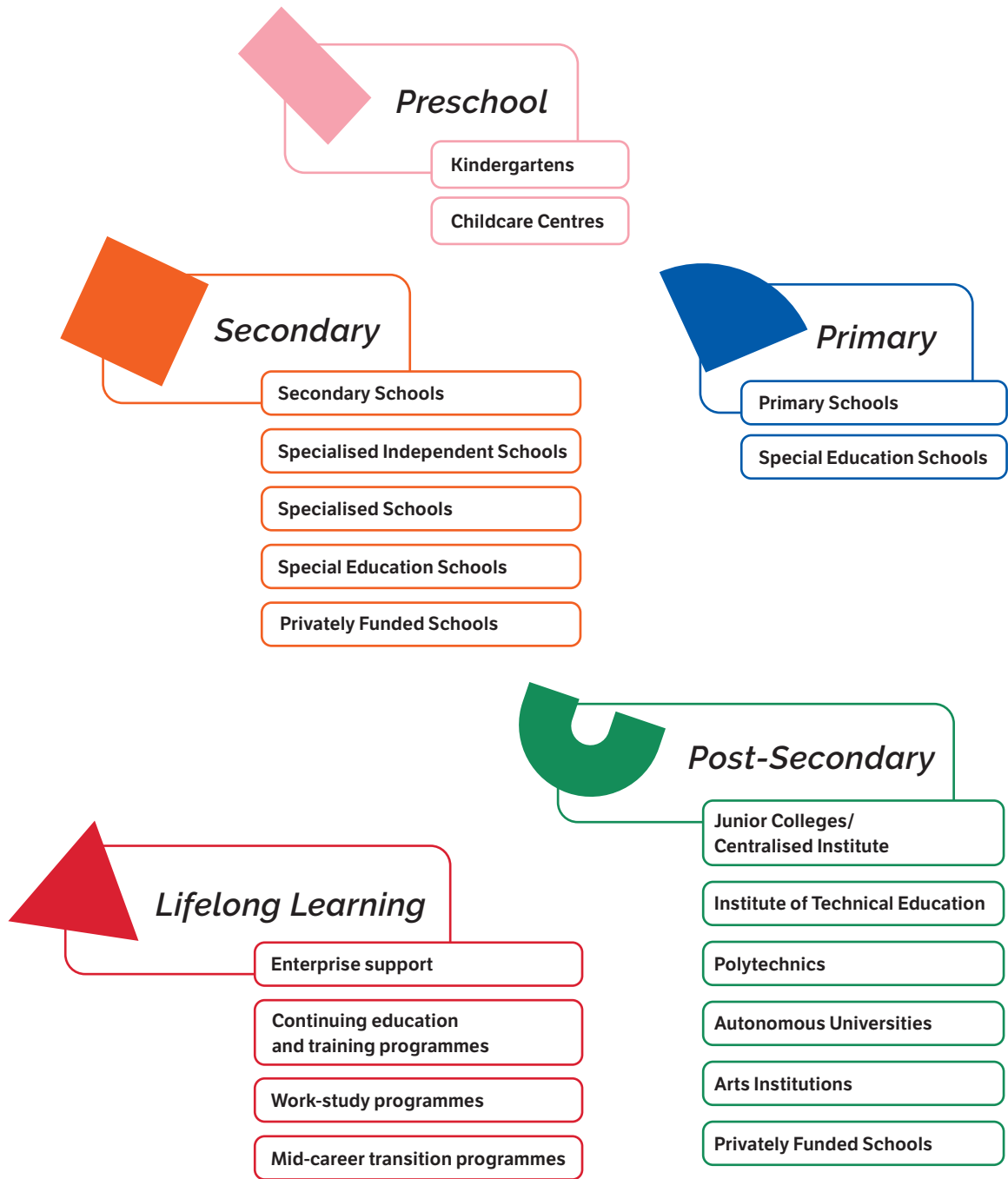
Source: FY2022 Budget Book



Singapore Education

By Levels

Our education system offers many choices for the next phase of learning. The various institutions and diverse education pathways aim to help each one of us discover our interests, abilities, and passions and develop to our full potential.



Read on for more details on our various education levels and schools.
Get the latest updates at the MOE website: www.moe.gov.sg

Preschool education

- ♦ Children typically enrol in preschools between the ages of four and six years old before entering Primary 1
- ♦ A variety of preschool programmes are offered by the Ministry of Education and government-supported, community-based and private operators

In the preschool years, our children begin their journey of learning for a lifetime. To guide the quality of preschool education in Singapore, the Ministry of Education developed the Nurturing Early Learners (NEL) Framework to support preschool educators in planning and implementing quality curriculum and programmes for children aged four to six years.

To give every child a good start, the NEL Framework promotes the holistic development of children and their joy of learning through quality interactions and purposeful play.



It acknowledges the important role that teachers, together with parents, play in supporting every child's learning and development. It also emphasises the importance of nurturing values, social and emotional competencies and learning dispositions as well as developing key knowledge and skills in the five learning areas:

- Aesthetics and Creative Expression
- Discovery of the World
- Health, Safety and Motor Skills Development
- Language and Literacy (English Language and Mother Tongue Language)
- Numeracy.

MOE Kindergartens' Holistic Curriculum

Since 2014, we have also set up MOE Kindergartens (MKs) to provide quality and affordable preschool education, and to establish and share good practices with the wider preschool sector. Catering to children aged five to six (i.e. Kindergarten 1 and Kindergarten 2), MKs nurture children holistically, so that they are confident, demonstrate strong social skills, and have a good foundation in literacy and numeracy. These help to lay a strong foundation for children to confidently move on to formal learning in Primary 1.

Key features of the MK curriculum include having a distinctive Singapore flavour, which allows children to learn in a familiar and authentic context, as well as its two flagship programmes which support children's holistic development and nurture early bilingualism. MOE will operate 60 MKs by 2027.

Growing up with Kyden

Meet Kyden Lee Zhen Hong, our energetic and bubbly K2 student who attends an MOE Kindergarten near home. He loves art and pretend play, sometimes staging apocalyptic fights with his dinosaur toys.



"I get to dress up as characters, like passengers or flight attendants on an airplane."

MY EXPERIENCES

In class, we drew patterns from costumes of Singapore's different races. I like the mango pattern from the Indian sari!

MY INTERESTS

We play outdoors every day! I enjoy sand and water play with my friends.

MY STRENGTHS

At school, we learn two languages – English and Mandarin. I also use these languages at home. Mummy says I'm good at them.

MY ASPIRATIONS

My teacher reads my favourite book *The Bear Who Would Not Share* to us in class. It tells me that it is important to share with my friends!

Primary school education

- ♦ Six years of compulsory education (Primary 1 to Primary 6)
- ♦ Students typically enrol in Primary 1 in the year they turn 7 years old
- ♦ Differentiated learning at all levels

At the primary school level, students enter formal schooling, going through a compulsory six-year course designed to build strong foundations. Over time, they develop literacy, numeracy, problem-solving skills, build character and citizenship dispositions, and acquire sound values and social-emotional competencies.

English Language, Mother Tongue Language, and Mathematics make up a significant part of the primary school curriculum with Science being introduced as a subject from Primary 3.

Students also take up subjects such as Art, Music, Social Studies, and Physical Education. These subjects expose our students to different areas of study at an early stage to allow them to discover their interests and talents, equip them with a range of knowledge and skills, and provide teachable moments to develop the core values that define a person's character and their sense of responsibility to society.

Character and Citizenship Education (CCE) is an important part of the curriculum as well. In CCE lessons, our students learn to understand the physical, social and emotional changes that they experience as they grow up, cope with life's stresses, and develop resilience. They also learn to be responsible to family and the community, and understand their roles in shaping the future of our nation.

Primary school students also participate in CCE lessons which include Programme for Active Learning, in which Primary 1 and 2 students learn through activities that leverage the arts, outdoor education and sports to better engage them and help them discover their interests.

Under Subject-Based Banding (Primary), students in Primary 5 and 6 offer English Language, Mother Tongue Language, Mathematics and Science at either the Foundation or Standard level.

Students who do well in their Mother Tongue Language may also take up a Higher Mother Tongue Language. Offering students the option of Standard and/or Foundation subjects helps them to focus on and stretch their potential in the subjects that they are strong in, while strengthening the fundamentals in the subjects in which they need more support.



At the end of Primary 6, students sit for the Primary School Leaving Examination (PSLE), which serves as a useful checkpoint to gauge their understanding of key concepts and academic strengths.

