MAYFLOWER SECONDARY SCHOOL

MIGHTY IN THOUGHT AND DEED

ZEST FOR LIFE · CURIOUS MIND · GENEROUS SPIRIT

Parent Engagement

06 Mar 2026 (Friday)

Programme Overview

- **Principal's Address**
- **Navigating Post-Sec Educational Pathways**
- **Understanding your Child’s Needs and How to Better Support Them**

Developing **Future Ready Mayflowerians**

Mayflower Mission

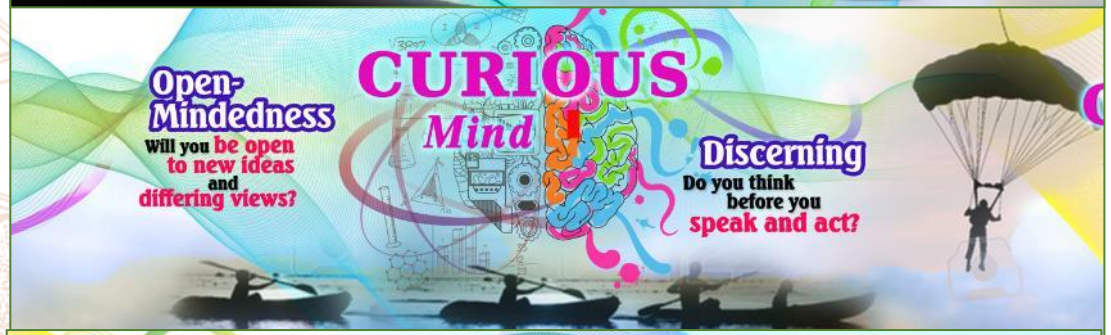
Every Mayflowerian
Mighty in Thought and Deed



School Motto

Mighty in Thought and Deed







MIGHTY IN THOUGHT AND DEED
ZEST FOR LIFE · CURIOUS MIND · GENEROUS SPIRIT

MAYFLOWER PROMISE

Future Ready Mayflowerians with a Zest for Life, a Curious Mind and a Generous Spirit

Zest for Life

Moral Courage • Responsibility • Optimism • Commitment

1. Mayflowerians have a strong sense of purpose, and pursue their passion and interests.
2. Mayflowerians are resilient and confident to face challenges.
3. Mayflowerians strive for excellence with humility.

Curious Mind

Discerning • Open-Minded

1. Mayflowerians are inquisitive, self-directed and lifelong learners.
2. Mayflowerians demonstrate critical, adaptive and inventive thinking.
3. Mayflowerians are digitally literate, using technology effectively and responsibly.

Generous Spirit

Respect • Empathy • Integrity

1. Mayflowerians are effective communicators with good interpersonal skills and able to work collaboratively with others.
2. Mayflowerians embrace inclusivity and celebrate diversity.
3. Mayflowerians are civic-minded global citizens who have the will to act.

The Marshmallow Experiment



Original Experiment: 1972

- Tested children 3-5 years old
- Eat marshmallow now, or wait 15 min to get another

Results

- Minority ate right away; most ate before 15 min
- Only one-third managed to wait 15 min

The Follow-Up

- Followed up on children 16, 18 and 39 years later
- Those successful at waiting were also more successful in school, work and life

Importance of **Self-Regulation**

*Self-regulation refers to ability to **set goals** and **manage learning process** to achieve those goals.*







Mental Discipline
e.g. inhibition, outcome-focused, attention shifting

Emotion Regulation
e.g. persevering, tolerating frustration, stress recovery





Goal Setting
e.g. goal valuation, future orientation





Learning Skills and Strategies
e.g. time management, study techniques, notes making

Spaced Practice

Spacing out your learning over time

What is spaced practice?

