

ENRICHMENT AND PRESCHOOL RESOURCE GUIDE

What Matters Most

Deciding on your child's preschool

WHAT EXPERTS SAY

Uncover new learning tips and strategies

ALL SET? LET'S CHECK

What your child needs to know before P1



SCHOOL DAZE AHEAD

Sensitive situations that might arise and how to handle them

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ENRICHMENT AND PRESCHOOL RESOURCE GUIDE

C O N T E N T S



8

Preschool

8 What Matters Most

12 TNAP Spotlight: Thinker Tinkers

16 Only Offered Here

18 TNAP Spotlight: Jitterbugs Swingapore®

22 I Don't Want To Go To School

24

Ask the Experts

34

For Parents

34 Interview With Actor And Father Brandon Wong

40 It's Okay Mummy

42 School Daze Ahead

46

P1 Prep

46 All Set? Let's Check

50 10 Things To Do Before Your Child Goes To P1

54

Listings

62

Coupons

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Infant Care

Better Preschools For All

EDITOR'S NOTE

Exciting times lie ahead.

In August 2017, Prime Minister Lee Hsien Loong made three major announcements for the preschool sector. In the next five years, 40,000 preschool places will be added, a 30 per cent increase from this year. The Government's annual spending in Early Childhood Education will be doubled – from S\$840 million in 2017 to S\$1.7 billion in 2022. A new institute, The National Institute of Early Childhood Development (NIEC) will be set up, to improve the quality of early childhood education and attract talent to the profession.

Children from low-income families are not forgotten too. The KidStart scheme offers a variety of support for children 0 – 6 for such families. This includes home visits and dedicated staff at preschools to ensure these children continue going to school.

Hopefully, these bold moves and heavy investments translate to better preschool education for all children regardless of their family background, and better recognition and pay for preschool educators.

For parents, it means our children will be able to have the best possible start in life. But we still need to do our due diligence. The preschool scene is an open market and bursting with choices. Selecting a preschool with the best fit takes time, effort and research. To help you in your journey, we've come up with a second edition of our Enrichment and Preschool Resource Guide.

For me, it's all about the teachers. A preschool can have a top-notch curriculum but if the teachers are unqualified and unmotivated, the academic curriculum will not matter if lessons are executed poorly. On the other hand, we can have a preschool with an 'average' curriculum, but the teachers are qualified, passionate and sincere. Which of the two will my child enjoy more?

It may take you a few tries to find the 'right' preschool for your child. Whichever choice you make, I hope you'll find one that is not just based on its curriculum and brand name – but one that shares and builds upon the same values and culture of your family.

My best,





THE NEW AGE parents

ENRICHMENT & PRESCHOOL RESOURCE GUIDE 2018

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What Matters Most

How do you decide on your child's preschool?
We asked mothers on what matters most to them.

BY DOROTHEA CHOW



When it comes to preschool and childcare education in Singapore, parents these days are spoilt for choice with a wide variety of childcare services available to them. Do you

go for the neighbourhood kindergarten just round the corner? Or do you go for the centre with a bigger outdoor play area, but further away from your home?

Among the four mothers we spoke to, each mother had their own set of criteria when selecting a preschool or childcare centre for their child. Here are their reasons.

PROXIMITY, CLEANLINESS AND STRUCTURE

For Mrs. Pamela Ng, 36, who has a 20-month old girl, her main considerations were **proximity** of the location, **cleanliness** of the premises, and whether the school has **organised systems** in place for the day-to-day running of the centre.

COST

Mrs. Alice Hee, 37 was concerned about **cost** in her choice of school for her daughter Ashleigh, now in Nursery 2. “The school fee has to be something which I am comfortable to be paying monthly, for the four years of preschool life. Also, I should be prepared to pay the same for her younger sister – that would mean eight years of preschool fees to take into account.”

QUALITY OF SCHOOL LIFE

The **quality of school life** was the defining factor for Mrs. Dawn Poh, 35, who has a 4-year-old boy. She and her husband decided to transfer her son Noah, who is in Nursery 2, to another childcare, despite a less convenient location, as they wanted to ensure that he had adequate **opportunities** and **space** for outdoor play. Their son Noah fell in love with the school’s big playground when they first brought him to visit the centre.

TEACHER-STUDENT RATIO

The **teacher-student ratio** at Noah’s school is also kept low, which allows children to receive more attention from their teachers. This, along with the school’s philosophy of fostering play with academic development, gave Mrs. Poh and her husband the confidence to enroll their son there, despite the higher-than-average school fees.

TEACHING STYLE

Mrs. Chan points out it is important to consider the school’s **teaching approach**. Finding a school whose learning style fits your child would be beneficial to him or her. In her case, a balance of English and Mandarin programs at her school has helped her son adopt both languages quickly and well.

BALANCE OF WORK AND PLAY

Mrs. May Chan, 46, mother to 6-year-old boy, Tjun Hei, settled for a school because of its **balance of work and play**. She had always wanted her child to have a fun childhood, and disliked the idea of sending her child to enrichment classes before primary school. “My concern is not so much about my son losing out to his peers academically, but about him losing self-confidence. The first criteria I had in selecting a preschool is really about balancing between academic and fun. Much learning can be achieved through fun,” May explains.

STRONG CHARACTER PROGRAMME

Mrs. Chan also looked for a centre where the teachers would seek to build good **character values** in the children with love and care. She wanted her son to be under the care of teachers who are responsible and proactive in engaging with parents.

Private V.S Public

When Mrs. Hee shortlisted a list of preschools for her daughter, she did not include any premium preschools due to cost concerns. However, she shared that she had visited a private preschool once and had been very impressed by how it was run. Children at that school were given organic food for every meal and had opportunities for regular outdoor excursions to places such as Gardens by the Bay, at no additional cost. Speech and drama classes conducted by Julia Gabriel were also offered on their premises. But she asked herself if such standards in the school would be hard to maintain at home in the long run.

For Mrs. Poh and Mrs. Chan, private preschools offered a higher possibility for a better learning environment. Mrs. Poh has seen her son Noah develop confidence especially in his Mandarin over the months, sharing with her random snippets of general knowledge, and daring to try new things. She credits the school for helping him grow and learn well.

She also notes that private preschools are more likely to have the capacity to keep class sizes smaller, allowing children to receive more



personal attention from their teachers. With smaller classes, there are also fewer incidences of a virus being passed around, which affects a child's general well-being and school life.

Despite their differing criteria, all four mothers put in time and effort into selecting their child's preschool. This included reading reviews from other parents online, visiting the schools to tour the premises, and speaking to the principal and staff to find out more about the school's programs. Mrs. Poh recommends speaking to friends whose children are around the same age as your child to get helpful tips on what to look out

for, and to find out what they have learnt from their own experience.

Happy Child, Happy Parent

What are your criteria for selecting a preschool for your child? It's important that you think long term; what does your child need and want? Can your lifestyle and family finances support the fees? Talk to other mums, read up online, and make appointments to visit potential schools on your list before you make your final decision. At the end of the day, watching your little ones enjoying school, learning and growing each day, is their biggest indication of success.

MindChamps PreSchool

Voted the No.1 Choice by Singapore Parents*

For 18 months to 6 years old

MindChamps PreSchool is the only pre-school globally to nurture children with the Champion Mindset, as researched by world-renowned neuroscientist Professor Emeritus Allan Snyder, Fellow of the Royal Society (a prestigious scientific fellowship that counts Newton and Einstein as its former Fellows).

Our unique "S.M.I.L.E.S."™ curriculum brings together Research and Development from the **3 domains of Psychology, Neuroscience and Theatre.** The curriculum nurtures all aspects of your child (18 months – 6 years) and includes world proprietary academic and enrichment programmes.

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38 Centres Islandwide!

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- North** Bishan | Serangoon | Toa Payoh | Upper Thomson | Woodlands | Yio Chu Kang | Yishun | Chinese PreSchool @ Thomson
- North East** Buangkok (Serangoon North Ave 5) | Punggol Northshore

- South** Bukit Merah | Mapletree Business City | Marina Square
- East** Bedok | Changi Business Park | Changi Airport (Terminal 3) | OneKM (East Coast) | MacPherson | Leisure Park Kallang | Tampines Point | Chinese PreSchool @ Tampines Central
- West** Buona Vista | Fusionopolis | Holland V | Junction 10 (Bukit Panjang) | Jurong West | JTC Summit | West Coast Plaza



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*Identified as 1,000 independent consumer surveys (Gen Y) conducted by Influencer Brands in 2016.



Let's STEM together

What is STEM education about? And why has it been dubbed as the future of education?

Michelle Ang investigates.

“What happens when you put the two metals close to each other?”

“Why doesn't the magnet stick to Teacher Fang?”

I'm at a Science, Technology, Engineering and Mathematics, (STEM) session at Thinker Tinkers and the class is bustling with conversations.

Questions and answers bounce off like a tennis rally, from teacher to student and back from student to teacher. The class comprising of 4 to 6 year olds, are embarking on a new topic today - Magnetic fields.

Teacher Fang Baojin, distributes their first buzz toy for today's class, an oval-shaped metal. She

gives them an idea of what they can do with the magnets, and gives them time to explore their magnets with a partner.

An MOE scholar and ex-MOE Junior College Chemistry teacher, Teacher Fang communicates her observations to the children and probes them further. During discussion time, she asks them what they see,

feel or hear. In the process of exploring his magnet with his partner, 6-year-old Yu Heng discovers when he spins the magnet; the magnet close by would spin as well, without any contact. “It’s like dancing!” his partner Myra adds.

The children later move on to different poled magnets, learning what makes two horseshoe magnets move away (repel), and what makes them stick together (attract). Through interacting with their peers and playing with different buzz toys, children learn three fundamental concepts of magnets in the one and a half hour session - attraction, repulsion and the types of magnet.

Learning with a Purpose

When you were schooling, did you ever wonder why you need to study? Did

you wonder how algebra, logarithms or Newton’s law could be useful later on in your life?

One of the biggest challenges in education today is studying without knowing the purpose. Do we want our children to be studying for the sake of getting good grades? Or do we want them to have a personal intrinsic motivation to learn?

STEM: The Future of Learning

STEM impacts every aspect of our lives. Originally from the United States, STEM adopts a multi-disciplinary approach towards understanding of the world and solving problems, instead of teaching Math and Science in isolation.

Through an integrated curriculum, children acquire the skill sets to complement Math and Science concepts.

This creates a strong foundation for the mastery of more complex concepts as they progress to upper Primary School.