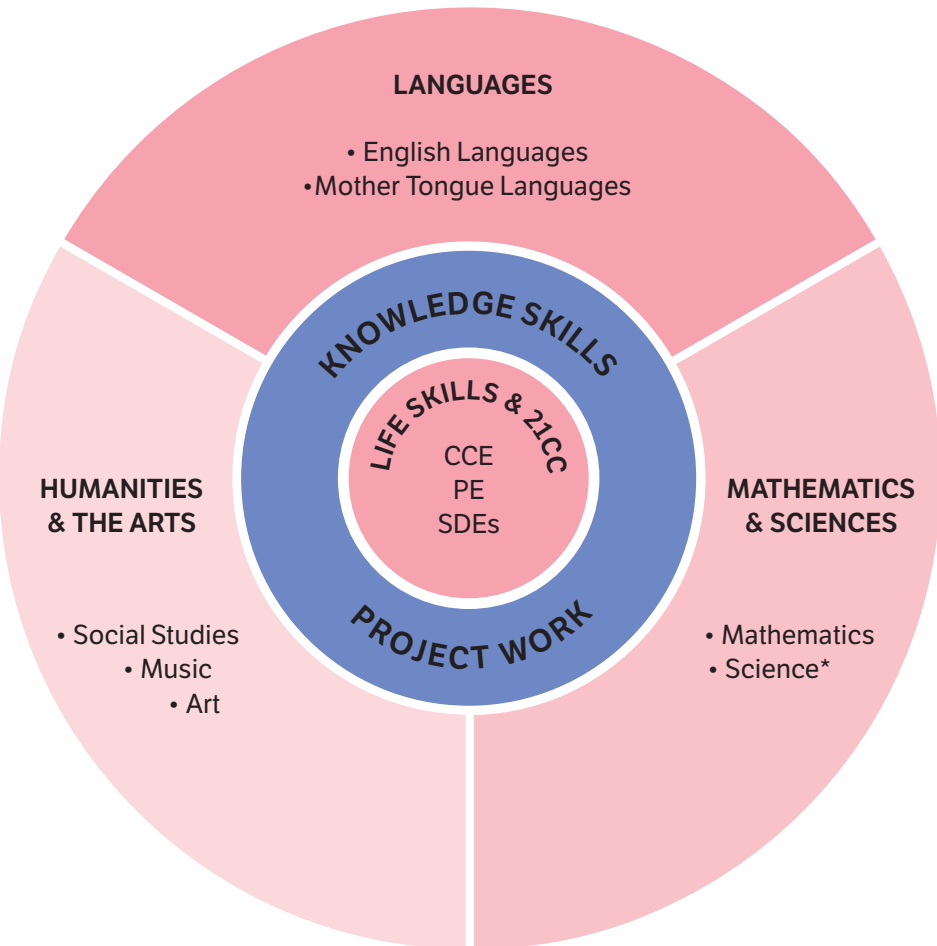
Students can then choose secondary schools that match well with their strengths and interests, and offer subjects at levels that suit their learning pace.

The Direct School Admission exercise also provides students with opportunities to seek admission to secondary schools based on their

demonstrated and potential talents across a diverse range of areas, such as arts and sports.

A range of enhancements implemented in our primary school education aims to give students more time and space to cultivate greater curiosity and competencies required for the future. These enhancements include the PSLE scoring changes from 2021 and the reduction of school-based assessment load. Together, these enhancements reduce the over-emphasis on academic results and nurture the students' intrinsic motivation to learn.

Primary school curriculum



Legend

- 21CC:** 21st Century Competencies
CCE: Character & Citizenship Education
PE: Physical Education
SDEs: Student Development Experiences

* Science is taught from Primary 3 onwards

Hanging out with Farrah

Farrah Le-Xuan Marican is our confident and spirited P4 student. She attends a primary school, which indulges her varied interests ranging from music to sports, learning about the human system in Science, and reading.



This year, I am reading The Iron Man by Ted Hughes with my class as part of my school's Literature programme. The characters really intrigue me.

MY EXPERIENCES

I study at Temasek Primary School. My school's Eco-Garden is my favourite place. It is a nice, quiet spot where I can draw, chat with my friends and read my books.

MY INTERESTS


My father inspired me to join the Track and Field CCA. I was one of the slowest runners but with perseverance and hard work, I've caught up with my teammates.

MY STRENGTHS

I enjoy public-speaking. I love sharing my ideas with my friends. I have been working on my voice projection so that I sound confident and can be heard clearly.

MY ASPIRATIONS

I hope to be a fashion designer when I grow up. I like to illustrate the many ideas I have.



Secondary school education

- ♦ Four to five years of education
- ♦ Students typically enrol in Secondary 1 in the year they turn 13 years old
- ♦ Differentiated learning at all levels
- ♦ Types of schools:
 - Secondary Schools
 - Specialised Independent Schools
 - Specialised Schools



The secondary school years are an exciting new phase of our students’ journey. As their strengths and interests grow, so do their options when it comes to their education pathways.

They start secondary school taking either the Express, Normal (Academic), or Normal (Technical) course as recommended based on their PSLE results. Throughout their secondary education, students have opportunities to transfer across courses based on their readiness.

Students in the Express course typically sit for the Singapore-Cambridge General Certificate of Education (Ordinary Level) examination or GCE O-Level examination at the end of Secondary 4.

Students in the Normal courses typically sit for the Singapore-Cambridge General

Certificate of Education (Normal Level) examination or GCE N-Level examination at the end of Secondary 4.

Students in the Normal (Academic) course may go on to take the GCE O-Level examination in Secondary 5.

All secondary school students in their fourth or fifth year have multiple options for their progression to post-secondary courses at various educational institutions (see Chapter 5 Post-secondary education).

Regardless of the course they are in, students with a passion for the visual and performing arts, music and languages can select from a range of elective programmes at secondary schools that focus on their specific areas of interests. They can also choose to take applied learning modules in different areas such as Information Technology, Business, and Engineering. These modules are offered in partnership with polytechnics or the Institute of Technical Education, and offer students insights into possible post-secondary courses.

Customised learning experience

In 2019, MOE announced changes to our secondary education system under a programme titled Full Subject-Based Banding (Full SBB). These changes will provide students more flexibility to customise their secondary school education experience. With the full implementation of Full SBB in 2024, the Express, N(A) and N(T) courses will be phased out.

Under Full SBB, students may offer different subjects at more demanding or less demanding levels, based on their strengths

and interest. The subject levels G1, G2 and G3 (‘G’ stands for General) will be mapped to today’s N(T), N(A) and Express standards respectively.

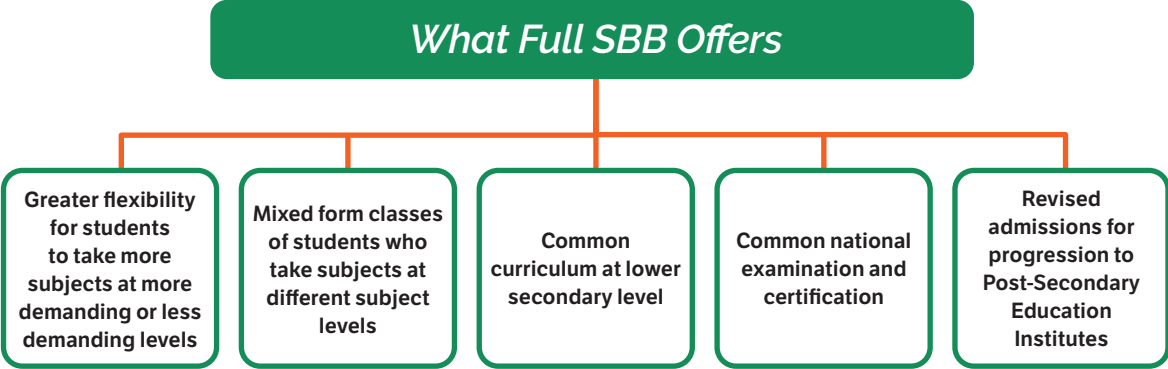
Students will be grouped into mixed form classes, with each form class comprising different learner profiles. They will also take a set of six subjects at the common level, amounting to one-third of curriculum time at the lower secondary levels. These subjects are Art, Character and Citizenship Education, Design and Technology, Food and Consumer Education and Physical Education. This provides more opportunities for students to interact with other students taking different subject combinations, and with different strengths and interests.

Instead of the existing GCE N- and O-Level examinations, students will sit for a new common national examination, the Singapore-Cambridge Secondary Education Certificate (SEC), from 2027. The SEC will reflect the subjects and subject levels that students offer.