- Spreading studying across a much longer period produce more long-lasting learning.
- Opposite of cramming
- Requires advanced planning



Problems with Cramming



Takes more time in total



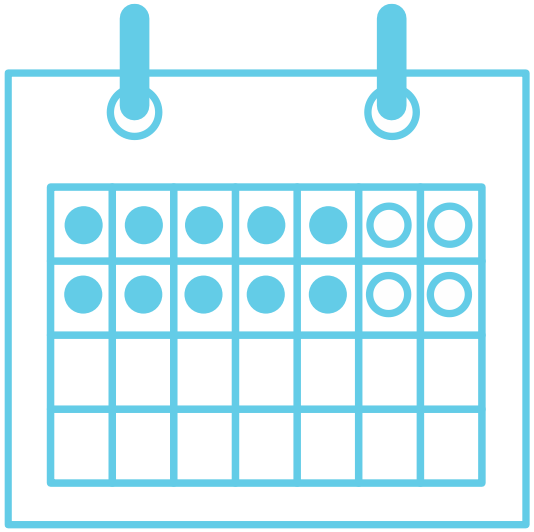
Inefficient. Learning is often forgotten later.



Often affect sleep.

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

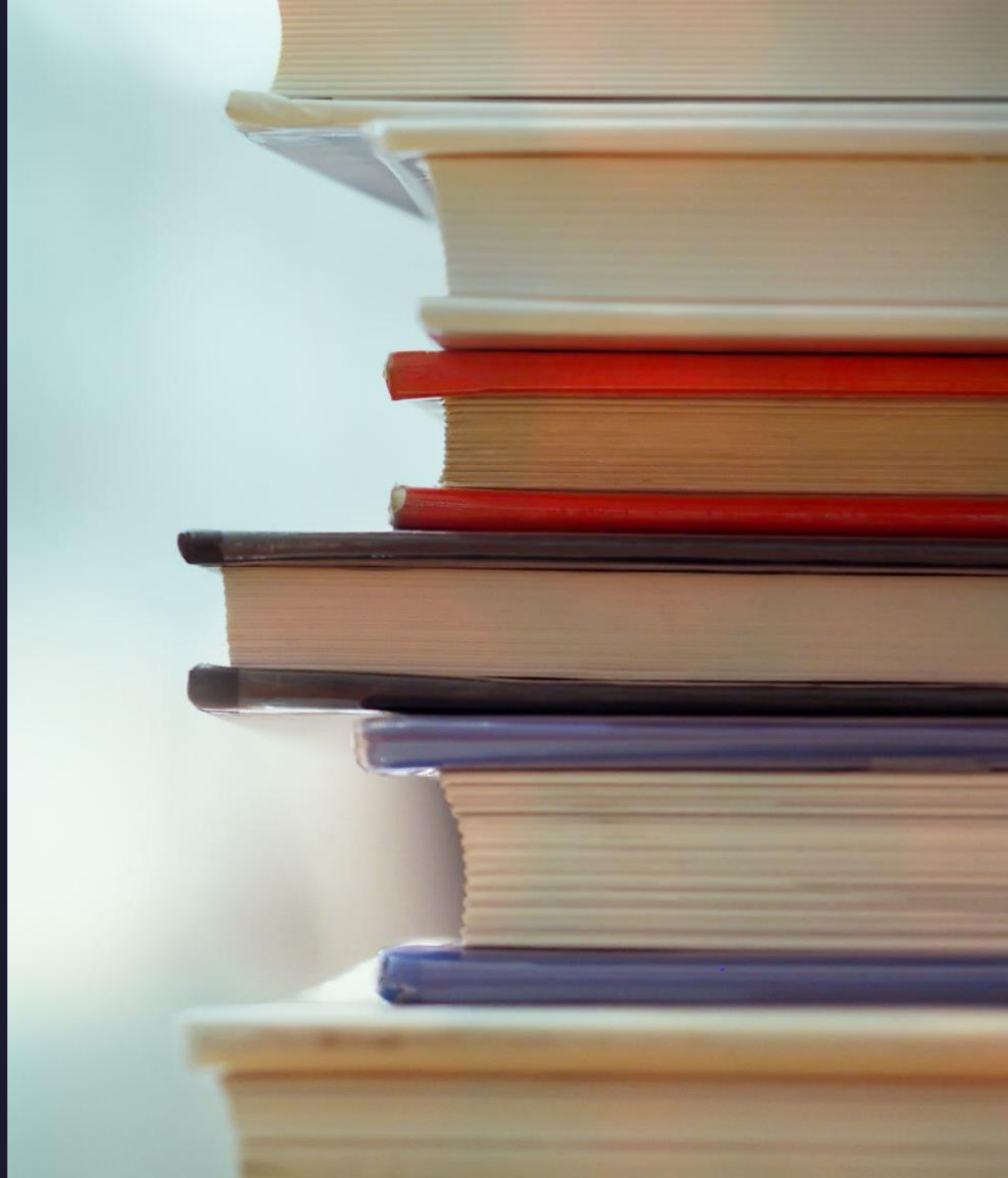
M T W Th F Sa Su M T W Th F Sa Su





Spacing out your review / practice...

- Gives brain time to forget immediate impression
- Forces it to reconstruct