STEM classes encourage children to explore, inquire and learn through questioning and experiments. STEM activities provide hands-on and minds-on lessons for the student, making math and science fun and interesting. It brings relevance through awareness and goes beyond the confines of textbooks.

“I love the sparkle in my daughter’s eyes each time I pick her up from her STEM classes,” says Dr. Fang Zhanxiang, who has been sending his daughter to STEM classes since 2016. “She would rattle off things which I thought were too complex for a 4-year-old. Within this short time, I have seen her take an even greater interest in the workings of the world around her.”

At Thinker Tinkers, asking why is always the main focus, followed by *what* and *how* of things.

Asking *why* empowers them to find their own purpose and meaning in their own learning.

Asking *why* opens their minds as they go beyond the *what* and *how* of doing things.

Asking *why* begets innovators.





THINKER TINKERS

Creative Problem Solvers Tomorrow

Thinker Tinkers believe in hands-on activities that inspire curiosity and creativity by encouraging preschoolers to solve real-life problems. They are given opportunities to apply

what they learn to solve real-life problems in the world. At the end of each term, your child will:

■ Have a strong foundation of science through hands-on activities and projects

■ Be more curious and creative solving real-life problems

■ Be more resilient by embracing failures as positive learning experiences

■ Learn 21st century skills such as collaborate, negotiate and tap on technology

Free trial classes now available for children between 4 to 6 years old

Contact 8777 8834 or email info@thinkertinkers.com.

For more information, visit www.thinkertinkers.com or follow their Facebook page,

www.facebook.com/thinkertinkersingapore.

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HAPPY
PARENTS



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ABOUT US

"The future belongs to those who believe in the beauty of their dreams."
– Eleanor Roosevelt

This is what our early childhood education in Dreamkids Kindergarten is all about – inspiring dreams in our children. Dreamkids is a happy bilingual (English & Chinese) preschool with a strong emphasis on building the entrepreneurship spirit and values in our children. In Dreamkids, the child is supported and respected as an active participant in the learning process. Behind the program is the belief that play is a natural way for children to learn; therefore the learning program is built on concepts of play and fun. Call us to find out more.





Only offered here

Mindfulness for kids? A marching band? Budding social entrepreneurs? We list down unique programmes offered at these preschools.

BY MICHELLE ANG

MINDFULNESS MATTERS

Mindfulness is a mind-body based training where your attention is directed to an experience. It can also be drawing your attention to your thoughts, feelings and body sensations, to be aware and to better handle them. In Singapore, more than 10

primary and secondary school have introduced mindfulness practices.

At **Chiltern House Preschool**, five-minute daily mindfulness sessions are conducted from Nursery One and above. A variety of activities are adopted to make practicing mindfulness fun

and engaging for the young. It could be children lying on the floor watching their breathing buddy (a small puppet or bean bag) moving up and down on their tummy as they take big, deep breaths.

Ms. Julia Gabriel, Group Managing Director and Founder of Julia Gabriel Education, who began practising mindfulness nine years ago when she was diagnosed with cancer, believes many children in classes struggle not because of their lack of academic ability, but because they cannot focus. The school has

not only seen improvement in the classroom, but even parents have commented their children applying it at home.

SINGAPORE'S FIRST AND ONLY PRESCHOOL MARCHING BAND

Inspired from Osaka, Japan, a prefecture well-known for its preschool marching band

STARTING ON SOCIAL ENTREPRENEURSHIP

During the school holidays, kindergarteners at **Dreamkids** will be busy developing, planning, and implementing community projects as part of their Social Entrepreneurship programme. Under the guidance of teachers and their parent's

support, children decide who they want to help and what they want to do. Through the programme, the school hopes to support and develop self-sufficiency, creativity, empathy, rational thinking, and entrepreneurship skills.

Inspired by the story of 4-year-old cancer patient Alex Scott from the United States, who sold Lemonade and raised \$1 million for childhood cancer research, the K1 and K2 students embarked on their own lemonade stand project in June 2017. Other past projects include selling hand-made mugs to raise funds for Dads for Life and hand-made dream catchers to raise funds for Make-A-Wish Foundation.



Kinderland Marching Band

history, **Kinderland** Yio Chu Kang first introduced the Kinderland Marching Band into the curriculum for its K1 and K2 children in 2010. Since then, the band has been invited to perform at multiple major events. Taught by experienced music specialists, children are exposed to a variety of instruments such as the snare drum, tenor drum, bass drum, twin tom tom, electronic keyboard, glockenspiel and pianica. The Marching Band programme takes place twice a week and is only offered at Kinderland Yio Chu Kang.



Dreamkids

CHANCE UPON A DANCE

What goes on in one of Singapore's leading dance programs for young dancers? We take a peek at the Tap and Ballet class at Jitterbugs Singapore®.

A group of sixteen children eagerly waits outside for their class to start. When the door opens, they tap their way in and have their attendance taken. After greeting their teachers, they take their positions, ready to begin. The atmosphere is relaxed, but the students are focused, poised and ready. "Show me your biggest, nicest sparkly smiles," Ms. Tiffany Wrightson, Artistic Director of Jitterbugs Singapore®, reminds the class of 5 to 7-year-olds. The music starts. And the tapping begins.

Tap Away

Bent knees? Checked.
Heels well lifted off the ground? Checked.
Confident use of arms and eye contact? Checked.
It is clear that Jitterbugs Singapore® is committed to providing excellence in dance education. Throughout the class, Ms. Tiffany constantly reminds students of their posture, rhythm and techniques. Every year, students work towards Modern Jazz, Tap, Classical Ballet, and / or Contemporary examinations

under the Commonwealth Society of Teachers of Dance (CSTD). In 2016, the school received 194 Honours Plus results (95-100%) and 181 Honours results (85-95%). Despite having to watch a class of 16 students at the same time, Ms. Tiffany, a veteran dancer, performer, CSTD Grade Examiner and Diploma holder, is able to pinpoint and provide specific feedback to each student. The students remain engaged from start to finish, enjoying each step and tap they make.





In the 45-minute tap session, students warm-up, brush up on their techniques and learn new moves. Here they are polishing their routine for the upcoming year-end CSTD exams.

Young and On Pointe

Over in another studio, Teacher Qianyi greets her youngest group of students. Ms. Qianyi, who is trained in and holds certification for CSTD ballet, modern jazz, tap and contemporary, introduces the fundamentals of ballet in a fun manner, using props and music to engage the 4-year-olds. In one activity “Walk and Freeze”, the girls walk on their tippy toes with hands on their waist, and ‘freeze’ when the music stops.



During the centre exercise, Ms. Tiffany goes through specific tap techniques individually, to ensure students execute it properly. When they do well, she acknowledges and praises their effort to instill confidence in the young dancers.



While tap dance places a strong emphasis on rhythm and musicality, classical ballet is the foundation of all dance genres. This is where proper posture, placement and control are developed.

Exposure to Multiple Dance Genres

In order for every student to reach their personal potential, Jitterbugs Singapore® believes that they need to be exposed to multiple dance genres. It provides a holistic dance education by offering classes in Classical Ballet, Modern Jazz, Tap, Contemporary, Body Conditioning and Singing.

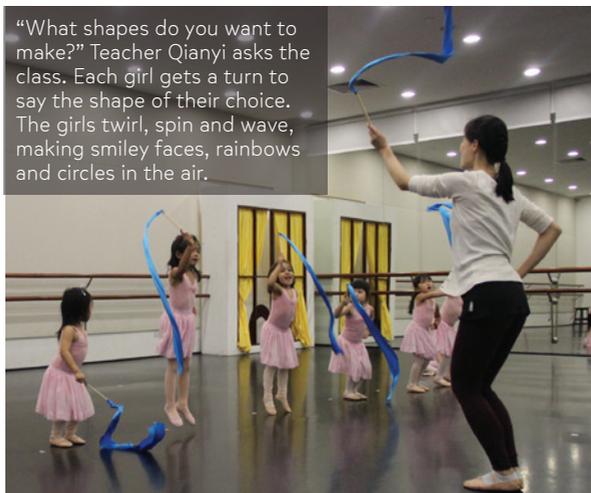
Besides qualifying for the CSTD exams, students also have the opportunity to perform in annual concerts, local and international competitions, and stage performances. One of the most notable performances is ChildAid, which they have been invited to perform in since 2011.

Inspiring students beyond the dance floor

The school not only wishes their students to be good dancers, but to be good people first. “The Jitterbugs dancer is a person who is

willing to put in hard work to achieve results, knows how to manage their time effectively, and how to present themselves well. They understand the value of teamwork, and peer support, all while excelling in dance.” adds Ms. Tiffany.

“What shapes do you want to make?” Teacher Qianyi asks the class. Each girl gets a turn to say the shape of their choice. The girls twirl, spin and wave, making smiley faces, rainbows and circles in the air.





“Let me see your ballerina arms with nice big zeros. Don't forget your strong tummy muscles.”
Teacher Qianyi says as she introduces the basic positions in ballet.

Jitterbugs Singapore® is having **FREE TRIAL classes** for students who will be turning 4 - 8 years old in 2018. These trial classes will be held on **12 Nov, Sunday 2017**. Children aged 9 years and above with prior dance experience are also welcome to come along and meet with the teachers to be placed into their correct level classes. Spaces are limited, so do sign up quickly to avoid disappointment! For more details, call 6887 0383.



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I DON'T WANT TO GO TO SCHOOL

Is your little one reluctant to go to school? Here are 5 possible reasons and how to tackle them.

BY JENNY TAI

1 They're new to the environment

Your child could be experiencing separation anxiety at a whole new level when they transition from home to school. Home is where they feel safest – and that's a good thing. There's nothing wrong with preferring

the comfort of the home and a parent or caretaker's presence.

Allow them to miss home and be patient with them. If your child is anxious about going to school because it's a new place, empathise with them and give them time to become familiar with the pace of events at school. Gradually

as they become accustomed to the faces of their teachers and peers, and learn the layout of their classroom and campus, their separation anxiety should lessen.

2 The school day feels too long

Reassure them that no matter what, they'll get to come home. It sounds obvious, like something they should already know, but as children they could have an irrational fear that you're leaving them at school forever. "Ensure that you explain clearly beforehand what they can expect and what they can expect from you," advises Fiona Walker, Group Manager Director of Julia Gabriel Education. "For example, assure them you will come back at a certain time – and make sure you are on time. Whatever you say to your child, be sure to always follow through. Building trust in your child is paramount to enabling them to feel safe and confident."