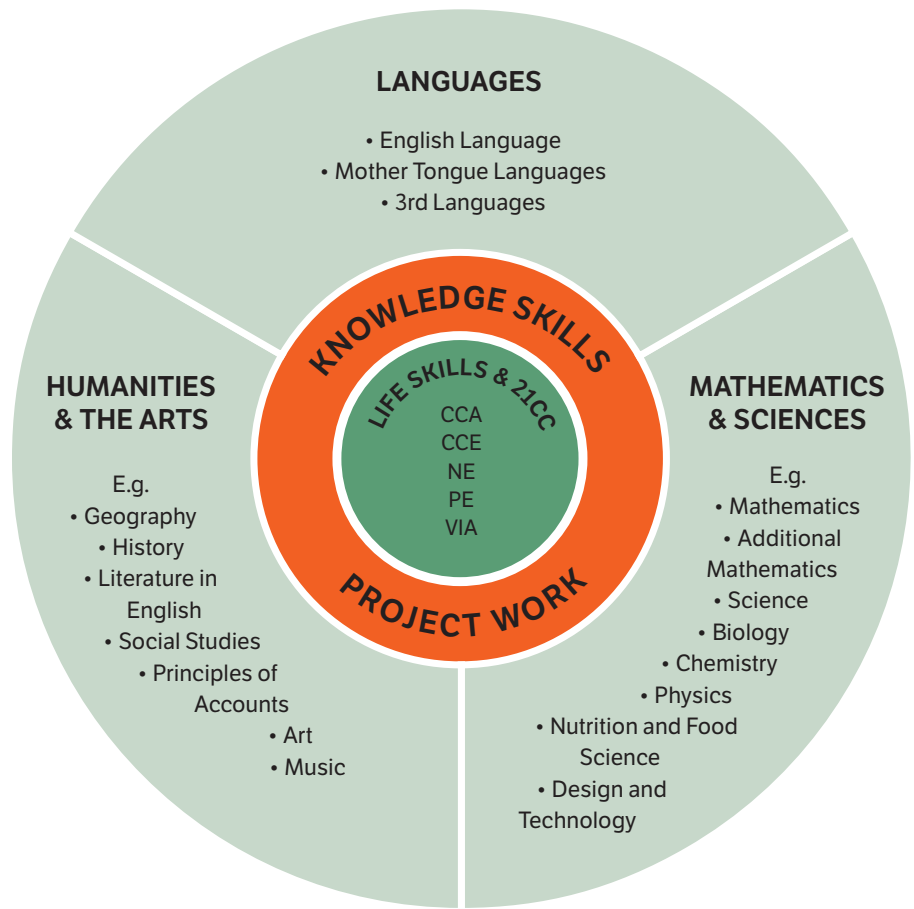
Changes to post-secondary admissions will be progressively introduced and fully implemented by the 2028 Academic Year admissions. The revised progression pathways to post-secondary education institutions can better recognise our students’ different combinations of subject and subject levels.

Integrated Programme (IP)

Some schools also offer the Integrated Programme (IP) – a six-year programme that caters to academically-strong students who prefer a more independent and less-structured learning style. Students who enter the IP bypass the GCE O-Level examinations and, depending on the school, graduate at the end of the IP with either the Singapore-Cambridge GCE A-Level qualification, International Baccalaureate (IB) Diploma, or the NUS High School Diploma. Given the strong academic aptitude of its students, the IP aims to stretch their potential in non-academic aspects by engaging them in broader learning experiences beyond the academic curriculum.



Secondary school curriculum



Legend

21CC: 21st Century Competencies
CCA: Co-curricular Activities

CCE: Character & Citizenship Education
NE: National Education
PE: Physical Education
VIA: Values in Action

List of subjects is not exhaustive.

Exploring with Hazim

Say hi to Muhd Abdul Hazim, our secondary school student who likes the great outdoors and checking out Singapore's nature spots. He takes his stronger subjects — English and Geography — at a higher level and relishes the challenge.

The hands-on experiences in Geography have made me interested to explore and study more of nature.



MY EXPERIENCES
As part of my Geography inquiry project, I studied the wind patterns in different parts of the school using an anemometer. I learned how to interpret the data and presented it to my classmates.

MY INTERESTS
I sing bass in my school's choir. I love it when all the sections come together to perform a song. It really takes teamwork!

MY STRENGTHS
I used to be really shy, but I've become more confident because of the leadership opportunities I have received in school as a student councillor.

MY ASPIRATIONS
My school, Deyi Secondary, introduced us to broadcast journalism as a career. I am inspired to explore mass communications as a post-secondary option.

More specialised pathways

As part of our variegated school landscape, we also have a number of Specialised Independent Schools and Specialised Schools that cater to the unique learning needs and diverse interests of our students.

Specialised Independent Schools
Specialised Independent Schools offer

programmes to develop our students with talents and strengths in specific fields, namely the arts, sports, mathematics and science, and applied learning.

Specialised Independent Schools such as the NUS High School of Mathematics and Science, Singapore Sports School, School of the Arts, and School of Science and Technology focus on developing students' specific talents and abilities to a higher level.

Sparring with Roxane

Moulin Roxane Nicole Maya discovered her love for fencing at the age of 11. After primary school, it was a natural move for her to join the Singapore Sports School, one of several specialised independent schools in Singapore. Now, she can pursue fencing and a rigorous academic curriculum at the same time.

I enjoy how fencing is about pitting your wits against your opponent. You are constantly on your toes to size them up and read their moves.

MY EXPERIENCES

I start the day with academic lessons in the morning followed by training in the afternoons. The school provides experienced coaches and state-of-the-art facilities to ensure I receive the best support possible to excel.

MY INTERESTS

I also enjoy Physics, particularly in the field of Aerospace Electronics. I find it really cool to see what heavy and complicated machinery can do in the air. And I love watching the flypast on Singapore's National Day!

MY STRENGTHS

Since young, I've always enjoyed sports. From swimming to bouldering and even rugby, what started out as hobbies with my family made me realise that I had the potential to excel in sports.

MY ASPIRATIONS

I dream of representing my nation internationally, but now, my more immediate goal is to improve on my personal best at the next training session and competition.

Keeping it real with Ronald

Armed with an entrepreneurial spirit, Ronald Choy Jing Kai thrives at school, one of several specialised schools in Singapore that offer more hands-on learning. The practice-oriented curriculum enables him to pick up real-world skills and deepen his interest in hospitality, retail and e-commerce.

MY EXPERIENCES

Spectra Secondary School has industry-grade facilities that have allowed me to learn in an environment like what it is in the real world. I have learned to cook and serve in a training kitchen and dining area too!

MY INTERESTS

I like e-commerce – I've been selling my pre-loved items online. In school, I learned how to design and take the right pictures so that I can reach my target audience in a clear and honest way.

MY STRENGTHS

As a student councillor, I learned to have initiative in helping others and to value their concerns. This was useful during my work attachment at a hotel, where I made guests feel welcome, helping them with their queries.

MY ASPIRATIONS

I hope to pursue a Business Services course in ITE. I want to explore more on how technology can be used for businesses in the future.

I enjoy the hands-on approach to learning in my school. I find what I learn very meaningful as I am able to relate it to my real-life experiences.



Specialised Schools

Specialised Schools adopt a whole-school approach in creating a nurturing environment that helps students discover their strengths and interests and build strong foundations for meaningful work and life. This is achieved through a strong emphasis on social-emotional development and character education, and a customised hands-on curriculum that integrates both vocational and academic learning.

Specialised Schools such as NorthLight School and Assumption Pathway School offer an experiential approach for students who are inclined towards hands-on and practical learning, leading to vocational qualifications. Specialised Schools for Normal (Technical) students such as Crest

Secondary School and Spectra Secondary School provide an alternative educational pathway for students who prefer a customised, hands-on and practice-oriented curriculum, leading to a combination of academic and vocational qualifications.

Direct admission exercises

We recognise that there are students whose talents cannot be measured purely by standardised examinations. Through direct admission exercises, secondary schools, junior colleges, polytechnics and the Institute of Technical Education have the flexibility to admit students based on their diverse talents, potential and achievements (e.g. in sports and the performing arts), to better cultivate their talents and skills.



Post-secondary education

- ♦ Post-secondary students typically enrol in the year they turn 17 years old or later
- ♦ Types of institutions:
 - Junior colleges
 - Centralised institute
 - Institute of Technical Education
 - Polytechnics
 - Universities
 - Arts institutions

Following secondary school education, most of our students graduate and enrol in one of the following:

- Junior college or centralised institute
- Institute of Technical Education
- Polytechnic

They may then further their studies at one of Singapore’s autonomous universities.

Some students may continue with higher learning at their secondary school where applicable (such as in IP schools and Specialised Independent Schools; see previous chapter).

Junior Colleges

A pre-university course at a junior college or centralised institute prepares our students for further education by equipping them with the essential skills and knowledge required for tertiary education. Students typically sit for the Singapore-Cambridge General Certificate of Education (Advanced Level) Examination, or GCE A-Level examination, at the end of their two- or three-year course.