- Makes retrieval more effortful, but…
- Strengthens the memory



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



Spaced Practice tells us to ...



SCHEDULE

Deliberately plan study timetable to spread out learning in advance



REVIEW

Revisit old topics. Difficult but it reinforces learning.

Supporting Your Child in the Final Stretch

Support for Our Students

Learning Support

- Effective Learning Skills
- Direct Academic Support (next slide)

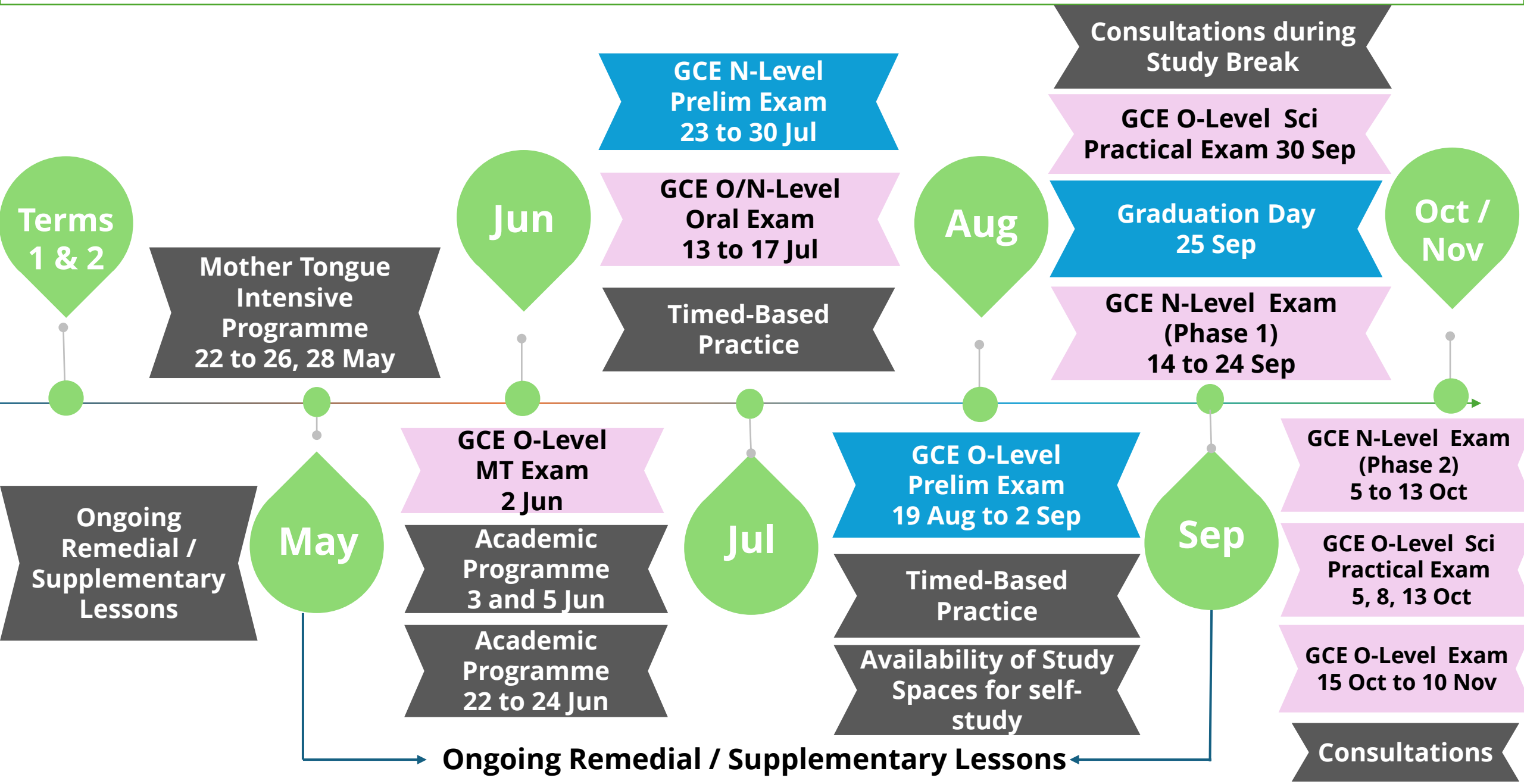
Education and Career Guidance (ECG) Support