3 They dread the lessons and feel academic pressure

Perhaps they feel like they're falling behind on schoolwork. Maybe they're demotivated because they don't understand everything that's taught. Talk to their teachers about their struggles and progress. Cooperate, rather

than interfere with their teachers, to come up with ways for your child to better understand the material.

How does your child learn? Think about how your child learns best. "Most children are capable of learning most things – how they learn is what makes the difference," says Ms. Walker. "Young children especially must enjoy what they are doing in order to feel inspired and motivated to learn. Find a way to make the activity something they can relate to. Avoid chastising your child. Praise their effort and the fact that they have tried."

4 Mornings are too rushed

Establish a clear morning routine. Make sure they're going to bed early so that they get substantial sleep. If they don't get enough rest, they're bound to wake up cranky, and that could contribute to their refusal to go to school. Kids – especially groggy kids – don't do well when they're being rushed. That sounds like the recipe to a morning tantrum.

If it's an option to let your little one go to school a little later, you might consider letting them sleep in so that they wake up naturally. However, if they have to be at school on time, then rather than letting them sleep

in, consider starting their morning routine earlier. An earlier wake-up time gives them more of a buffer to brush their teeth, get dressed and eat breakfast – and even have some time to play before leaving the house. For working parents, precious morning time with our kids can do wonders in setting their school day off to a good start.

5 They feel like they don't get along with their peers

According to Ms. Walker, as children's understanding of the world around them develops and their experiences increase, they start to feel affected by the attitude of their peers. You are more likely to witness anxieties in your child, especially as they move from kindergarten to primary school.

Perhaps your child is afraid of going to school because they feel unpopular. Friendship fall-outs might occur, but unless there's bullying involved, try not to get involved. It's heartbreaking to see their feelings hurt. If they come to you crying that they have no friends, let them know that they are loved and supported within their family. Your family is their home base and that's where you give 100% in making sure they feel valued.

BRAIN DEVELOPMENT



Ms. Jaqueline Neo, Co-founder and Principal, Happy Train

What is holistic brain development?

Recent research findings has shown that both hemispheres of the brain communicate through the corpus callosum, working together to perform a wide variety of tasks. Holistic brain development is the activation of the whole brain. Both hemispheres of the brain have to be connected through an array of stimulating and meaningful activities. This is because the different brain regions are each associated with a particular set of abilities or behaviours which can be connected to different regions at different times in a hierarchical order, enabling the brain to carry out complex behaviours.

What can I do to nurture a holistic brain development?

Show affection. Lots of it! Emotional well-being and social competence provide a strong foundation for emerging cognitive abilities. They are the bricks and mortar of brain architecture.



Engage your children in multi-sensory activities. The five senses are most sensitive in the early years. Let your child smell different types of spices commonly used in cooking and describe the scents to them. Let them touch different types of materials and compare the differences and similarities. Let them hear various genres of classical music with different musical instruments to stimulate their auditory sense. Mozart music has been recommended as his compositions contain a wide range of frequencies.

Motor skill exercises are also important for brain

development. These can be fine motor skills such as learning to open and close different container types or learning to use pincer grips to pick up small objects like beans. Gross motor skills like crawling through obstacles allow children to learn how to use and control their limbs, which will gradually lead to spatial awareness skills.





Foster the healthy growth of your child's mind, body and heart!

the brain needs a wide spectrum of experiences to be able to develop, change and respond to the demands of the environment. Taking advantage of the plasticity of young children's brains, we provide them with rich experiences in class that facilitate the steady growth of their brains. At Happy Train, we understand how early brain stimulation can set the stage for children's ability to learn and interact throughout life. Thus our holistic brain development programme is carefully created for children aged 3 months to 6 years old.

BENEFITS OF THE HAPPY TRAIN PROGRAMME

- Activate the right brain
- Improve concentration and attention span
- Build strong linguistic foundation
- Enhance creativity
- Gain perfect pitch
- Acquire photographic memory
- Improve spatial intelligence
- Develop strong visualisation skills
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- Cultivate a passion for learning



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HAPPY TRAIN



BRAIN DEVELOPMENT



Mr. Kuah Eng Liang,
Managing Director, Heguru

Education Centre (One KM, Sengkang, Waterway Point, Our Tampines Hub & SingPost Centre)

.....

What can I do to nurture and develop my child's right-brain?

The right side of the brain controls the visualisation ability, which also controls the photographic memory ability and helps to process information quickly.

Stimulating visual memory and doing activities at a fast pace will help to nurture and develop the right brain. Below are simple examples you can do with your child.

1) Play visual memory games

Doing fun visual memory activities which involve children looking at and remembering images comprising of different shapes and colours quickly (pictured above), and

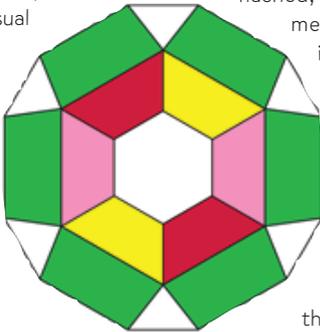
thereafter replicating them by drawing out are good exercises for the right brain.

2) Flash Pictorial Cards Quickly

Parents can also stimulate the right brain by flashing pictorial cards quickly to children, preferably at a rate of 2 cards per second. While children look at the cards that are being flashed quickly, their right brain gets stimulated with the speed. At the same time, as they try to remember the cards while they are being

flashed, their instant memory ability is also being developed.

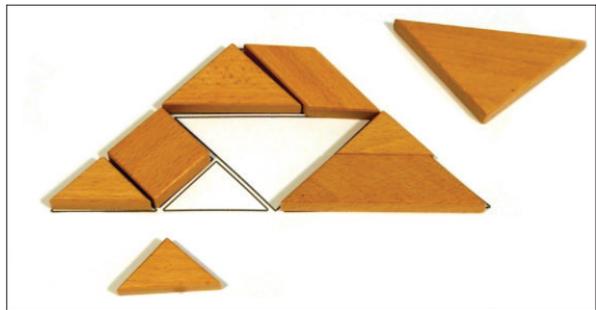
Different types of flashcards serve different purposes. To stimulate the right brain



and develop visual memory, it is best to use flashcards with large, colourful pictures with no words. This is because words are processed by the left side of the brain, which is the linguistic brain. On the other hand, if we want children to learn words or languages, we can use flashcards with a combination of words and pictures.

3) Play Tangram Puzzles

Playing puzzles such as Tangram (pictured below) and getting children to complete them quickly will also help to nurture their right brain. During the fun play, children's cognitive abilities such as hand-eye coordination, fine motor skills as well as memory are being developed.



MANDARIN



Ms. Huang Ying, Principal of Chengzhu and Head of

Mandarin Programmes

My boy can speak Mandarin and is receptive to the language. But his word recognition skill is still lacking. What can I do to improve this?

All children are different in terms of all areas of development. Some children are good at language expression but less strong in their fine motor skills, some are good at reading but weaker in writing. If your child's word recognition skills are lacking, it could be his weak area compared to other areas. We need to provide a lot of repetition through fun word games to help him to improve his word recognition ability. The more fun and practise opportunities we provide, the more he will get better and better in this area.

My child dislikes Chinese. How can I slowly make him like Chinese in a non-forceful manner?

The learning of any language must include the understanding and



appreciation of the arts and cultural activities. Introduce various activities such as Chinese brush painting, Chinese calligraphy, music, dance, drama, art and stories to enable children to learn Chinese in a fun and exciting environment. This makes the language meaningful and ties it to a social context.

My Kindergartner writes in messy writing all the time and I am worried this habit will stay on as she grows older. Should I be concerned?

Don't be too concerned. Understand that for young children to write neatly takes a lot of effort, especially when their fine motor skills and 3D formation are not fully developed yet. Once they get older and these skills develop fully, their writing will get better.



GROWING UP



Dr. Haslina Hassan, Senior Educational Therapist and

Counsellor at MindChamps Allied Care

.....

My child is addicted to my iPad and throws a fit when I take it away. How can I wean him off?

We cannot deny the influence and the purpose of technology such as iPads and mobile phones. Even in schools today, the use of iPads is common among educators and learners. However, over-reliance on these gadgets and their ill effects should be avoided.

- ◆ Set the rules when allowing your children to use iPads, such as how long he can be on the iPad, when he can use it and so on. There should be strict ruling on no iPad and mobile phones during meal times.
- ◆ Take the lead by not using the iPad at home or anywhere in front of the child. Engage them in other activities such as reading books, playing board games and toys.
- ◆ Use social stories to teach them. The Oxford Reading Tree series titled “The Power Cut” tells an interesting story



about a group of children who discovered that they could have fun without technologies.

My preschooler heard his peers using vulgarities in school and picked it up. He uses them at home without knowing the meaning of these words. How can I discourage him from using it?

- ◆ Address the issue with the school. Highlight to the teachers in the school that some of the children are using vulgarities and this has caused other children to pick them up and use it at home, without understanding the ill-meanings and the implications. The teachers in the school can ensure that such practices to be put to a stop.

- ◆ Be the example for your child. Make sure that you don't use vulgarities even in situations when you are cross or upset. Whatever the reasons may be, indicate to your child that you do not use such bad words, so they too, have no reason or excuse to use them. Attend to your boy or girl immediately when they use a bad word. Indicate that you're not happy with it and remind them not to do it again. It's also important to spend time explaining to them about the meanings and the implications.

PRESCHOOL



Ms. Iris Lim,
*Principal of
Chiltern House
Preschool*

.....

My preschooler is still very clingy even after starting school. How can I help her to be more independent?

Inculcating independence in young children takes time even after they start school. Here's how you can create opportunities and environment for her to develop independence at home.

- Set routines for her so she is able to manage the routines on her own.
- Allow her to make decisions by helping her to consider options. Eventually she will be able to decide for herself. E.g. decide what clothes she wants to wear, what things she wants to bring when going out.
- Let her help you with what you need to do at home. E.g. setting the table, packing her toys away.
- Praise her for the job well done and reward her.



My child loves to shout at home and in school. How can I help him to tone down?

Young children are not always aware of how to use their voice and the space they are in. One suggestion would be to help him 'visualise' the concept of volume of voice. Ask him to imagine watching TV and how when he adjusts the volume of the TV, the sound gets loud and soft. You can help him tone down by asking him to adjust his volume between 1 to 10. Volume 1 being very soft and volume 10 being the loudest. Explain to him that we

use a softer voice in a small indoor space as compared to a large outdoor area. You can also model how to adjust the different volume in different space and settings. Once you notice that he needs to tone down, you can highlight to him by saying, "You are now in 10. Can you lower your voice to 5?" Remember to praise him when he tones down!