Students may choose from a wide range of subjects from different academic areas such as Languages, Humanities and the Arts, Mathematics and the Sciences. To ensure a breadth of skills and knowledge, students are required to offer at least one contrasting subject, i.e., every student should take at least one subject from Mathematics and the Sciences, and at least one subject from the Humanities and the Arts.

Students may offer subjects at three levels of study – Higher 1 (H1), Higher 2 (H2) and Higher 3 (H3). H1 subjects offer students breadth and sufficient depth for them to acquire foundational knowledge and skills in a subject area. H3 subjects

offer diverse learning opportunities for in-depth study (e.g. advanced content, research projects and papers, and university-conducted programmes).

Subject combinations and special electives

Most students will offer a combination of three H2 subjects, one H1 subject, and compulsory H1 subjects of General Paper, Mother Tongue Language, and Project Work.

Students with the ability and passion for a particular subject or subject areas can offer an expanded curriculum by taking an additional H1 or H2 subject to broaden their intellectual horizons, or by taking up to two H3 subjects for deeper specialisation.

Special elective programmes are also available to cater to students with talents in specific areas, such as the art, music, drama, languages and the humanities. These elective programmes are offered as supplementary courses on top of the students’ core specialisation.



Key Features

18 junior colleges and 1 centralised institute

Two to three years of education leading up to the GCE A-Level examination

Over 100 subjects, electives and co-curricular activities to choose from

Drawing strength with Zhi Ning

An intrepid learner, junior college student Wong Zhi Ning takes subjects from across disciplines, including Science and Art. Applying her stylus to everything from film to animation, she especially enjoys depicting the human condition.

I enjoy making art that is linked to Singapore. I have explored themes like family and identity, which convey feelings of nostalgia.

MY EXPERIENCES

I get to learn independently as part of the Art Elective programme at Hwa Chong Institution. I have free reign to explore the themes and media I am interested in. My teachers support my learning by asking questions to deepen my thought processes.

MY INTERESTS

I share my love for art when volunteering with patients at Ng Teng Fong General Hospital. It is very fulfilling to listen to their stories as we do simple handicraft together.

MY STRENGTHS

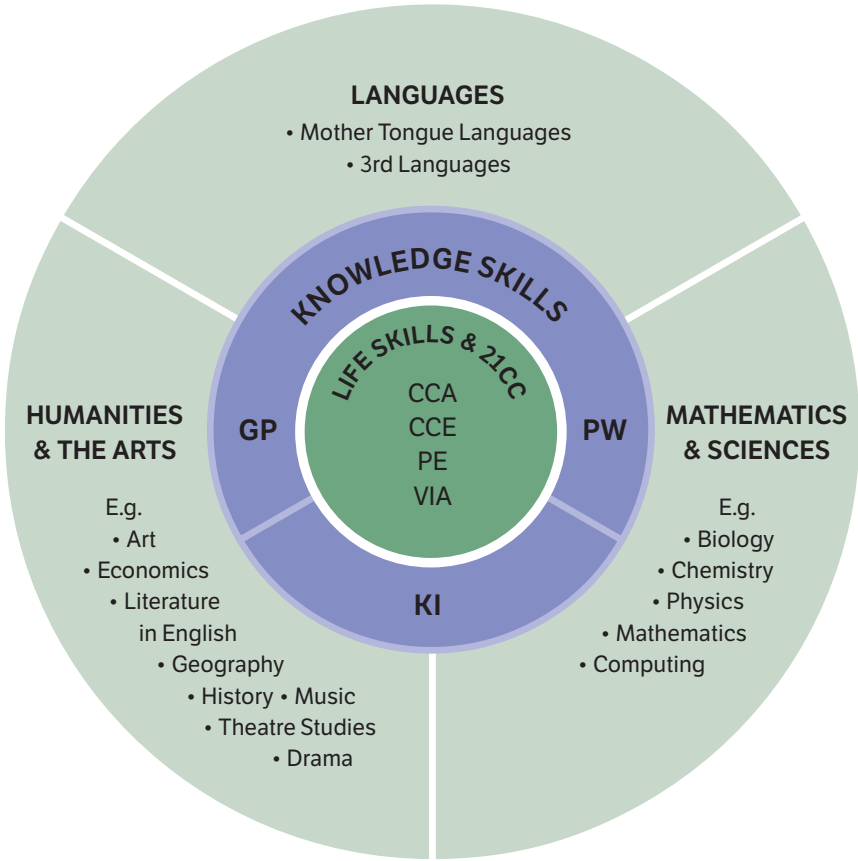
While I enjoy Art, my studies in Chemistry and Mathematics deeply interest me too. I get to engage both the left and right sides of my brain in school!

MY ASPIRATIONS

My dream is to work in the media industry, where I can create fresh and exciting content for the enjoyment of others.

Junior college curriculum

Singapore-Cambridge General Certificate of Education Advanced level (GCE A-Levels)



Legend

21CC: 21st Century Competencies
CCA: Co-curricular Activities
CCE: Character & Citizenship Education

GP: General Paper
KI: Knowledge & Inquiry
PE: Physical Education
PW: Project Work
VIA: Values in Action

Institute of Technical Education

The Institute of Technical Education (ITE) aims to provide students with technical skills and knowledge to meet the workforce needs of various industry sectors, and to build a strong foundation for further education and skills upgrading over the course of the ITE graduates' careers.

Multi-disciplinary curriculum

ITE provides full-time institutional training, traineeship and work-learn programmes for school leavers as well as continuing education and training programmes for working adults, including Work-Study Diplomas.

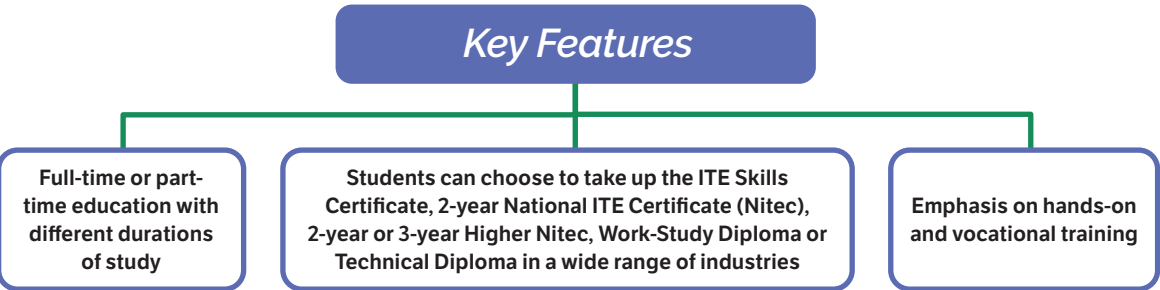
It offers a broad-based, multi-disciplinary curriculum with courses from Applied & Health Science, Business & Services, Design & Media, Electronics & Info-Comm Technology, Engineering and Hospitality. Through its collaborations with industry partners, ITE can enrich our students' learning experiences and enhance their technical and professional knowledge.

ITE Campuses

There are three ITE campuses in Singapore: ITE College East (located in Simei), ITE College West (located in Choa Chu Kang) and ITE College Central (located in Ang Mo Kio). Modern amenities and advanced facilities available on the ITE campuses allow students to be immersed in vibrant learning environments, and engage in hands-on learning.

Work-Study Diploma programme

ITE also offers the Work-Study Diploma Programme (WSDip), a 2.5-year apprenticeship-based programme open to fresh and in-employment ITE graduates. The programme provides trainees with a hands-on, skills-based training pathway culminating in a Work-Study Diploma issued by ITE. The WSDip curricula comprise significant structured on-the-job training at the workplaces of partner companies.



Showing care with Daykesh

ITE student Daykesh S/O Subramaniam is big on compassion. He is pursuing a National ITE Certificate in Nursing at one of the three ITE campuses in Singapore. His favourite subject is Science and he is keen to learn how the human body works; nursing supports these interests as well as his passion to care for others.



My internships have been meaningful experiences for me to interact with real patients and understand their needs.

MY EXPERIENCES

When I was young, my grandparents were diagnosed with cancer. I saw how the nurses cared for them as if they were their own grandparents. This inspired me to join the nursing profession.

MY INTERESTS

I enjoy volunteering in community projects. From health screenings to cleaning homes, I find it rewarding to share my healthcare knowledge with others and see how it benefits them.

MY STRENGTHS

I've been on yearly internships at hospitals where I learned to tap on my knowledge of illnesses and human behaviour to provide holistic care for my patients in real-life clinical situations.

MY ASPIRATIONS

I have my sights set on becoming a nurse practitioner. I know that the journey will be long but I have the passion for it and will keep working towards my goal.

Polytechnics

Polytechnics provide quality training to equip students with the skills to contribute to the development of Singapore. Our polytechnic graduates are knowledgeable, practice-oriented and problem-solving professionals in their fields, and are much sought-after by employers.