- Class-based Sharing
- One-to-One Consultations

Social / Emotional Well-Being Support

- Self-Referral and Walk-Ins
- Teacher Referral
- Parent Referral

Academic Support and Calendar for 2026



Navigating Post-Sec Educational Pathways

Ser Yee, Senior ECG Counsellor

Mayflower Secondary School

6 March 2026



NICE TO MEET YOU!



Ser Yee

Senior ECG Counsellor



EDUCATION & CAREER COUNSELLING
SCHOOLS

EDUCATION & CAREER COACHING
PSEI



TALENT ACQUISITION



MEDIA & ADVERTISING



TOURISM


Will Our Children Be Ready?

Changes in the World of Work Today



Evolving Global Trends



Increasing Digitalisation & Other Disruptions



Shifting Values of Work & Aspirations

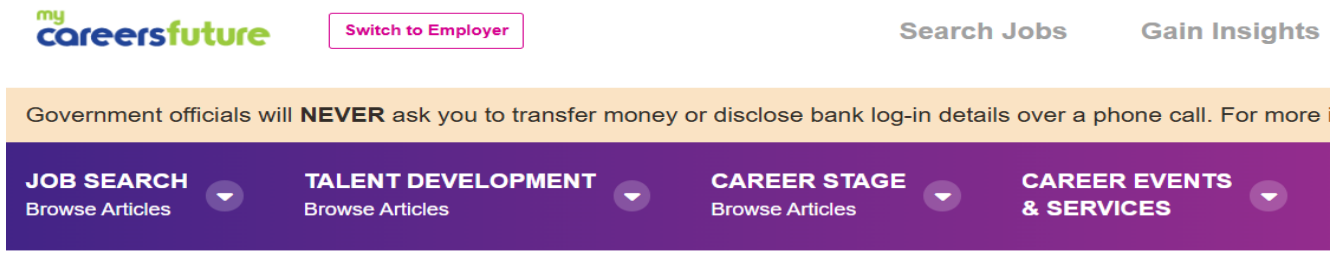
Future of Work