MATH



Mr. Lau Chin Loong, Director and Co-founder of Seriously Addictive Mathematics

.....

What are the tools I can use to make maths interesting for children age 4 - 6 years old?

The use of manipulatives e.g. toy counters to teach number bonds. We call this the “concrete stage” of learning. This can be followed by drawing pictures or models to represent a problem to be solved e.g. 6 is ___ more than 2. We call this the “pictorial stage” of learning.

How can I better guide children to solve math questions instead of just providing the solutions?

The following are steps to teach problem solving: (1) Understand the problem i.e. what is being asked? (2) Choose the best method or heuristic like “Do I use guess-and-check, etc. (3) Working the method chosen i.e. the execution part (4) Looking back to assess the method used and decide if this is the best way forward for future problems.



Is it necessary for children to learn multiplication by heart?

When the concept of multiplication is taught well, learning by heart increases speed and accuracy. The basic concept of multiplication is adding the same number many times. E.g. 2×3 is 2 groups of 3 $\rightarrow 3 + 3 = 6$. Based on this a child can find 3×4 without learning by heart. Simply add $4 + 4 + 4 = 12$. Once the concept is understood, then memorising becomes useful. If a child does not understand the concept and forgets his tables, then he won't be able to get the answer.

With double digit addition and subtraction, how can I teach my child place values?

When introducing a new concept like place values, use manipulatives like a place value chart. 1 is 1 one, 2 is 2 ones, 10 is 10 ones or 1 ten after regrouping etc. Show this using cubes or marbles. To add or subtract 2-digit numbers with 1-digit numbers, we may also teach them how to make 10 first, but this only comes after understanding number bonds. E.g. $12 - 3 = (10 + 2) - 3 \rightarrow 10 - 3 = 7 \rightarrow 7 + 2 = 9$



K1-K2

Develop strong number sense to prepare for P1

P1-P4

Master concepts and build a strong foundation

P5-P6

Targeted practice to prepare for PSLE

Develop higher-order thinking skills including problem solving, metacognition, critical thinking and logical reasoning

Based on Singapore M.O.E Mathematics curriculum

I see significant improvement in all my children's critical thinking and problem-solving skills. S.A.M makes learning maths so much fun for them. I highly recommend S.A.M for all children.

- Natalie, Mother of 3 children

I went from being a girl who didn't like maths to be one that enjoys it. I actually got rewarded at school because the teacher noticed the progress I had made from P3 to P4, and I owed it to S.A.M!

- Alexia, P4 student

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LEARNING



Ms. Dawn Choy, Founder of Dreamkids Kindergarten

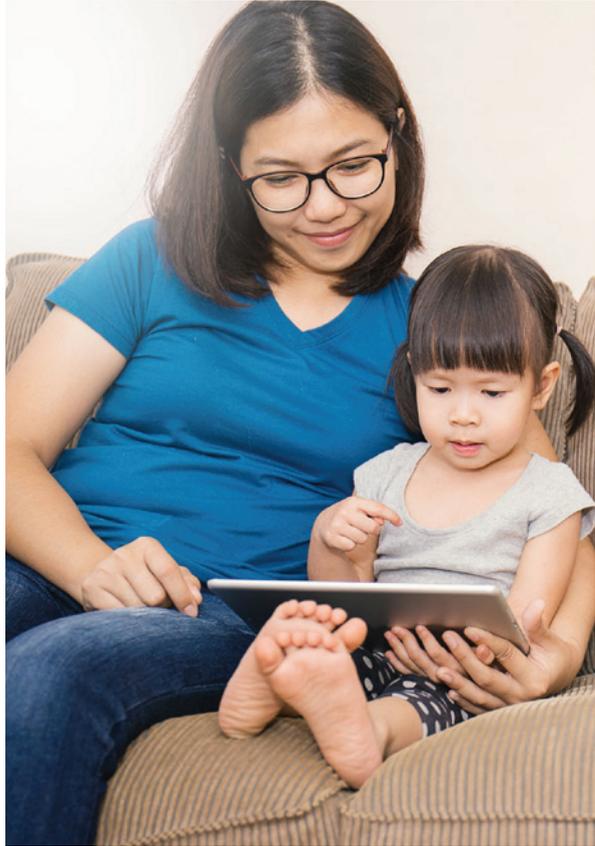
Can my toddler or preschooler really learn from game apps?

Digital media is part of our lives. A good quality software can help a child to develop skills that he or she is lacking. For parents, play the game or use the app first to understand the contents of what your children will learn and see. Talk to your child about what they see and hear while using the app. Relate their game experiences to the people and things around them. Focus on the context.

How can I control the use of technology in my child's life?

The challenge with technology today is how we use it. Devices should not be used to pacify, calm or distract the child. Such actions will only impede their ability to develop self-control and self-regulation. Children are at risk of tech addiction when parents rely heavily on digital devices to keep them occupied. Here's what you can do:

- Limit tech time and spend



increase family time. Put away digital devices during meal times.

- Do not give your child the digital devices whenever you are busy or when your child is bored.

- Develop healthy media habit such as 20 to 30 minutes of screen time a day for children aged 3 and above

- No screen time for

children below 3.

- Say no to digital devices before or at bedtime.

- Go for alternatives such as playing board games or reading good books instead of technology activities.

SCIENCE



**Ms. Fang Bao
Jin, Master
Trainer at
Thinker Tinkers**

.....

How can STEM (Science Technology Engineering Math) education help my child in the future?

In STEM education, children learn that success is in participating and persevering, and failure is a learning opportunity, not a permanent condition. They learn to create things from everyday materials and discover out-

of-box ideas. Even flimsy newspapers can become a stool strong enough to support their weight! Such experiences will build a strong foundation to nurture them to become creative problem solvers of tomorrow.

What can I do to nurture my child's curiosity for all things STEM?

The best way is to ride on your child's interest and nurture it through play. Open-ended toys such as Play-Doh and Legos is a great to start. Paints are also great for exploration. With paint,

your child can mix different paints to create new colours, dilute them to create different consistency or use other materials instead of brush and paper. When venturing outdoor, playground is a perfect play space. Your child can learn about gravity and friction just by playing on the slide. Water play areas works just as well. When playing with water guns your child can learn about gravity, surface tension and projectile motion.





“I’m not a perfect dad. But I think I’m a Super Dad.”

Interview with actor and father Brandon Wong

BY MICHELLE ANG | PHOTOS: PHOTOGRAPHY BY YEW KWANG

There is no ‘one typical day’ for this father of three. We’re seated at the reception area at Heguru

Education Centre in OneKM Mall, speaking to Mr. Brandon Wong (黄炯耀), who is waiting for his

children to finish class. It’s Saturday morning and the centre is bustling with activity. Some parents



looked our way and thoughtfully quiet their children.

If you find him familiar, that's because you've probably seen him on your TV screen.

An actor since joining Star Search in 1995, Brandon grew up in Jekebu, a small Kampung in Negeri Sembilan, Malaysia, helping his father with his livelihood at a young age.

Every morning at 4:30am, they would travel 34km to get newspapers from the supplier and travel back to their hometown to distribute the papers. His job was to bundle supplementary materials with the papers.

Brandon reveals he was in K2 - just six years old - when he started his 'part-time work'. After delivering the papers, he would change to his school uniform and head off to school. After school, he would return to help man his father's store, and this went on till his tertiary education. Brandon not only juggled his studies with his 'part-time' work, but also excelled in sports and represented the state's basketball team. An all rounder student, he did well in school and graduated from the Universiti Teknologi Malaysia.

Kampung life he says, has trained him to be independent; a trait which he worries his three sons might not have, as life now is very comfortable.

Work and Fatherhood

Now a Singaporean citizen, Brandon is married to Helen, a Senior Manager. They have three boys, 8-year old Yu Jie, 6-year-old

Yu Xin and 2.5-year-old Yu Xuan.

Both he and his wife take turns to do the house chores and care for the kids - all without a domestic helper. Brandon doesn't mind doing the 'dirty job'. "If I'm not working, I will become the 24 hour maid," the 47-year-old lets out with a laugh. He receives little support from his parents as they are in Malaysia, and his in-laws do not live nearby.

As an actor, filming schedule can be hectic. At his busiest, he can be working from 7 am in the morning till midnight. On occasions when he does not have late shoots, he reads to his three boys before bedtime. Family bonding times are spent outdoors, either in the park or the playground.

On Hindsight: How His Parenting Style Has Changed

In acting, one has to be fluid and versatile in taking on a certain character. Similarly, parenting requires constant learning, reflecting, tweaking and changing according to each situation; catering to each child's personality. Brandon's first child Yu Jie, is more shy and apprehensive. "He is very

obedient and listens, but tends to be scared to try new things. It also takes him a while to warm up to new people.” He reflects on how he raised Yu Jie and realises Yu Jie’s current ‘play-it-safe’ personality may be the result of over protectiveness.

“Because he was my first child, I poured all my love on him. That might have caused him to become dependent on me,” he adds. The father has since learnt to let go his reins. He encourages Yu Jie to do more and take up new things to build his independence.

For his second child Yu Xin, freedom was easily granted. The actor feels he loosened his string a little too much. While Yu Xin is more daring and likes to try new things, he is not as “disciplined”. His second child will not give in or listen to firm remarks or instructions, but responds to a gentler form of communication.

I pick up a tinge of regret as Brandon talks about his second-born. Being a middle child in his own family, he understands what it’s like growing up a middle child and worries that Yu Xin might feel neglected. “I feel like I have not given enough of my attention and love to Yu Xin. But before I could shower more

attention, my third child was born.”

The solution? Spend one-to-one time with Yu Xin, without his siblings around. He recounts an experience when he spent quality time with Yu Xin alone and discovered a huge difference in his behaviour. “I kept praising him that day because he was really well-behaved.”

He makes it a point to spend personal time with Yu

Xin once a week, depending on his schedule and urges parents to do the same. “It strengthens your bond with your child, and you really get to understand them better.”

E.Q more important than I.Q

The busy dad hopes to instill in his children that academic is not everything.



“You might not be a high flyer in your grades, but you can still be successful,” he says firmly.

He hopes his all three of them can be an all-rounder, not just be bookworms. Instead of going to academic enrichment classes, he wants them to enjoy trying various things, and acquire a broader and deeper understanding of the world.

Brandon was unaware of the importance of exposing his children to various experiences when they were young. It was only after receiving an invitation from his friend and founder of Heguru Education Mr. Kuah Eng Liang, that he reflected on this and decided to give Heguru a try.

