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3 Areas to Foster School-Home Partnership

1 Respectful Communication



2 Role Models

3 Real
Connections

Real Connections

Cultivate strong relationships and healthy habits in this digital age



- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.

Balancing the use of technology and the need for real connections.

This will prepare the students for their future.



OECD > About > Future of Education and Skills 2030

Future of Education and Skills 2030

OECD Future of Education and Skills 2030 aims to build common understanding of the knowledge, skills, attituand values students need in the 21st century. It also supports countries in sharing and creating new knowledge on future curriculum design, implementation, and evaluation.

Our students' futures

Primary 2 students belong to **Generation Alpha**.

ICT for our Digital Natives

Generation Alpha refers to those born from **2010** to **2024**



This generation is the first to grow up entirely in the 21st century and is heavily influenced by technology, with many experiencing the rise of digital devices, online learning, and connectivity from an early age.

Figure 1: The four components of the FTAC framework









As part of the Edtech Masterplan 2030, the FTAC framework is unpacked into nine DCs detailed in Figure 2 and Table 1 below, to support deepening of digital literacy in schools.



Figure 2: Nine DCs and the FTAC framework for DL



Critically gather and evaluate information from, and use digital resources (including social media) in a safe, secure, responsible and ethical manner.



Interpret and analyse data, and solve problems systemically.



Apply

Use software and devices effectively and productively; facilitate the use of knowledge and skills in new contexts; keep up with technological developments.

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Produce content and artefacts and collaborate with others digitally.

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- Digital Safety & Security
- Digital Information Management
- Digital Responsibility

- Data Competencies
- Computational Thinking
- Device & Software Operations
- Digital Knowledge Currency

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- · Coding & Programming
- Digital Communication, Collaboration & Participation

Digital Literacy @BTPS

ICT Baseline

ICT Exploration

Cyber Wellness

Data Competencies,

Device & Software Operations,

Digital Information Management,

Digital Communication, Collaboration & Participation Computational Thinking,

Coding and Programming,

Digital Knowledge Currency Digital Safety & Security,
Digital Responsibility



Digital Safety & Security

 Understanding of online behaviour and awareness of how to protect oneself in the online space

Digital Responsibility

 When navigating the online space, demonstrate respect for oneself and others, and practise safe, responsible, and ethical use

Data Competencies

 Read, understand, interpret, manipulate, analyse, and present data in meaningful ways

Cyber Wellness

Respect for Self and Others

Safe & Responsible Use

Positive Peer Influence

Principles

During CCE(FTGP)* lessons, students will be taught (4 lessons):

- Basic online safety rules
- Importance of a balanced lifestyle
- Protecting personal information
- Cyber Contacts (Danger chatting with strangers online)



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

Parents are strongly encouraged to participate in the "Family Time" activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home in exercise, sleep and screen time for health and well-being.

ICT Baseline Standards



Touch-typing,
Microsoft
Word, Search
engine

MT (CL, ML, TL)

EL

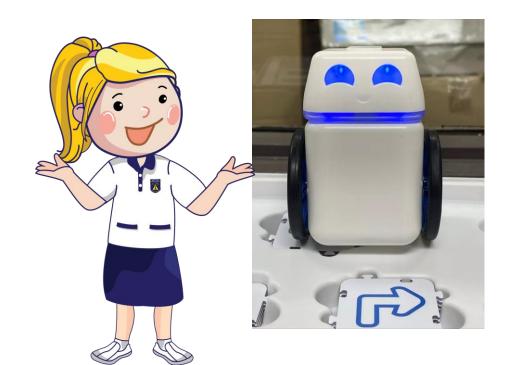
Touch- Typing (T1)

A butterfly is born (T2)

ICT Exploration

P2

Kubo screenless coding - (Math)





ICT Tools/Apps used in classrooms

P2

SLS, Koobits iPad Apps – Kahoot, Moo – o, Class Point







Login Details and Passwords