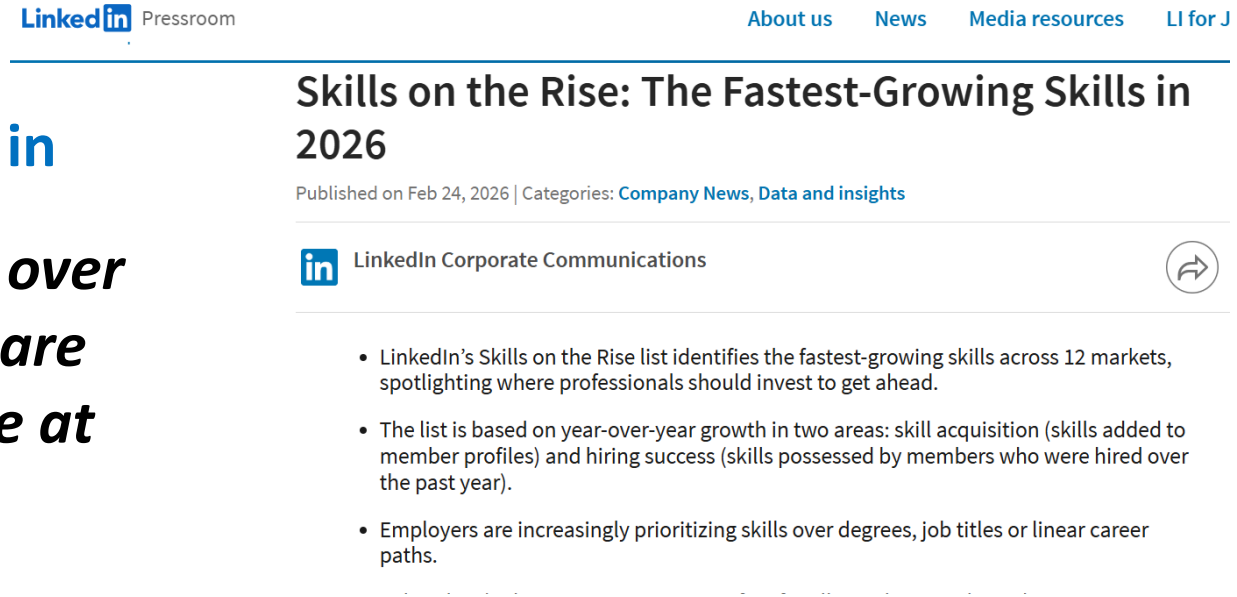
Skills on the Rise: The Fastest-Growing Skills in 2026

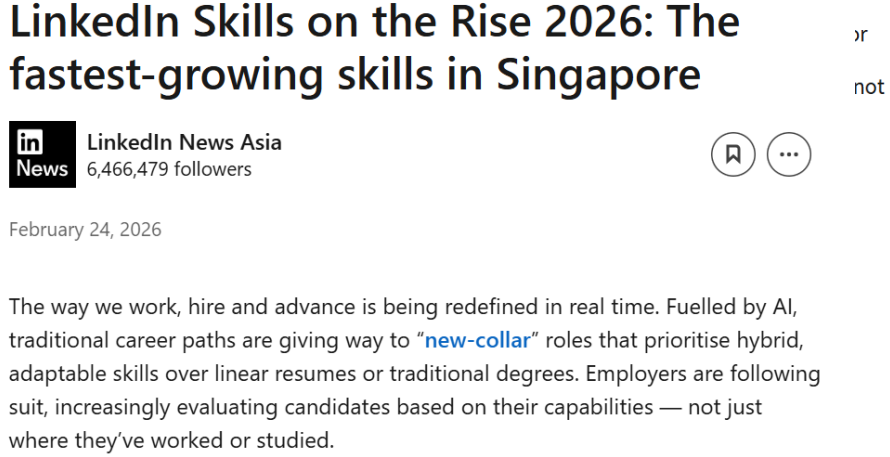
Employers are increasingly prioritising skills over degrees, job titles or linear career paths. …. are looking less at job titles or degrees and more at what people can actually do.

People Skills Matter More Than Ever ..

Management , Collaboration, Communication…







ECG

What's more important for students than studying a specific subject is to focus on **learning soft skills** instead. Things like **communication, inventive thinking** and reliability, as well as **empathy** and being able to **build relationships.**

All are **transferable** across multiple industries.

Is it still worth going to university?