Wide range of courses

There are five polytechnics in Singapore: Nanyang Polytechnic, Ngee Ann Polytechnic, Republic Polytechnic, Singapore Polytechnic and Temasek Polytechnic.

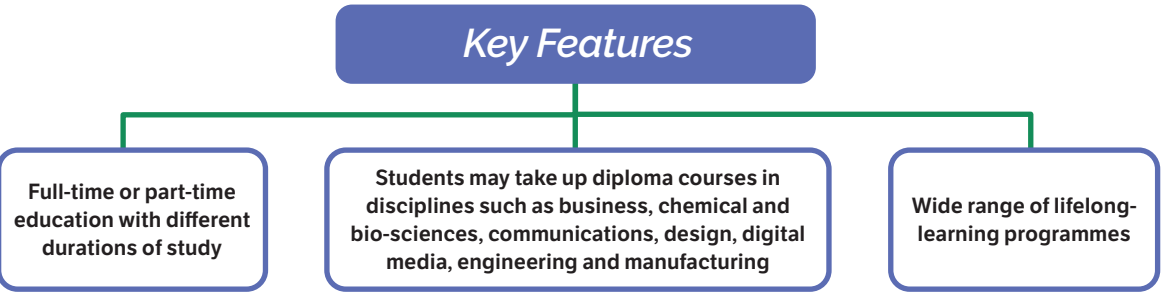
The five polytechnics offer a wide range of courses that provides broad-based exposure for students to pursue and discover their interests, and develop their expertise in various fields of study. The curricular emphases are designed in close consultation with industry to meet its demands and requirements. This ensures that our students keep abreast of changing technologies and developments in their chosen industry and enter the

workforce with relevant and high levels of technical and professional knowledge.

The polytechnics also offer a wide range of part-time full-qualification programmes (such as Part-time Diploma and Post-Diploma programmes) and modular courses to support adult learners in upskilling and reskilling. The latter includes the SkillsFuture Series, which are a curated set of short industry-relevant courses focused on emerging skills areas.

Work-Study Post-Diploma programmes

To give polytechnic graduates a head-start in careers related to their discipline of study, polytechnics offer a range of Work-Study Post-Diploma (WSPostDip) programmes across various sectors. WSPostDip is a 12- to 18-month work-learn programme that allows polytechnic graduates to build on the skills and knowledge they acquired in school, and support their transition into the workplace as they undergo structured workplace learning, mentorship and facilitated learning.



Collaborating with Siu Loong

Polytechnic student Chow Siu Loong is intrigued by the intricacies of the financial world. He is pursuing a diploma in Business Studies, following the exposure to accounting that his secondary school gave him. He finds the process of balancing numbers appealing, and digs deep into what makes the fintech industry tick.



Collaborating with companies for my school projects helped me to appreciate how industry leaders think and to develop a business to consumer mindset.

MY EXPERIENCES

At Ngee Ann Polytechnic, my school projects involve collaborations with industry partners. For a marketing module, I worked with a company to create a marketing campaign for the launch of a new product.

MY INTERESTS

I love working with others on projects and competitions. Ideating with like-minded individuals really fascinates me. I get to bounce ideas and explore possibilities with them.

MY STRENGTHS

Adaptability and drive are the attributes that have helped me during my work internships. They were in fast-paced industries, which meant that I had to be pro-active in learning and developing myself to contribute to the company.

MY ASPIRATIONS

I aspire to be a business developer in the future. I want to help companies in the finance sector expand their capabilities in technology and innovation.



Autonomous Universities

Singapore's Autonomous Universities (AUs) prepare students not only to enter today's workforce but also to thrive in the future economy with new jobs and opportunities.

AUs provide undergraduate education for fresh school leavers, post-graduate programmes, and Continuing Education & Training (CET) programmes to support graduates throughout their journey of lifelong learning. Programmes are available in full-time and part-time study modes to cater to fresh school leavers and working adults.

Each AU has its own niche areas and strengths.

National University of Singapore (NUS)

Is a comprehensive university that adopts a global-oriented approach towards education, research and entrepreneurship, with a focus on Asian perspectives. It offers a diverse spectrum of courses, including multidisciplinary and cross-faculty academic programmes within the College of Humanities and Sciences, the College of Design and Engineering, and NUS College.

Key Features

Six publicly funded Autonomous Universities (AUs)

Partnerships with leading educational institutions and companies in Singapore and overseas

Besides full-time undergraduate and postgraduate programmes, AUs also offer work-study degrees, part-time degrees, modular courses and lifelong-learning programmes

Designing the future with Thohirah

Nur Thohirah Bte Sani is pursuing a Bachelor of Engineering (Computer Science and Design) degree at one of Singapore's six universities. Thanks to a curious mind, she has had an enduring interest in software design, often wondering what goes on behind the screens of her electronic devices.

My final-year project had a mix of students from different majors. It was a rewarding experience working with my friends building on the best of our ideas and capitalising on our individual strengths.

MY EXPERIENCES

I'm enrolled at the Singapore University of Technology and Design. In Year 1, we go through fabrication laboratory training. We learn to work with tools like graphic illustrators, laser cutters and 3D printers. This was handy when we built our prototypes.

MY INTERESTS

Software programming and game design is something I am passionate about. I enjoy making things. It is really rewarding when what I programme works and people benefit from it.

MY STRENGTHS

I've learned how to design applications and websites, working on back-end server design to the clickable buttons on a website. I've also collaborated with industry partners to apply these skills to create tangible products for them.

MY ASPIRATIONS

I'm aiming to be a robotics software engineer. My dream is to create a robot that sticks that sticks on surfaces and can clean windows by itself.

Nanyang Technological University (NTU)

Is a comprehensive university that offers programmes in engineering, business, science, humanities, arts, social sciences, education and medicine. NTU hosts several education and research institutes, including the National Institute of Education, S Rajaratnam School of International Studies, Earth Observatory of Singapore, and Singapore Centre for Environmental Life Sciences Engineering.

Singapore Management University (SMU)

Is a specialised university with seven schools offering 10 undergraduate degree programmes – law, accountancy, business management, economics, information systems, computer science, computing & law, software engineering, social sciences and integrative studies. SMU’s College of Integrative Studies will offer an Individualised Major that allows students to design their own interdisciplinary undergraduate studies. SMU’s pedagogy features an interactive and collaborative approach to learning, including the SMU-X curriculum, where students work on real-world industry issues.

Singapore University of Technology and Design (SUTD)

Is a specialised university, with an interdisciplinary design-focused curriculum. It offers architecture, engineering, and the world’s first design and artificial intelligence degree programme. Grounded in Science, Technology, Engineering and Mathematics

(STEM), SUTD’s hands-on curriculum broadens its students’ exposure to the liberal arts, humanities and social sciences with the purpose of training critical thinkers, and incorporates elements of entrepreneurship, management, and design thinking.

Singapore Institute of Technology (SIT)

Is Singapore’s first university of applied learning, offering specialised degree programmes that prepare its graduates to be work-ready professionals. SIT’s unique pedagogy integrates work and study, embracing learning in a real-world environment through collaborations with key strategic partners.

Singapore University of Social Sciences (SUSS)

Provides an applied education for school leavers and adult learners in the domain of the social sciences as well as disciplines that have a strong impact on human and community development. It offers a diverse range of undergraduate and graduate programmes across five schools.

SkillsFuture Work-Study Degrees

Most of the AUs offer SkillsFuture Work-Study Degrees (WSDegs) that closely interconnect theory and practice through a combination of institution-based learning and workplace learning. WSDegs are co-designed and co-delivered by the universities and employers, with at least 30% of the programme duration set aside for structured on-the-job training at the workplace.

University of the Arts Singapore and Arts Institutions



Students with an aptitude and interest in the creative arts may choose to pursue their post-secondary education at the two arts institutions in Singapore, or at the University of the Arts Singapore (UAS) when it commences its first degree intake in August 2024.

University of the Arts Singapore

Singapore’s first private university, UAS comprises an alliance between LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA), and a central entity, UAS Ltd.

The university builds on LASALLE and NAFA’s unique strengths and decades of experience in arts education and contributes towards the arts and culture ecosystem in Singapore.