Despite his first and second child not having any prior exposure to right brain training, Brandon noticed how both of them, including his youngest boy, have changed for the better, since the programme more than a year ago.

For starters, his second child Yu Xin, loves doing the Heguru Preschool II course activities at home. Sometimes, father and son would solve the intellectual puzzles and math diagrams together at home. “But when it comes to his preschool’s homework and learning of

Spelling and听写(‘ting xie’), we have to ‘force’ Yu Xin to do,” Brandon says with a chuckle. Spelling or听写 is not part of Heguru’s programme.

For first-born Yu Jie, the Heguru Primary course helps him to be more confident in his ability. The father of three shares, “At the beginning, Yu Jie will tell me he can’t solve certain problems because it’s too difficult. I will tell him this, “天下无难事，只怕有心人” - there is no impossible feat in this world, if your mind is set on it.” Now, his son is slowly learning to tackle the challenging IQ question which goes beyond the primary school curriculum.

For youngest son Yu Xuan, the change was the most obvious.

Brandon explains, “Before joining Heguru Education, he was very shy. Besides me and my wife, no one could carry him. After a year, he is now able to express himself and speak to peers of his age. He is more daring and willing to try new things on his own.”

How fatherhood changed him

Being a father has shaped him to become a better actor. “More life experiences make

a better actor,” says the veteran actor. “Today, when I need to play a role of a father, the kind of love and emotion to show on screen comes more naturally, because I know what it feels like.”

Fatherhood has also enabled Brandon to pick up new skills along the way. He now gets things done faster and is more efficient. Second, he discovered he had a special flair with children. When child actors throw a tantrum or are unhappy, he’s able to coax them out of it and ‘act’ according to the scene.

At this moment, Yu Jie pops out and shows his father the stack of reward points he earned from class, signaling the end of our interview.

I ask him for words of advice he can share to other working fathers.

“Different kids have different personalities. Each has to be tackled in different way. There is no one system that fits all,” Brandon states. Like most working parents, trying to find time for kids requires compromise. For him, it was having to compromise on his sleep and basketball, an activity he has enjoyed since school days.

“Though it is very tiring, I enjoy doing it. I



Meet Brandon's Three Musketeers!

Yu Xin, 6 year old (left)

Likes: Drawing, painting, outdoor activities

Dislikes: Eating vegetables, being scolded by Daddy

Goes to: Heguru Education Pre-school II course

Yu Jie, 8 years old (middle)

Likes: Singing, drawing, painting, playing basketball, outdoor activities

Dislikes: Stormy weather, eating vegetables

Goes to: Heguru Education Primary School Programme

Yu Xuan, 2.5 years old (right)

Likes: Listening to stories, singing, colouring

Dislikes: Thunder, sound of airplane flying past

Goes to: Heguru Education Infant & Toddler course

can say that I am a Super dad, but I'm not a perfect dad. I still have room for improvement."

Brandon admits that after having children, conversations between him and his wife have mainly revolved about their children. "Because we don't have our own time anymore, we hardly communicate with each other. Both of us are very patient towards the kids, but we are not as patient with each other. This part, I know I have to improve."

As we wrap up the interview, he proclaims with a sense of bewilderment, "The love I have for my kids, is so amazing. If I have to make a choice, I can die for them. I can really feel it. My kids bring so much happiness to me."

While he enjoys taking different characters in his work as an actor - he hear he's playing an alien in an upcoming series - it's clear that when the camera stops rolling, he will still continue

on with his new found role as a father.

And he is relishing every minute of it.

HEGURU EDUCATION is located at OneKM (Paya Lebar), Sengkang (Buangkok MRT), Punggol Waterway Point and Our Tampines Hub. A new centre in SingPost Centre mall (Paya Lebar) will be opening in October 2017. For more information, visit www.hegurueducation.com.sg



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IT'S OKAY MUMMY

BY YVONNE CHEE

Are you constantly worried about your child after dropping him at the childcare centre? Separation anxiety is a natural part of development for babies, children and parents. It can be challenging especially during the first year of your child's life. For mothers who have completed their maternity leave and need to return to work, the anxiety may be intensified. So what can you do if you find yourself struggling with separation anxiety?

Acknowledge your emotions

Reflect on why you feel uncomfortable being away from your child and if the emotions are valid. Talk to someone whom you trust and look up to, who can help you process your emotions and identify the negative or unhelpful thoughts that are weighing you down.

A little separation is healthy

Separation is an important part of growing up. It will help you and your child to grow to be emotionally independent. Allowing our children to be under the care of other



caregivers also allows them to be comfortable with others and forges a feeling of family and community.

If leaving your baby really makes you feel uncomfortable, ease into it and take small steps. Start by being away from your child for 30 minutes, and slowly increase the duration. Some uneasiness and discomfort is expected during the initial stages.

Don't forget about your relationship with your spouse. It's healthy for parents to have extra support to care for their children, in order for husband and wife to spend quality time together. Don't chuck away your social life entirely and neglect your own interests too. Continue to do what you love

and what makes you happy. Self-care is as important as taking care of your child. When we care for ourselves, we will be able to better care for those around us.

Trust the teachers and other caregivers

One of the fears about leaving your child with another caregiver is the fear that they won't be able to understand or manage him when he fusses. Trust the caregivers and teachers to care for your child. Leave the school knowing that they are in good hands. Staying behind when you drop your child off at the school not only hinders teachers from doing their job, it also prevents your child to adjust independently.

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School Daze Ahead

Bullying, misbehaviours and difficulties coping with school work. We spell out possible sensitive situations that might arise and how you can work your child's teacher to find a win-win solution.

BY DOROTHEA CHOW



Bullying

These days, it's not just about taking lunch money or physical contact. Much of the bullying that goes on is non-violent but plays with emotions and social dynamics. Susan, mum to Sophie who is in Primary 1, recounts one such incident.

“About a month after my daughter entered P1, she encountered an incident in class. One of her classmates had used her pocket money to buy a pen that was coveted among her classmates and kept it for herself.

I didn't want to jump to my daughter's rescue as I wanted her to learn how to stand up for herself. But despite numerous requests to her classmate to either return the money or pen, my daughter's pleas fell on deaf ears. This classmate started to avoid her each time she saw my daughter approaching, and also lied that she lost the pen and didn't have money to return my daughter.

I texted the class teacher to seek her assistance in investigating the matter as my daughter was very upset. The

teacher assured me that she would look into the matter and speak to both girls to find out what had happened. In the end, my daughter's classmate apologised and returned the pen to my daughter.”

WHAT NEXT?

Bully behaviour can run a whole range of scenarios, from taking money for a pen to outright extortion in the school toilet or unkind words. As parents, it definitely breaks our heart when our children face such situations. Don't jump into the fray to solve the problem immediately, unless physical harm has been threatened or occurred.

Encourage your child to take ownership of the problem and learn to stand up for themselves in front of their peers. But this does not mean we should leave them to fend for themselves. Explain to them how they can appropriately respond and talk through the incident with your child. Help them consider their options and encourage them to act on their decision.

It could be as simple as learning to say “No”, or to walk away from a difficult situation. Or it could be knowing when and how to ask their teacher for help.

When the entire matter is solved, ask your child what they have learnt from the incident and how it to avoid it from happening again.

What if your child is not the victim but the perpetrator? Depending on the scenario, you may need to connect with the victim's parents and class teacher. Don't be quick to come to a conclusion and put the blame on your child. Seek to understand the situation first before any punishment is set.

Trust the teacher and school to intervene when necessary. Recognise that there is always a reason behind the behaviour. It may take a while and many frustrating talks, but persevere in speaking to your child about the incident to understand where they are coming from and find ways to prevent such incidents from happening again. Help your child take ownership of the problem and to apologise to the relevant parties.

Misbehaviour

No parent likes to hear that their child has been behaving badly in school. Such behaviour can range from being excessively restless during class time to skipping school, or instigating friends to act out during a lesson. Here's what Shannon, mother to 4-year-old Nat experienced.

“My son’s form teacher called me up after school one day, and told me that he was not cooperating well during class time. He refused to sit with the class during reading and listening time, and was always walking around aimlessly. Sometimes he would just lie on the floor and refuse to obey instructions. The teacher even took photos of these incidents to show me as “proof” of his misbehaviour, and would call me very often to tell me about the latest incident.

Of course, all this didn’t sit well with my son. For a while, he would come home from school crying and refuse to go to school the next day, because of that particular teacher. Yet he could not tell us why he was behaving that way either.

My husband and I discussed Nat’s behaviour and tried to look at his behaviour objectively to discern if his actions were willful or arose from his natural curiosity and mischievous nature. We also spoke with Nat to help him understand why such

behaviour was disruptive, and how being disruptive would affect everyone in his class. Unfortunately, Nat’s teacher was not very keen to work with us on understanding his behaviour and how to find solutions to the problem. So we decided to speak directly to the principal.

The principal was very understanding of the situation. Thanks to her intervention, we realised that our son only acted up in that one teacher’s class, and was much better behaved and attentive during his other lessons. It was more an issue of teaching style and classroom management than a behavioural issue. Eventually, the principal suggested that we switch Nat to another class.

Ever since the switch, Nat has been a lot happier to go to school every day. His new teacher has shared that he is cooperative and well-behaved in school, and even shared with us some tips she learnt from observing our son. For us, the best outcome is seeing Nat finally enjoying school!”

WHAT NEXT?

When a teacher tells parents about their child’s alleged misbehaviour, it’s common for parents to react in one of the two extreme ways - to deny that their angel of a child could possibly behave badly, or to lash out at their child for their bad behaviour and mete out punishment immediately. Of course, we may also fall in between these two extremes.

Shannon and her husband did not jump to premature conclusions but took time to understand the situation from both their child and the teacher’s perspective. Their priority was not to assign blame, but to assess the cause for the misbehaviour and identify any triggering factors and ways to manage such incidents. When further dialogue with the teacher proved ineffective, they turned to the principal for help, and found the solutions they were looking for.

On another hand, it’s important to understand the limitations of teachers in a classroom, given that they have a schedule to keep, many heads to look after, and a curriculum to teach. Be aware of any prejudice or judgements you may have towards the teacher or school. Seek to understand the situation objectively; work out possible solutions

and to evaluate the outcome. At the same time, recognise that change takes time to happen.

Schoolwork

Struggles with schoolwork can be due to a wide variety of reasons. Don't be too quick to assume that your child is lazy or not paying attention in class. Perhaps there is an underlying reason for the seeming lapses in attention or poor understanding of the subject.