The Economist

Perhaps what's even more important is that a student gains **work experience or an internship**…

one thing is for sure - a student with a **variety of skills**, a **lifelong desire to learn** and a **good attitude** will go far

SKILLS DEMAND FOR THE FUTURE ECONOMY REPORT 2025



- E-Commerce & Marketing
- Software development
- Cybersecurity & Risk
- AI Data & Analysis

Green Economy



- Environmental & Sustainability Management
- Green Infrastructure
- Renewable Energy

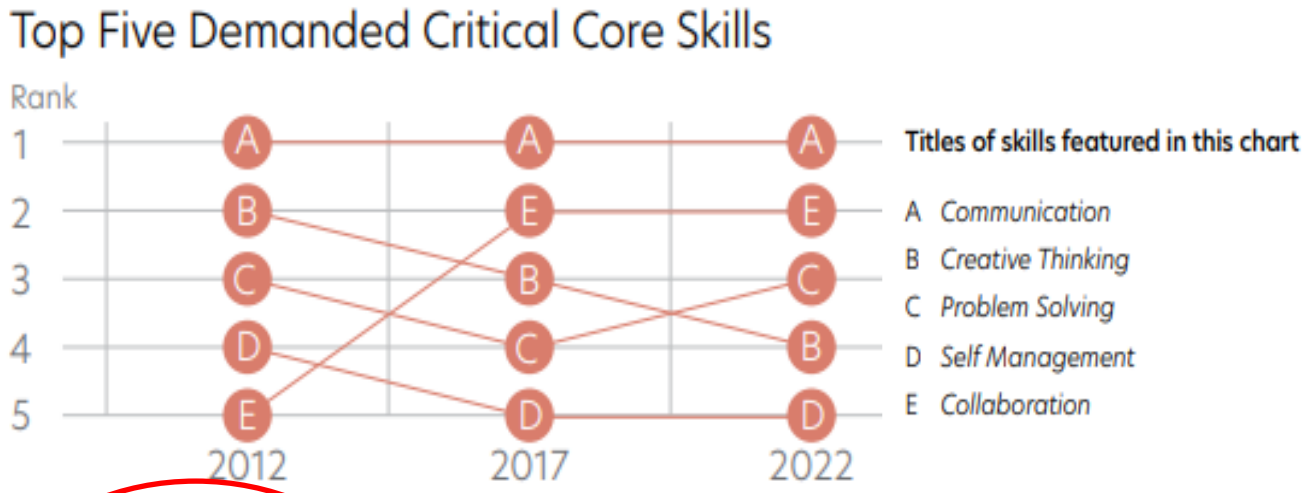
Care Economy



- Health & Wellness
- Teaching & Learning
- HR and Services
- Community Partnerships

SKILLSFuture SG

Future of Work



Skills that are consistently in the top 10 list in 2012, 2017 and 2022:

- *Communication*: Share information effectively
- *Collaboration*: Work effectively with others
- *Problem Solving*: Identify and solve problems
- *Creative Thinking*: Generate new and innovative ideas
- *Self Management*: Manage one's personal effectiveness and holistic well-being

•*Skills Demand for the Future Economy 2023/24*

7 out of 10 non-creative job roles need creative skills.

Creative skills are becoming more important in many jobs. A total of 40 creative skills experienced an increase in transferability since 2019. This means that more job roles are increasingly asking for creative skills.

7 in 10 non-Creative professionals require creative skills notably in IT, Engineering, Operations, Sales, and Business Development functions.

Examples of job roles needing creative skills:
Software developers: *Design Creation and Development* is needed to create user-centric applications with intuitive and visually appealing interfaces that enhance users' experience.