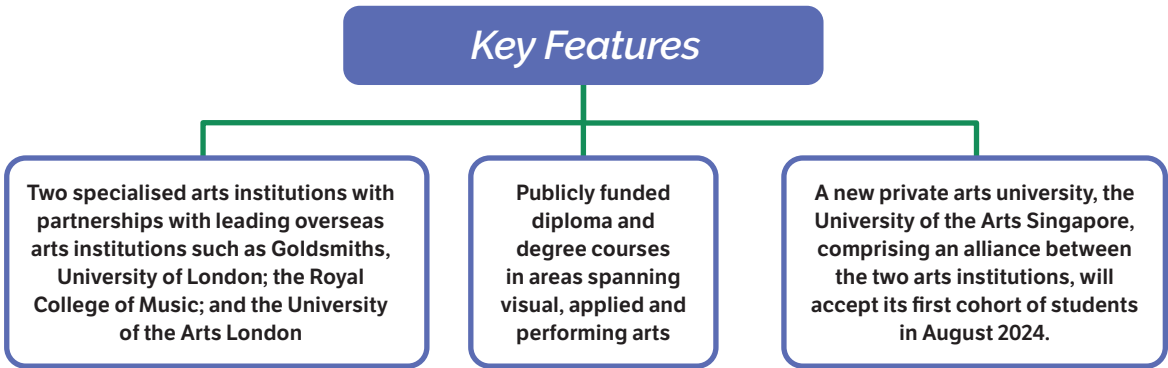
LASALLE and NAFA: Practice-oriented approach

LASALLE and NAFA are constituent members of UAS and offer publicly funded

diploma and degree programmes with a practice-oriented approach in the visual, applied and performing arts. These include programmes in music, theatre, fashion design, arts management, animation and interior design.

These programmes aim to develop our students’ artistic potential and prepare them for careers in the creative industries and beyond.

The arts institutions have close links with the creative arts industry and count many creative arts professionals among its alumni, including Cultural Medallion recipients and international and local artists and designers. They are recognised as institutions with distinct identities, heritage and culture.



Special education schools

- ♦ For children with moderate-to-severe special education needs
- ♦ Schools are government-funded and have customised facilities, curriculum and pedagogy, and support from allied professionals to cater to the children's specific needs



Special Education refers to the customisation of curriculum provided for in specialised settings.

In the context of Singapore, these settings are our government-funded Special Education (SPED) schools, which support 1.5% of the schooling population with support needs that cannot be met in mainstream schools.

Students in SPED schools require more intensive and specialised assistance. These schools are run by social service agencies and are fully funded by the government and community.

Most SPED schools offer a customised curriculum, with a few of the schools offering the national curriculum. SPED schools are guided by the Ministry of Education's SPED Curriculum Framework and aspire for students to be active in the community and valued

in society; achieving outcomes in the key areas of living, learning and working.

Schools develop quality teaching and learning curriculum materials in alignment with the MOE SPED Teaching and Learning Syllabuses for seven Learning Domains:

- Communication and Language
- Numeracy
- Daily Living Skills
- Social-Emotional Learning
- Physical Education
- Arts
- Vocational Education

SPED schools are also supported with customised facilities, specially trained teachers and allied professionals (e.g. therapists, psychologists and social workers) to provide strengthened support for students.

Individual education and transition planning

In SPED schools, teaching and learning is also guided through each student's Individual Education Plan in the primary and lower secondary years, and an Individual Transition Plan in the upper secondary years. These plans contain each student's personalised goals to facilitate their access to the curriculum and success in the home and community.

SPED schools also implement a process of Transition Planning for all their students, to support them and their families in their transition to post-school living, learning and working. Each student's Individual Transition Plan takes into consideration their interests, preferences, strengths and aspirations.

Purposeful and meaningful interactions

Students in the SPED schools continue to have opportunities for regular and meaningful interactions with peers in mainstream schools.

Our mainstream and SPED schools have established partnerships: teachers in SPED schools work closely with teachers in mainstream schools to plan and implement purposeful and sustained interactions

between students across the schools. These include joint extra-curricular or co-curricular activities, recess, workshops and camps.

Over the years, the Ministry has worked with the SPED schools to uplift the quality, accessibility, and affordability of SPED, and has also put in place more pathways for students in SPED schools. We believe that every SPED graduate can contribute, and their schooling years prepare them to lead an independent life to the best of their ability.

Soaring with Jim

Ever ready to chat about the latest plane models, Jim Chan Yi Jie is a student at an autism-focused Special Education school which offers the national curriculum. Jim also enjoys his co-curricular activity as a Scout, especially its outdoor survival skills.

I hope to study travel and tourism in the future. There is so much to learn about the world out there.

MY EXPERIENCES

I love playing computer games, so I really enjoyed learning how to design and code my own game in school.

MY INTERESTS

In my free time, I enjoy taking pictures of buses and planes. I can tell a bus model by the sound of its engine!


MY STRENGTHS

Through my experiences in Pathlight School, I have learned to be more confident and comfortable in social settings. In fact, my mother trusts me so much that I can now go out alone.

MY ASPIRATIONS

One day, I hope to be able to work overseas. It will be exciting to live in another country and learn from the local people.





Educating the Educator

- ♦ Educators in Singapore receive comprehensive professional learning and development opportunities all through their career
- ♦ They take ownership of their professional growth and are plugged in to real-world developments

Teachers, allied educators, and school leaders form the core of Singapore's education system.

Together, they play a key role in leading, caring for and inspiring future generations of Singapore. We recognise their immense efforts in moulding the future of our nation and we are committed to nurturing and motivating them to grow and reach their personal and professional best.

Our teachers received comprehensive pre-service training at the National Institute of Education. They also have many opportunities for in-service learning to develop and deepen their competencies to be future-ready educators.

They are guided by the Teacher Growth Model (TGM), which articulates the five desired teacher outcomes of the 21st-century Singapore educator:

- ethical educator
- competent professional
- collaborative learner
- community builder and
- transformational leader.

In honing their craft, they refer to the Singapore Teaching Practice, which includes the curriculum philosophy and knowledge bases related to teaching and learning in the local context. They are also supported by OPAL2.0, a learning management system for all teachers to plan and carry out their learning. Additionally, our teachers come together as Networked Learning Communities to learn from one another.

Our teaching community is a warm and tightly knit one, exemplifying a culture of innovation and mutual learning, and role-model the spirit of lifelong learning for our students.

Competencies and Lifelong Learning

We further deepen teacher competencies and encourage lifelong learning through SkillsFuture for Educators, a professional development roadmap for pre-service to in-service teachers.

Teachers focus on enhancing their practice in the six prioritised Areas of Practice:

- Assessment literacy
- Inquiry-based learning
- Differentiated instruction
- Support for students with special educational needs
- E-pedagogy
- Character and citizenship education.

Teacher academies, language institutes, and HQ divisions also work collaboratively to foster a strong culture of teacher-led professional excellence centred on the holistic development of the child, guided by the philosophy of teacher ownership and teacher leadership of professional learning, where teachers not only take ownership of their learning but also lead in the learning of their peers to foster a strong professional identity.

Teachers have access to different professional learning opportunities, ranging from taking on varied and challenging work assignments, attending courses, to contributing to professional learning communities to deepen their professional mastery.

They may also engage in dialogues with industry and thought leaders, or participate in short-term teacher work attachments or learning journeys in the private, public and people sectors, to broaden their perspectives about dynamic work environments and diverse pathways to success available to their students.

Bringing the world to the classroom with Dun Lin

Always game for a challenge, junior college teacher Lim Dun Lin has been an educator for more than 15 years. She signs up regularly for workshops and courses to meet her professional needs and interests, and leads cross-discipline exchanges.

MY EXPERIENCES

I participated in a work attachment at the Urban Redevelopment Authority. I gained many insights into Singapore's growth as a city state which have found their way into my lessons in school.

MY INTERESTS

I relished stretching myself when I went from teaching Mathematics and Science at a secondary school to Project Work at a junior college.

MY STRENGTHS

From inquiry-based learning to facilitation skills, I never stop learning. I'm always looking for better ways to support my students in their development.

MY ASPIRATIONS

My hope for my students is that through their time in school, they will develop a deeper understanding of the world and have the critical skills to thrive in it.

My learning experiences help to inform the quality conversations I have with my students. It opens our discussions to multiple perspectives.



Culture of lifelong learning

- ♦ Students are inspired to be curious and effective learners who enjoy learning even after they leave school
- ♦ Adult learners are encouraged to regularly pursue knowledge and training in the workplace, and gain new skills to match their interests and abilities
- ♦ SkillsFuture movement supports skills mastery, reskilling and upskilling for life

At the Ministry of Education (MOE), we celebrate the joy of learning for a lifetime. Learning – and the desire to learn – should not end with our younger years but continue long after we leave school.

Even after our schooling years, we are encouraged to continue to develop our knowledge and skills to remain relevant at the workplace.

Under SkillsFuture, a national movement that supports skills mastery for life, we provide Singaporeans with opportunities to develop to their fullest potential throughout life, regardless of their starting points.

The movement is driven by SkillsFuture Singapore, a statutory board under the MOE.

SkillsFuture's four key thrusts are to:

1. Help individuals make well-informed choices in education, training and careers

2. Develop an integrated high-quality system of education and training that responds to constantly evolving needs
3. Promote employer recognition and career development based on skills and mastery; and
4. Foster a culture that supports and celebrates lifelong learning.