For instance, children may be easily distracted by what's happening outside. Or they might be frustrated about a particular problem or person, which causes them to lose focus in class, because they don't know how to manage their big emotions.

Children may also struggle in school because of a lack of sleep or anxieties over issues happening at home. A small percentage could be struggling because of a learning disability or disorder, in which case, professional intervention is necessary.

WHAT NEXT?

Talk to your child's teacher to better understand how your child is struggling with school, for example if it's a particular subject that's challenging, or just school work in general. Find out what your child's behaviour in the classroom is like on a daily basis, and talk it through with your child as well to better understand what is going on.

Brainstorm with your child's teacher and your spouse to get ideas to help

your child cope with the work. Bring your child for a professional assessment if you suspect that there could be a learning disorder at play. Early intervention will help your child progress at a healthy pace.

If the issue is a matter of motivation, find way to encourage your child to enjoy learning. A reward system is often a strong motivator, but it may not be helpful in the long run if you want your child to be self-driven and develop a good work ethic. Instead, find ways to make the learning journey come alive for your child, for example by planning family excursions or art projects around the theme of what he is studying, so that the lessons are more meaningful to him.





All Set? Let's Check

What does your child need to know before going to Primary One? Rachel Lim speaks to experts on how to ensure your child has a good start.

ENGLISH

CAN YOUR CHILD DO THESE?

READ FLUENTLY

Your child should aim to have a degree of fluency and be able to recognise a range of sight words. "A strong understanding of phonics will be hugely beneficial and allow your child to get a head start," says Mr. Matthew Scott, Head of Pre-school, British Council.

GRASP SIMPLE MEANING OF TEXTS

Mr. Scott adds that beyond reading, an ability to grasp simple meaning of texts will provide your child with a sound platform to develop greater comprehension skills later on.

EXPRESS HIMSELF CONFIDENTLY

Most Primary One classes conduct "Show and Tell" sessions where your child is

expected to speak in front of his peers. Mr. Scott opined that clarity of expression and clear pronunciation will be highly valued. Your child will need to be able to confidently express himself and be heard in a large class of up to 30 learners.

SPELL AND WRITE COMPETENTLY

"A child that can spell and write competently will start

Primary One at an advantage. An inability to do this or to write neatly can impede the progress a child can make," observes Mr. Scott.

EXPERT'S TIPS

Cultivate a love for stories

Mrs. Carmee Lim, Mentor Principal, MindChamps, advocates for parents to seize every opportunity to read to their children. "Instead of fretting over whether your child meets the expectations of Primary One, why not take the year to read a thousand stories to your child?" encourages Mrs. Lim. "Use different voices, action songs, drama and play to make stories come alive!" she adds. She also reminds parents that it is most important to let children have fun and enjoy themselves while acquiring the language.

Focus on comprehension instead of fluency

Mr. Scott notes that it is often the case that parents push their children to read fluently at the expense of their comprehension. He encourages parents to focus on helping the child comprehend what they are reading. The child will then enjoy the process and this in turn can lead to better literacy skills.

Take a "Story Walk"

Ms. Lia Testa Teismann, Academic Manager, British

Council Katong Centre, echoes the importance of building on your child's comprehension skills. She suggests doing a "Story Walk" where you look at the pictures and verbally tell the story without looking at the words.

Talk about any expectations you have for the story with your child. "All of these 'pre-reading' tasks will focus the child on the meaning of the story which, remember, is why we read stories," reminds Ms. Teismann. She adds that this will also provide context for children to guess unknown words and give them strategies to decipher or sound out new words.

Make the written word come alive in daily living

Mrs. Lim suggests that parents refrain from putting their children through excessive enrichment classes. She believes in bringing children out into the world and showing them how the language is part of our daily living. "Point to the road signs and labels in the malls. Encourage them to look at the written word," said Mrs. Lim.

Doodle

Mrs. Lim cautions against enforcing penmanship with preschoolers before they show signs of readiness to write. She rightly points out, "Writing is essentially circles, lines and dots. Let the children draw

instead to strengthen their grip and hand muscles which will stage them for success when they eventually exhibit the readiness to write."

MANDARIN

CAN YOUR CHILD DO THESE?

SPEAKING, LISTENING, READING, AND WRITING

"Your child will definitely have an advantage if he can read and write simple sentences as well as understand simple instructions and hold a conversation in Mandarin," says Ms. Huang Ying, Principal of Chengzhu and Mandarin Programmes.

EXPERT'S TIPS

All about exposure

In the early years, children have the ability to absorb the languages which surround them. "If you want to improve your child's ability to communicate in Mandarin, you need to increase their exposure to the language. This is true not only with speaking and understanding the spoken language, but also reading and writing. Children need exposure to print and opportunities to write," advises Ms. Huang.

Be a creative role model

The most important link in the process of learning a language is the person who models that language

- the parent, the teacher, the guide. Ms. Huang advocates, “The more creative the model, the more the child will become imaginatively involved and learn subconsciously, through play.” Ms. Huang emphasises on the importance of ensuring that the learning process is a joy as it will lead to a lifetime of enjoyable communication for your child.

MATHEMATICS

CAN YOUR CHILD DO THESE?

GRASP BASIC MATH CONCEPTS AND SKILLS

According to Mr. Lau Chin Loong, Principal and Director, Seriously Addictive Mathematics (S.A.M), it would be helpful to ensure that your child has knowledge of basic math concepts and skills such as:

- Rote-counting (reciting numbers in sequence till 100)
- Counting objects till 20, reading and writing the corresponding numbers
- Understanding the concept of addition and subtraction
- Adding and subtracting within 20 using strategies such as counting on and counting backwards
- Identifying basic shapes
- Patterning and
- Recognising all denomination of coins and small denominations of notes.

EXPERT'S TIPS

Make mathematics relevant to your child's life “Present everyday objects and situations such as cooking and shopping as opportunities for learning and applying mathematics,” encourages Mr. Lau. He adds that play and hands-on activities have been proven to be most effective in helping children understand and learn abstract math concepts.

Focus on understanding

concepts before introducing procedural skills Mr. Lau observes that a child who understands that addition means putting together and has experienced putting for example 12 and 19 objects together will be able to relate the procedure to that understanding. He urges parents to ensure that their child understands concepts before introducing procedural skills.

Use a systematic 4-steps approach to problem solving

Mr. Lau recommends parents to encourage their children to address word and non-routine problems using a systematic 4-step approach - understand the problem, devise a plan, apply the plan and check that the solution works and if it does not, try again. Mr. Lau cautions against viewing problem solving as simply applying strategies.

SCIENCE

CAN YOUR CHILD DO THESE?

SHOW AN INSTINCT TO INQUIRE, INVESTIGATE AND INNOVATE

Associate Professor (A/P) Lim Tit Meng, Chief Executive, Science Centre Singapore (SCS) observes that young children are born with the fundamental instincts and natural tendency to inquire, investigate and innovate. “When given a gadget or a toy, they will investigate how it works and explore alternative ways of playing with it. When given an everyday object such as a spoon or a pair of chopsticks, they will attempt to inquire and see what happens when these are used to hit a bowl or a glass,” elaborates A/P Lim. He encourages parents to build upon curious and inquisitive young minds whenever they ask questions about the what, why and how.

EXPERT'S TIPS

Adopt an ‘everyday and everywhere’ approach A/P Lim encourages parents to draw their child's attention to science concepts anywhere, anytime. “As a child's brain develops rapidly during their formative years, this ‘everyday’ and ‘everywhere’ approach will satisfy their curiosity and spark a desire to explore deeper

to find out more about their surroundings,” says A/P Lim. He recommends that a useful way is to start with simple observations and gradually introduce hands-on experiments to help young children understand day-to-day science phenomena. One good activity to introduce is to let children play with soap bubbles. From here, parents can indirectly introduce science concepts such as elasticity, surface tension, properties of air, light and chemistry in an age-appropriate manner.

Form your own ‘Kids Club’

A/P Lim suggests parents can form their own ‘Kids Club’ with like-minded friends who have children of similar ages. “Collectively, the kids are able to not only learn and enjoy science exploration through group visits to places including Singapore Science Centre, but also engage in hands-on activities together,” says A/P Lim.

SOCIAL-EMOTIONAL

CAN YOUR CHILD DO THESE?

SELF-AWARENESS AND SELF-MANAGEMENT

“During the early primary school years, children should be able to identify emotions and display basic self-regulation skills when angry or scared,” says Ms.

Eliza Leong, Educational and Developmental Psychologist, Thomson Paediatric Centre, Child Development Centre.

SOCIAL AWARENESS AND RELATIONSHIP SKILLS

Ms. Leong adds that children in early primary should be able to display social behaviours such as:

- Be a member of a group: share, listen, take turns, cooperate, negotiate disputes, be considerate and helpful.
- Initiate social interactions.
- Resolve interpersonal conflict without fighting (e.g. compromise).
- Show empathy towards their peers.

EXPERT’S TIPS

Give them time to play. Playing should be part of a child’s memorable childhood. Play is also a wonderful opportunity to pick up and practise various social skills like turn-taking, sharing, and cooperating with their peers. Ms. Leong encourages parents to provide their children with opportunities to interact with others. “Arrange for play dates or expose your child to different social situations where they get to practise their social skills,” suggests Ms. Leong.

Getting used to the school routine

Ease your child into the school routine by showing

him the school publications like newsletters. Talk about the various activities and the different locations such as flag raising in the hall, recess in the canteen, pick up and drop off points for the school bus and going through a potential timetable.

You can also practise things like packing his school bag, wearing his uniform, buying food and receiving change, in preparation for recess. By normalising such activities and giving your child an increased sense of predictability, he should be able to handle Primary One with greater ease.

Allay their fears and concerns

Your child may also bring home various needs and fears from school. Make it a point to have regular chats with him about his day. Ms. Leong reminds parents that it is important to listen and validate their child’s emotional experience. Pay particular attention to his non-verbal communications.

What all our experts say:

“Learning is a lifelong journey and instilling a love for learning will stage your children for greater success in life. Your patience, kindness, and encouragement will go a long way as your child makes the transition to Primary One. Don’t focus excessively on the outcomes. Strive to make learning a fun and enjoyable process for your little ones.”

10 Things To Do Before Your Child Goes To P1

Don't leave the prep work for Primary school life to the teachers and the school. Here's what our writer Dorothea Chow did to prepare her child for the transition.



1 TALK ABOUT YOUR SCHOOL OF CHOICE

My husband and I weighed many factors when choosing a school for our son, and we decided that I would volunteer at the school during his K1 year – firstly to ensure our place in the school, and secondly to get a better sense of what the school culture was like.