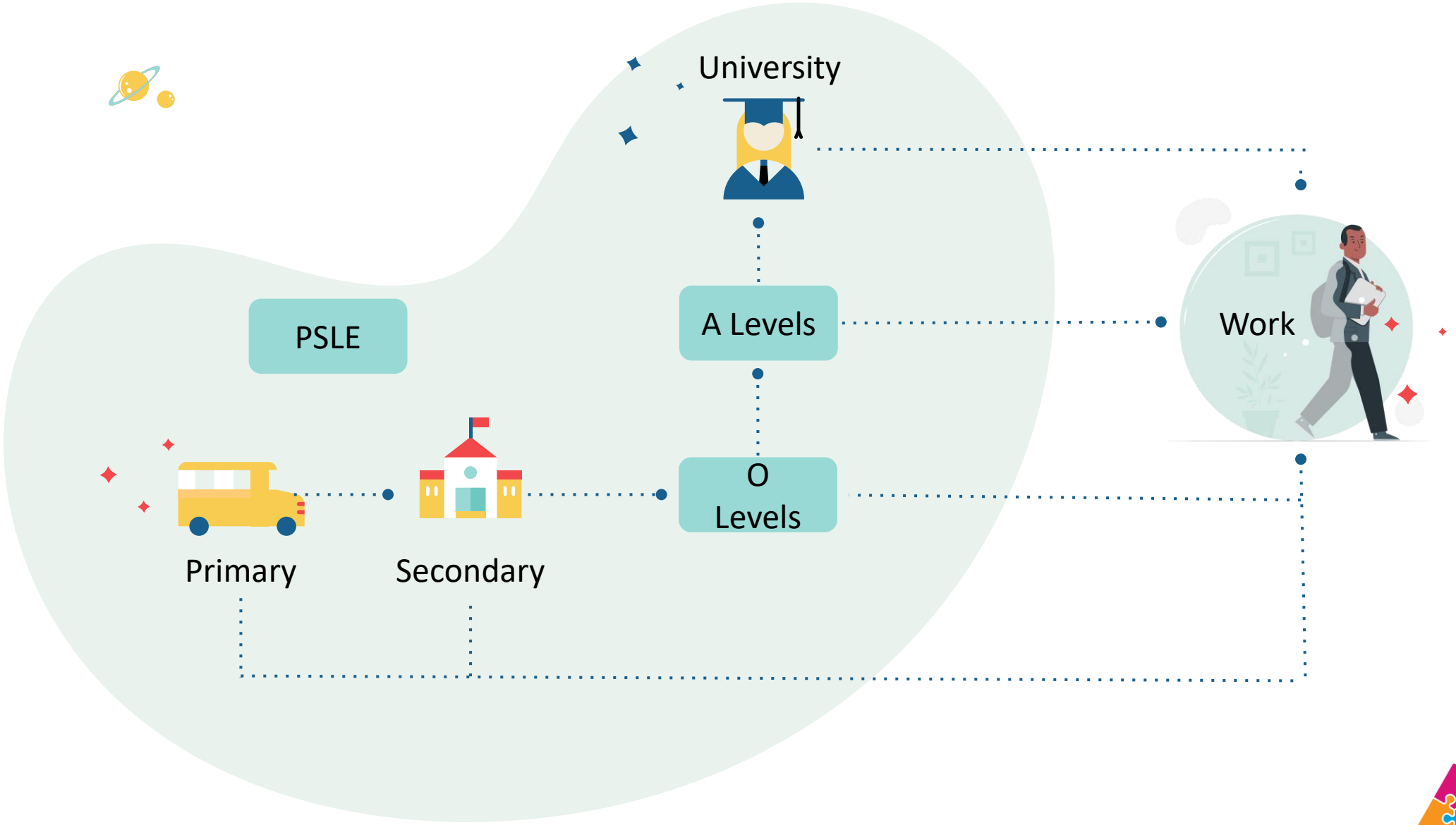
Restaurant managers and chefs: *Customer Acquisition Management* and *Brand Management* have gained importance to establishments that differentiate and manage their unique brand identity and continue to attract and grow their customer base.

This trend shows that having some creative skills can help people in many different careers.