Making well-informed choices in education, training and careers

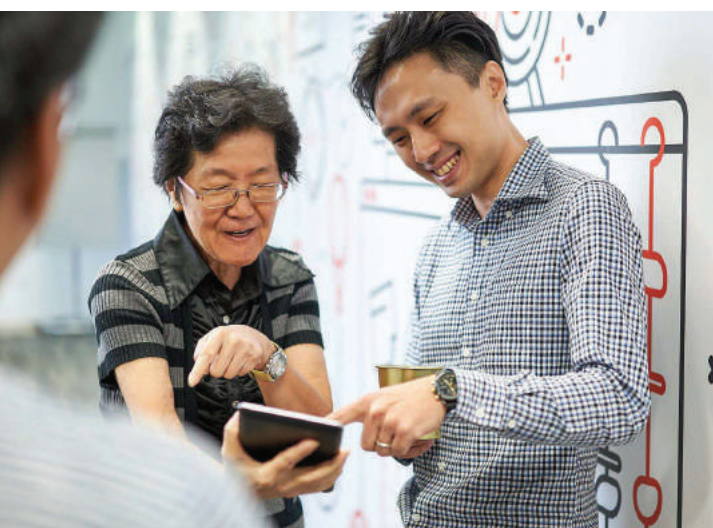
To help Singaporeans chart their own career and lifelong learning pathways, MySkillsFuture is a one-stop online portal with a course directory that allows individuals to search for all SkillsFuture-supported and SkillsFuture Credit-eligible courses.

MOE students from Primary 5 to Pre-University use the students' version of the portal as part of their curriculum to raise their self-awareness and understanding of the world of work, identify their career aspirations and guide them in their education and career decision-making processes.

For more personalised assistance, SkillsFuture's Skills Ambassadors help individuals to identify their skills and training needs, recommend courses and provide follow-up consultations through Skills and Training Advisory sessions.

High-quality system of education and training

Our Institute of Technical Education, polytechnics, autonomous universities and private training providers offer a wide range of Continuing Education and



Training (CET) opportunities for adult learners to upskill and reskill. These include part-time full qualification programmes and industry-relevant modular courses for bite-sized, just-in-time upgrading.

At the same time, we are scaling up SkillsFuture Work-Study programmes at various levels from diploma to post-diploma and degrees at the IHLs. These programmes are delivered through a combination of institutional learning and structured on-the-job training, providing a training modality with a direct nexus with industry.

Greater focus is being placed on supporting mid-career workers in reskilling, especially for career transition. Launched in 2022, the SkillsFuture Career Transition Programme seeks to help mid-career workers to enter sectors with good hiring opportunities, equipping them with industry-relevant skills and facilitating their placement into jobs.

Employer recognition and career development

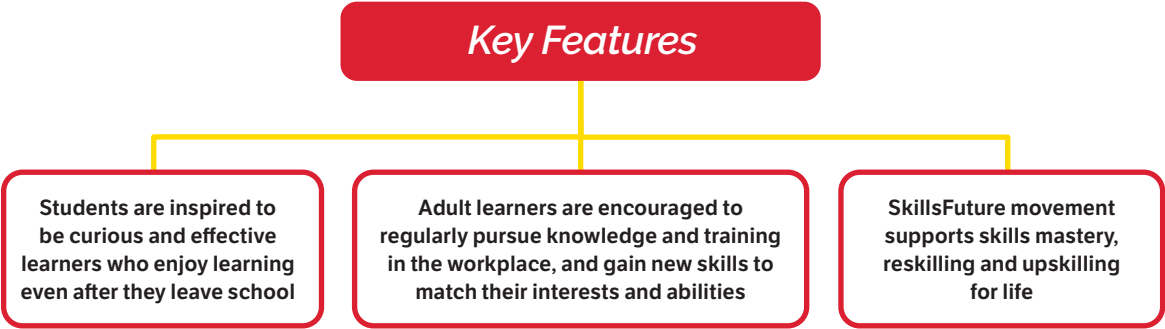
We are partnering employers to better support their employees in picking up new skills for their ever-changing career needs.

Under the SkillsFuture Queen Bee initiative, SkillsFuture Singapore is expanding its partnerships with leading enterprises such as DBS Bank, Sheng Siong and Microsoft, to mobilise companies within their sectors to engage in skills training and scale up training efforts. We are also building up workplace learning capabilities of employers, especially for small and medium-sized enterprises, through the National Centre of Excellence for Workplace Learning.

Reskilling and upskilling opportunities

To encourage individuals to take ownership of their skills development, Singaporeans aged 25 and above are given SkillsFuture Credit that can be used on a wide range of training courses supported by SkillsFuture Singapore. In 2020, a one-off broad-based top up of SkillsFuture Credit was provided to eligible Singaporeans to further nudge individuals to take action and participate in reskilling and upskilling opportunities.

Altogether, these efforts aim to help Singaporeans learn through life, to continually refresh their skills, access good jobs, and progress in their careers.



Learning for life with Sheldon

Business owner Sheldon Gooi provides technical support for live events. He has been immersed in the industry for a while, but there is always something new to pick up. To stay abreast of the latest trends in immersive experiences, Sheldon is pursuing a specialist diploma at a polytechnic.

Lifelong learning is super important. With fresh knowledge, we stay current and relevant in the marketplace.

MY EXPERIENCES
At my Republic Polytechnic course, I explore modules which include gamification and augmented reality. My trainers were very understanding and patient especially as I was a mature student who hadn't sat down for a lecture in a long time.

MY INTERESTS
Since young, I have always been interested in the music and entertainment scene, so I'm quite fortunate that my hobby is now my work.

MY STRENGTHS
With a better understanding of the latest industry trends, I approach events in a more holistic manner when considering the whole audience experience.

MY ASPIRATIONS
Tech is life. The use of immersive audio during a live event is one area that I hope to grow my business in.



For overseas Singaporeans

- ♦ What you need to know for a smooth transition back to school for your child
- ♦ Boarding Award Scheme
- ♦ Leave of Absence Scheme
- ♦ Immersion Programme

Singapore families preparing to return home from abroad will find this chapter useful when making plans for their children's schooling in Singapore.

Back to school for returning Singaporeans

This information is applicable to Singapore Citizen and Permanent Resident children who are:

- Going overseas to live and study
- Currently living and studying overseas
- Returning home having lived and studied overseas.

Returning Singaporeans who are looking for a primary or secondary school place near their residence are encouraged to apply for the Assured School Placement (ASP) service. Your child will be offered a place in a school without the need to sit for any centralised test for school admission. We will guarantee your child a place in a school with vacancies as near to your residential address as possible, providing you with greater certainty and convenience. The school that admits your child may conduct school-based tests or an interview to determine the level and course or class best suited for your child.



Here are the school admission options available for the various school levels:

ADMISSION OPTIONS	ADMISSION LEVEL			
	Primary	Secondary	Post-Secondary	
			Junior college / centralised institute	Other institutions: <ul style="list-style-type: none">• Polytechnics• Institute of Technical Education (ITE)• Privately funded schools (offering secondary and JC-level education)
P1 REGISTRATION	For admission to P1			
ASP SERVICE	For those seeking a primary or secondary school place near their residence			
CENTRALISED SCHOOL PLACEMENT EXERCISES (INCLUDING CENTRALISED TESTS)		Sep/Oct: School Placement Exercise for Returning Singaporeans – Secondary (SPERS-Sec) Dec: Supplementary Placement Exercise (SPE)	Nov: School Placement Exercise for Returning Singaporeans – Junior College or Millennia Institute* (SPERS-JC/MI) *Millennia Institute is currently the only centralised institute	
DIRECT SCHOOL ADMISSION		Direct School Admission for secondary schools (DSA-Sec)	Direct School Admission for Junior Colleges (DSA-JC)	
APPROACH SCHOOLS DIRECTLY	Returning Singaporeans may approach schools directly: <ul style="list-style-type: none">• Before Sep for admission in the same academic year• After mid-Dec for admission in the next academic year		Nov to Jan: Approach your preferred junior college / centralised institute directly.	Visit the respective institutions' websites.

Useful websites and links

- Overview of school admissions for RS:** www.moe.gov.sg/returning-singaporeans
P1 registration: www.moe.gov.sg/primary/p1-registration
ASP service: www.moe.gov.sg/returning-singaporeans/assured-school-placement
Centralised school placement exercises:
 - SPERS-Sec: www.moe.gov.sg/returning-singaporeans/secondary/spers
 - SPE: www.moe.gov.sg/returning-singaporeans/secondary/spe
 - SPERS-JC/MI: www.moe.gov.sg/returning-singaporeans/post-secondary/spers**Direct School Admission:**
 - DSA-Sec: www.moe.gov.sg/secondary/dsa
 - DSA-JC: www.moe.gov.sg/post-secondary/admissions/dsa**Overview of post-secondary admission options:** www.moe.gov.sg/returning-singaporeans/post-secondary

Boarding Award Scheme

The Boarding Award Scheme is for Singapore Citizen children whose parents who are working or residing overseas. This gives the children studying in Singapore mainstream schools an opportunity to live in a hostel while pursuing their education.