Each time I volunteered at the school, I would share my experiences with the family. Through such opportunities and conversations, I was able to feel increasingly assured about our school choice, as the culture that I saw was a good match to my son's personality and inclinations, and as he heard more about what his school was like, he became excited about going there one day soon.

2 VISIT THE SCHOOL

During the school holidays, I brought my son down to the school just to walk around the compound downstairs. Perhaps some schools may be stricter with visitors, but for his school, they were fine as long as I signed in and out at the general office, and only stayed on the ground level.

It was a great experience to be able to “tour” the compound with my son, to point out to him the classroom block where he would study, the canteen

where he would have his meals, and the field where he could run and play.

3 ATTEND OPEN HOUSES, SCHOOL ORIENTATION AND BRIEFING SESSIONS

Unfortunately, we had to miss our school's Open House, due to prior commitments. However, if you can make the time, this is a good opportunity for your child to tour the school properly, and for you to ask any questions you might have about the school.

We did make it for school orientation and a parents' talk, and those were helpful because they allowed us to meet the principal and key staff members, find out what to expect when school began, and assured us that our children would be in firm but loving hands.

During the orientation, the children were taken to their classrooms to meet their form teachers and future classmates, which meant that they would already know their form teacher before the first day of school. This helps them have a better sense of preparation for the start of school.

4 POINT OUT PRIMARY SCHOOL GOING CHILDREN

One way that we tried to prepare our son for the changes ahead was to point out children in uniform while we were outside, and make a

conversation about it.

For example, we would see a child crossing the road to go to school, and say something like “You see that girl? She's going to primary school. She has to have a big bag for all her school things and books. See how she waits to cross the road? She must walk to school every day, and that's why she knows how to wait safely before crossing the road. When you go to primary school, you will also learn how to be more careful when crossing the road.”

Through short conversations like these, we were able to introduce to him the idea that being in primary school would “promote” him to becoming a “big boy” and becoming more independent, and that that was something exciting and cool to look forward to.

5 EXPLAIN WHAT SCHOOL LIFE IS LIKE

Through conversations like these, we also talked about what school life is like on an average day. For instance, I explained to my son that recess was a time for him to have a snack, drink water, go to the toilet, and maybe play for a while with his classmates. I also told him that the bookshop sold all the stationery and books that he would need in school, but that since we had already gotten all these things, he

probably wouldn't need to visit the bookshop during term time.

We also shared how class time is for learning, and emphasised the importance of paying attention to the teacher during such times, and not being distracted by other things. Related to that, we coached him in how to ask the teacher permission to go to the toilet, or to ask a question about what was being taught.

6 TEACH THEM NECESSARY LIFE SKILLS

As advised by the school and fellow mums, we taught our son how to tell the time. This would help him make better sense of his timetable and break times. We also introduced him to money concepts, so that he would understand the meaning of cost and change, and have better handles on how to spend his money during recess time. We also reiterated the importance of healthy habits such as washing hands before and after meal times and when going to the toilet, keeping hydrated throughout the day, and looking after his personal belongings.

7 INVOLVE YOUR CHILD IN PURCHASING SCHOOL ITEMS

We brought our son along to buy his school books, uniforms and stationery. While this was slightly

inconvenient for us, especially when we had to queue for a long time to get his books, he was happy to be part of the process, and asked many questions along the way. Through inspecting each item together at home, one by one, we could help him make sense of the various books (text book, activity book, writing book) and this enabled him to understand what teacher was talking about in school when classes began.

8 LABEL SCHOOL ITEMS TOGETHER

We printed small names stickers for all the non-flat items, such as his water bottle, colour pencils and pencils, scissors and glue stick. However, for the book items, we asked him to write his name and class on each item neatly. Let your child personally write out his personal details on at least a few items, as it fosters a greater sense of ownership over their belongings. Our son's writing isn't perfect. But as he put in effort to practise his writing before actually starting to label his books, we saw him deep in concentration, and that encouraged us a lot.

9 FIND WAYS TO ENCOURAGE YOUR CHILD

Every child has a different love language and may need you to show your love and

encouragement in different ways, as he takes this first step into primary school life. For my son, he values words of affirmation and gifts, so my way of encouraging him is to write a short note to him every day and stick it somewhere he is sure to see it. Most days, I stick it onto his snack box cover or inside his wallet.

If your child values quality time, you can encourage her by setting aside 10 minutes every day just to let her share about her day in school – the good and the bad – with no mention about homework. If touch is his love language, then be sure to send them off each morning with a hug!

10 CELEBRATE EVERY MILESTONE

To adults, the little challenges our children face in primary school can seem like “no big deal”. But to them, a lot of it is truly a “big deal”. From buying their first meal in the school canteen, to making a new friend, to asking permission to go to the toilet during lesson time, to learning a new game at recess – these events are to be shared, celebrated and remembered. It's especially important that parents and children have regular times to talk about their day, so that you can be privy to all these exciting new achievements your child is experiencing!

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Listings

Let your child blossom and grow with these enrichment and childcare programmes.



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Designed by international reading experts and award winning authors, the MindChamps Reading & Writing programmes establish the love for reading and writing in the early years by engaging both your child's emotion and intellect.

PROGRAMMES

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MindChamps Reading & Writing @ East Point Mall

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Singapore 528833
Tel: 8499 4311 / 6538 3113

MindChamps Reading @ Holland Village

211 Holland Avenue
#04-01 Holland Road
Singapore 278967
Tel: 6463 0881

MindChamps Reading & Writing @ Junction 10

1 Woodlands Rd #02-15
Singapore 677899
Tel: 6767 2381

MindChamps Reading @ Leisure Park Kallang

5 Stadium Walk #01-01
Singapore 397693
Tel: 6242 6902 / 8123 2425

MindChamps Reading & Writing @ Paragon

290 Orchard Rd #06-19/20
Singapore 238859
Tel: 8332 0020

MindChamps Reading & Writing @ Tampines Mall

4 Tampines Central 5
#05-06/07 Tampines Mall
Singapore 529510
Tel: 6782 0606

MindChamps Reading & Writing @ Toa Payoh

490 Lorong 6 Toa Payoh
HDB Hub Biz 3 #05-02
(Lift Lobby 2)
Singapore 310490
Tel: 8332 0020

MindChamps Reading & Writing @ West Coast Plaza

154 West Coast Road
#01-63
Singapore 127371
Tel: 6774 1733 / 8597 8216

MindChamps Reading & Writing @ Westgate

3 Gateway Drive
#04-16/17 Westgate
Singapore 608532
Tel: 6369 9455

NEW MindChamps Reading @ Raffles Town Club

(Opening in Q4)
1 Plymouth Ave
Singapore 297753
Tel: 8332 0020

BRAIN DEVELOPMENT



HAPPY TRAIN

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PROGRAMMES

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Happy Train Pte Ltd @ Bugis (Headquarters)

87 Beach Road, Chye Sing Building #06-02
Singapore 189695
Tel: 6336 5080
enquiry@happytrain.com.sg

Happy Train Centre @ Tampines

1 Tampines Central 5, CPF Tampines Building #08-01
Singapore 529508
Tel: 6781 6788
enquiry-tm@happytrain.com.sg

www.happytrain.com.sg

MANDARIN



CHENGZHU

has a wide range of programmes that build on strong listening, speaking, reading and writing skills. Their curriculum has been specially designed to complement the MOE's Mandarin syllabus in primary school.

PROGRAMMES

Chengzhu Mandarin Kindergarten

- N1 to K2

Chengzhu Mandarin Centre

■ Adult Accompanied

PlayNest (6 to 18 months)
PlayClub (18 months to 3 years)

■ Foundation Years

Chinese Cultural Arts (N1 to K2)
Language Learners (N1 to K2)

■ School Years

Language Skills (P1 to 4)
Creative Writing (P1 to 4)
Mandarin Expression (P5 to 6)

Chengzhu

35 Rochester Drive
#03-01 Rochester Mall
Singapore 138639
Tel: 65 6737 5348

www.chengzhu.edu.sg
enquiries@chengzhu.net

ENGLISH / SPEECH & DRAMA



Julia Gabriel Centre

Combining drama with educational outcomes, age-appropriate activities, EduDrama® is Julia Gabriel Centre's unique approach to education. It introduces students from 6 months to teens to the joys and benefits of drama in various forms such as dramatic play, role-play, improvisation and stage skills.

PROGRAMMES

Early Learning

Adult Accompanied Programmes

- PlayNest (6 to 18 months)
- PlayClub | Bilingual PlayClub (18 months to 3 years)
- Stepping Stones (N1) Independent Programmes
- PlayClub Independent (18 months to 3 years)

Speech and Drama

- Speech and Drama (N1 to P6)
- Stagelights (P1 to 6)
- Speech and Drama for Teens (Sec and Post-Sec Students)
- Oral Communication Skills for Teens (Sec and Post-Sec Students)

Readers and Writers

- Alphabet Zoo Club (18 to 30 months)
- I Love Reading (N1 & 2)
- Let's Read and Write (K1 & 2)
- Think N'Ink (P1 to 6)

Julia Gabriel Centre Forum

Tel: 6733 4322

Julia Gabriel Centre Tampines

Tel: 6444 6735

www.juliagabriel.com
enquiries@juliagabriel.com

ART

Teaching art from the heart

heART Studio

believes early engagement in art has a positive impact on young people. It allows children to explore new worlds and to view life from another perspective. The studio provides quality arts education for all students to gain mastery in the arts, to nurture their creative potential and to cultivate a community of artists and art lovers of all ages. Students are exposed to painting, cartooning and clay creative art, using various mediums and materials.

PROGRAMMES:

- Little Botero 3 years old
- Little Dali 4 to 5.5 years old
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- Adult class
- Yearly Holiday programs

heART Studio

1 Charlton Lane #01-04
Singapore 539631
Tel: 65547563

www.heartstudiosg.com
info@heartstudiosg.com

ART

Little Artists Art Studio

is a specialised art studio, committed to providing each student a high-quality art education experience for nearly 20 years. They specialise in art programs for children 2.5 - 17 years old and adults as well. Enjoy personalised programmes from experienced teachers and be exposed to various art forms in a pressure-free, fun environment.