Comforts and security of a home away from home

When living in a hostel, your child will have the benefit of interaction with their peers and can learn, live and play in a safe and secure environment.

The hostels provide an inclusive environment that helps students to forge friendships and encourage learning, giving them valuable experiences that build confidence and independence.

Eligibility requirements

- Your child and at least one parent must be a Singapore Citizen
- Your child must be studying in a mainstream secondary school, junior college or centralised institute
- Both parents must reside overseas, with neither parent living in Singapore for more than 90 days in a calendar year

Assistance provided

- Assistance of 80% of boarding fees if your child is studying in our mainstream secondary schools, junior colleges or centralised institute.
- Full coverage of boarding fees if your child is a recipient of the Edusave Scholarships for Independent Schools (ESIS). For more information on ESIS, please visit www.moe.gov.sg/financial-matters/awards-scholarships/edusave-scholarships-independent

How to apply for the Boarding Award Scheme

- Submit the online application form found at www.moe.gov.sg/returning-singaporeans within three months from the intended start date of boarding
- You will be required to provide the following documents as part of the application process:
 - Your child's birth certificate and Singapore Identity Card or Singapore Citizenship Certificate
 - Parent(s)' Singapore Identity Card or Singapore Citizenship Certificate
 - Documents to certify parent(s)' employment/overseas posting

Leave of Absence Scheme

Securing a school place for your child

If your child was attending a school in Singapore before your family relocated, consider applying for Leave of Absence (LOA). The scheme allows your child to rejoin the school after returning from overseas. Your child will remain a registered student of the school and can be re-admitted to the school directly after returning to Singapore.

If your child has successfully secured a school place during the P1 Registration Exercise but your family is still overseas when the school year has started, you can apply for LOA from your child's school.

While your child is on LOA, the school will provide administrative and academic support, and keep you updated on developments in the school and local education scene. This will help ease your child's return to the school at the end of the LOA.

Eligibility requirements

- Your child must be a Singapore Citizen or Permanent Resident.
- Currently studying in a mainstream school and will be accompanying you on an overseas posting, with the intention of rejoining the school after returning to Singapore. For more details on the LOA criteria and the application procedure, please visit www.moe.gov.sg/returning-singaporeans/.

How to apply for LOA

- Submit the online LOA application form available on the website of the school your child is enrolled in. The application is subject to the Principal's approval; the school will notify you of the outcome.
- Enquire with the school on LOA fees. Enclose a cheque made payable to the school or make a cash payment at the school for the LOA fees. Please do not send cash by post.
- Renew your child's LOA in November each year by submitting the school's online LOA application form and making the required payment for the LOA fees.

Immersion Programme

You may consider enrolling your child in an immersion programme if your child is returning to Singapore for only a short while. This would allow your child to attend classes for a specified period to experience

school life in Singapore and help ease your child's re-entry to the system in future.

Enrolment in a school's immersion programme does not guarantee your child a permanent place in the school or give priority for admission.

How to apply for the Immersion Programme

- Approach schools directly or submit the online application form available at www.moe.gov.sg/returning-singaporeans within 3 months from the intended start date of immersion.
- You may indicate your preference of schools. If your preferred schools are unable to accommodate your immersion request, we will identify another school near your local residence for your child's immersion.
- You will need to pay school fees for your child's immersion period, and may be required to purchase the school uniform, textbooks and other necessities.

Been away from Singapore's education scene and need a quick catch-up?

Primary School Leaving Examination (PSLE) scoring changes from 2021

- T-score system replaced with Achievement Level (AL) system of scoring bands, to reduce competition and overly fine differentiation of examination results

Reduction of school-based assessment load

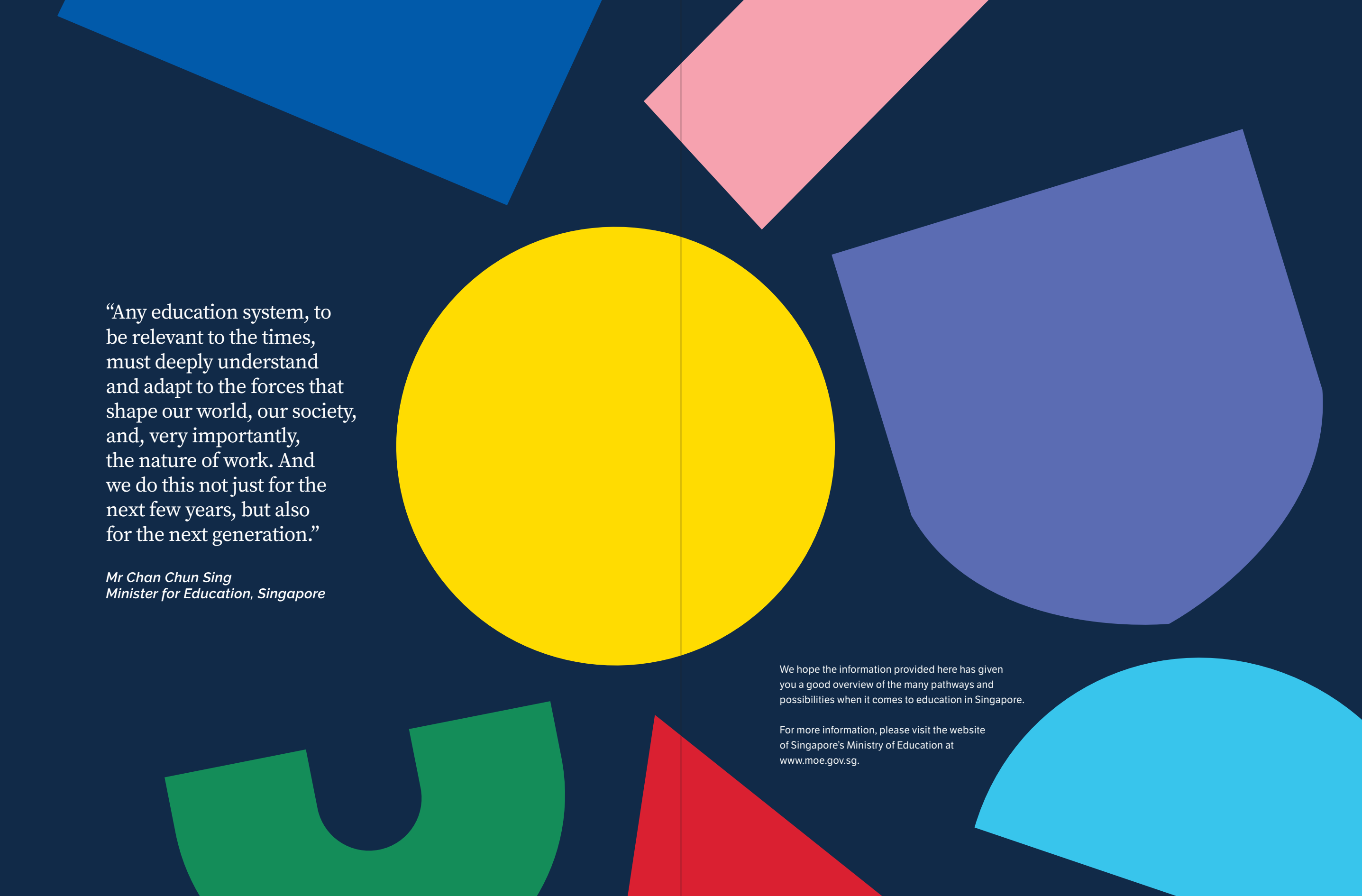
- All weighted assessments removed, including examinations for P1 and P2, since 2019
- All mid-year examinations removed by 2023

Introduction of Full Subject-Based Banding

- Marks a significant shift away from a course-based paradigm in our secondary education system
- Removal of Express and Normal streams
- All form classes comprise students of mixed abilities

For more info on FSBB, see Chapter 4 Secondary School Education.





“Any education system, to be relevant to the times, must deeply understand and adapt to the forces that shape our world, our society, and, very importantly, the nature of work. And we do this not just for the next few years, but also for the next generation.”

*Mr Chan Chun Sing
Minister for Education, Singapore*

We hope the information provided here has given you a good overview of the many pathways and possibilities when it comes to education in Singapore.

For more information, please visit the website of Singapore's Ministry of Education at www.moe.gov.sg.



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