PROGRAMMES

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- Junior Picasso
- Holiday Workshops
- Portfolio Preparation
- Art For Special Needs
- Adult Workshops
- Ceramic / Clay Sculpture
- Arty Birthday Party
- Corporate Workshops

Little Artists Art Studio

The Mandarin Gardens
#01-07, No 15 Siglap Road
Singapore 448912
Tel: 6449 0960

www.little-artists.com
shalini@little-artists.com

DANCE

Jitterbugs Swingapore®

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SPORT



Sport4Kids

Established in Hong Kong in 2010, Sport4Kids is a sports coaching company that specialises in coaching children ages 2 to 12. Sports4Kids expanded into Singapore in 2013 and is now in the top international schools across the island. With developmentally appropriate activities and opportunities to work cooperatively in an engaging environment, Sport4Kids provides children with a positive sporting experience.

PROGRAMMES:

- Multi-sport 2 - 6 years old
- Soccer 2 - 10 years old
- Tennis 2 - 12 years old
- Basketball 2 - 14 years old
- Mini-rugby 2 - 10 years old
- Swimming 2 - 14 years old
- Holiday Camps 3.5 - 12 years old
- Sport themed Parties

Sport4Kids

8 Burn Road
Trivex #12-15
Singapore 367799
Tel: 6816 3110

www.sport4kids.sg
info@sport4kids.sg

SCIENCE



Thinker Tinkers

is a STEM (Science Technology Engineering Math) programmes specially designed by a team of highly qualified educators consisting of both ex-MOE Science Specialist and Experienced Early Childhood Educators for preschoolers aged 5 to 6. Thinker Tinkers believe in learning through play and hands-on activities that inspires curiosity and creativity by getting preschoolers to solve real-life problems.

PROGRAMMES

- Weekend regular enrichment classes 5 - 7 years old
- Holiday programmes 5 - 7 years old

Thinker Tinkers

46 East Coast Road #01-03
Singapore 428766
Tel: 8777 8834

www.thinkertinkers.com
info@thinkertinkers.com

PRESCHOOL



Dreamkids

employs a fusion of the world's best early childhood educational approaches. The school's Education and Curriculum Specialist comes from Finland - recognised as one of the world's leading education systems - and blends knowledge of Finland's well-balanced system with the successful traits Singapore.

*Playgroup. Nursery.
Kindergarten. School Fee: \$\$\$*

METHODOLOGY

Adopting a thematic approach in their school, Dreamkids Kindergarten also partnered with Rovio Entertainment Ltd, to bring in an early childhood education program for three to six-year-olds based on the 'Fun Learning' methods and values. The programme, Angry Birds Playground, supports engagement, creativity and innovative thinking.

Dreamkids Kindergarten @ East Gate

46 East Coast Road #01-03
Singapore 428766
Tel: 6348 8078 / (SMS) 8777 8834

www.dreamkids.com.sg
info@dreamkids.com.sg



CHILTERN HOUSE PRESCHOOL

Chiltern House Preschool prepares children for confident entry to primary school by instilling a love of learning from the very start. From preschool to kindergarten, the child-centred curriculum nurtures growing independence and self-esteem, as children build strong bilingual communication skills.

Interactive learning takes place in small groups and our programme includes UK's Oxford Reading Tree, Phonics, Maths, Technology and Research, Mandarin, Cookery, Art & Craft, Physical Education, Music, and Speech & Drama.

Pre-Nursery • Nursery • Kindergarten • School Fees: \$\$\$\$

METHODOLOGY:

Chiltern House Preschool adopts a range of teaching methods: EduDrama® Thematic, Multiple Intelligence, Project work, Play, Learning Centres and Experimental.

CHILTERN HOUSE EAST COAST

231 Mountbatten Road
Blk C #02-01
Singapore 397999
Tel: 6345 9912
cheastcoast@chilternhouse.com.sg

CHILTERN HOUSE FORUM

583 Orchard Road
#04-01 Forum
Singapore 238884
Tel: 6737 1966
chforum@chilternhouse.com.sg

CHILTERN HOUSE MOUNTBATTEN

231 Mountbatten Road
Block A #01-00
Singapore 397999
Tel: 6242 8368
chmountbatten@chilternhouse.com.sg

CHILTERN HOUSE THOMSON

510 Thomson Road
#04-01A SLF Building
Singapore 298135
Tel: 6299 5161
chthomson@chilternhouse.com.sg

CHILTERN HOUSE TURF CLUB

232 Turf Club Road
Singapore 287982
Tel: 6468 8566
chturf@chilternhouse.com.sg

www.chilternhouse.com.sg | For enrolment: 6346 6130 / enquiries@chilternhouse.com.sg

School Fees range (before subsidies) \$ (\$500 - \$800) \$\$ (\$801 - \$1100)
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*identified via more than 4,000 independent online and face-to-face consumer surveys conducted by Brand Alliance since 2013.

www.mindchamps.org/preschool | sg.enquiriesps@mindchamps.org | Hotline: 8233 4400

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METHODOLOGY:

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NORTH

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Singapore 298137
Tel: 6250 8484

PreSchool @ Bishan

18 Sin Ming Lane
#01-18 Midview City
Singapore 573960
Tel: 6734 8400

Infant Care & PreSchool @ Serangoon

151 Lorong Chuan #03-06
(Lobby F) New Tech Park
Singapore 556741
Tel: 6281 5638

PreSchool @ Toa Payoh

HDB Hub Biz 3 Lift Lobby 2
#05-12
490 Lorong 6 Toa Payoh
Singapore 310490
Tel: 6828 2648

PreSchool @ Upper Thomson

9 Tagore Lane #01-08
9 @ Tagore
Singapore 787472
Tel: 6552 1032 / 9127 0985

PreSchool @ Woodlands

11 Woodlands Close
#01-38/39 Woodlands 11
Singapore 737853
Tel: 6339 3296

PreSchool @ Yio Chu Kang

202 Ang Mo Kio Ave 9
#01-204 Yio Chu Kang
Swimming Complex
Singapore 569771
Tel: 6481 6626 / 8492 7888

PreSchool @ Yishun

6 Yishun Industrial St 1
NorthView BizHub
#01-9/10/11
Singapore 768090
Tel: 6966 8758

NORTH EAST

PreSchool @ Buangkok

15 Serangoon North Avenue 5
#02-00 (within Popular building)
Singapore 554360
Tel: 8838 4863

PreSchool @ Punggol Northshore

11 Northshore Drive
#01-B Marina Country Club
Singapore 828670
Tel: 6208 7488 / 8838 4428

EAST

Chinese PreSchool @ Tampines Central

3 Tampines Central 1 Abacus
Plaza #03-01
Singapore 529540
Tel: 9769 9025

Infant Care & PreSchool @ Bedok

750C Chai Chee Rd #01-01
Viva Business Park
Singapore 469000
Tel: 6445 4567 / 9833 4567

PreSchool @ Changi Airport

65 Airport Boulevard
#03-22/29 Changi Airport
Terminal 3
Singapore 819663
Tel: 6241 9941 / 8110 0010

PreSchool @ Changi Business Park

51 Changi Business Park
Central 2
The Signature #01-16
Singapore 486066
Tel: 6781 6870

PreSchool @ Leisure Park Kallang

5 Stadium Walk #01-01
Singapore 397693
Tel: 6242 6902 / 8123 2425

PreSchool @ MacPherson

56 Kallang Pudding Road
#01-01/02/06
HH @ Kallang
Singapore 349328
Tel: 6385 5803 / 9113 6278

PreSchool @ OneKM (East Coast)

11 Tanjong Katong Road
#03-19
Singapore 437157
Tel: 6440 0859 / 9681 4481

PreSchool @ Tampines Point

2 Tampines Central 6 NTUC
Income Tampines Point Level 2
Singapore 529483
Tel: 6260 0531

SOUTH**PreSchool @ Bukit Merah**

2 Jalan Kilang Barat #01-01
Singapore 159346
Tel: 6274 6066

PreSchool @ Mapletree Business City

20 Pasir Panjang Road
#02-25
Singapore 117439
Tel: 6659 4100

PreSchool @ Marina Square

6 Raffles Boulevard #01-213
Marina Square
Singapore 039594
Tel: 6333 0331 / 9695 3738

CENTRAL**NEW PreSchool @ Raffles**

Town Club (Opening in Q4)
1 Plymouth Ave
Singapore 297753
Tel: 8332 0020

NEW Chinese PreSchool @ Cecil Street

105 Cecil Street #04-01/04
The Octagon
Singapore 069534
Tel: 8821 2198

NEW PreSchool @ Concorde Hotel (Orchard)

100 Orchard Road #01-03C
Concorde Hotel &
Shopping Mall
Singapore 238840
Tel: 6235 2358 / 9665 3840

PreSchool @ Bt Timah

200 Turf Club Road The
Grandstand
#05-05 South Grandstand
Singapore 287994
Tel: 6468 0668

PreSchool @ City Square Mall

180 Kitchener Road City
Square Mall #07-01/05
Singapore 208539
Tel: 6834 4388

PreSchool @ Liang Court

177 River Valley Road Liang
Court #05-01
Singapore 179030
Tel: 6338 3002 / 9114 2280

PreSchool @ Paragon

290 Orchard Road Paragon
#06-19/20
Singapore 238859
Tel: 6732 0087

PreSchool @ Tanglin

318 Tanglin Road #01-42
Singapore 247979
Tel: 9782 6663

PreSchool @ Zhongshan Park (Baletier)

18 Ah Hood Rd #05-51
Hiap Hoe Building
Singapore 329983
Tel: 6734 7702 / 9776 5033

WEST**Infant Care & PreSchool @ Buona Vista (Biopolis)**

3 Biopolis Drive Synapse
#01-11
Singapore 138623
Tel: 6684 5568 / 9831 4567

PreSchool @ Fusionopolis

Temporary relocated at:
3 Biopolis Drive Synapse
#01-11
Singapore 138623
Tel: 6463 4567 / 9831 4567

PreSchool @ Holland V

211 Holland Avenue #04-01
Holland Road Shopping
Centre
Singapore 278967
Tel: 6463 0881

PreSchool @ Junction 10 (Bukit Panjang)

1 Woodlands Road #02-15
Junction 10
Singapore 677899
Tel: 6767 2381

PreSchool @ Jurong West

20 Jurong West St 93
Jurong West Sports &
Recreation Centre
#02-06/07
Singapore 648965
Tel: 6790 8878

PreSchool @ JTC Summit

8 Jurong Town Hall Road
The JTC Summit #05-01
Singapore 609434
Tel: 6896 8896

PreSchool @ West Coast Plaza

154 West Coast Road #01-63
West Coast Plaza
Singapore 127371
Tel: 6900 4500



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E: enquiry@happytrain.com.sg

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