•*Skills Demand for the Future Economy 2025*

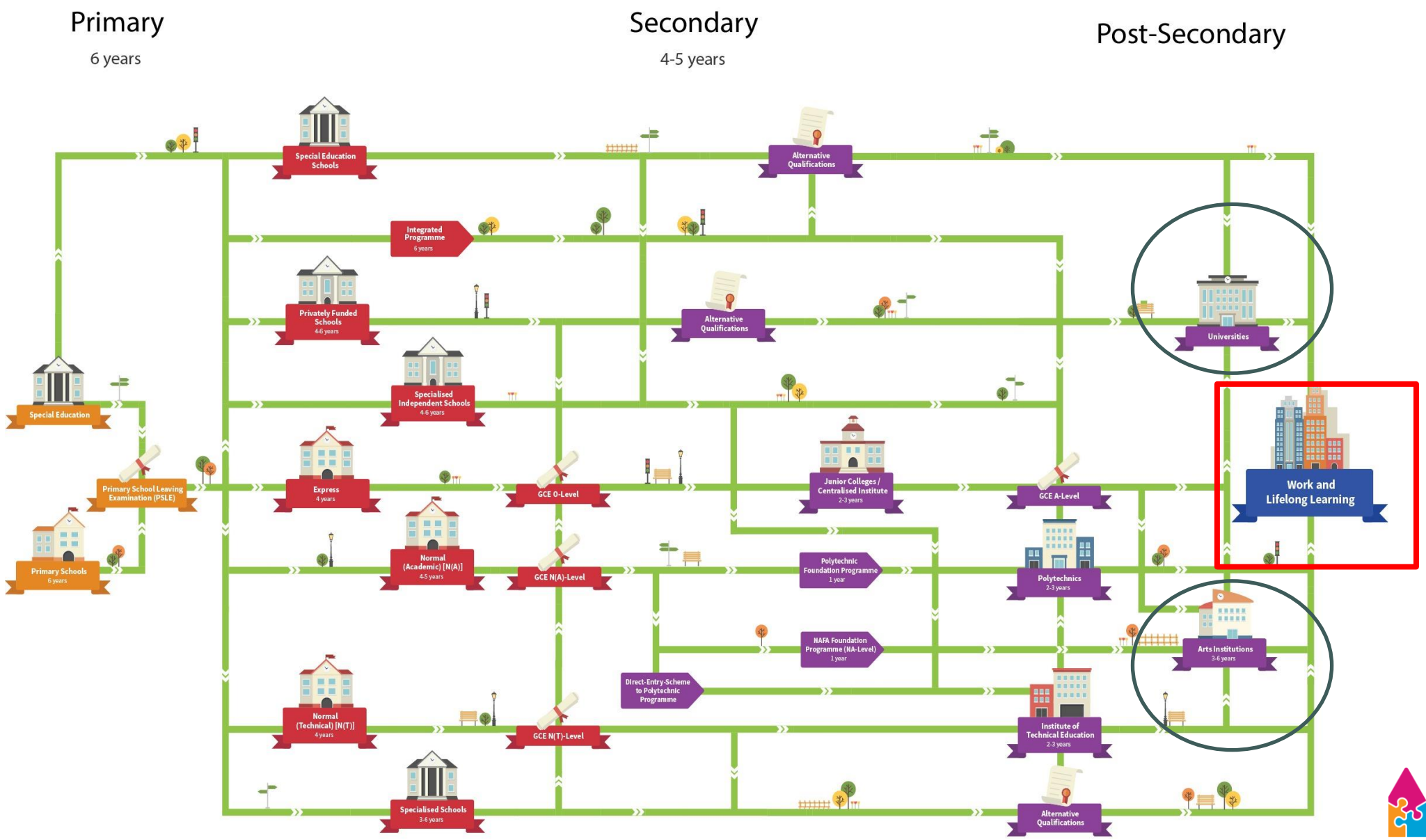
ECG

Education Pathway used to be Simple



Credit : Illustration by Storyset

Today the Education Landscape is Dynamic



Changes in the Post-Sec Education Landscape

6 Local Autonomous Universities

NUS National University of Singapore

NANYANG TECHNOLOGICAL UNIVERSITY

SMU SINGAPORE MANAGEMENT UNIVERSITY

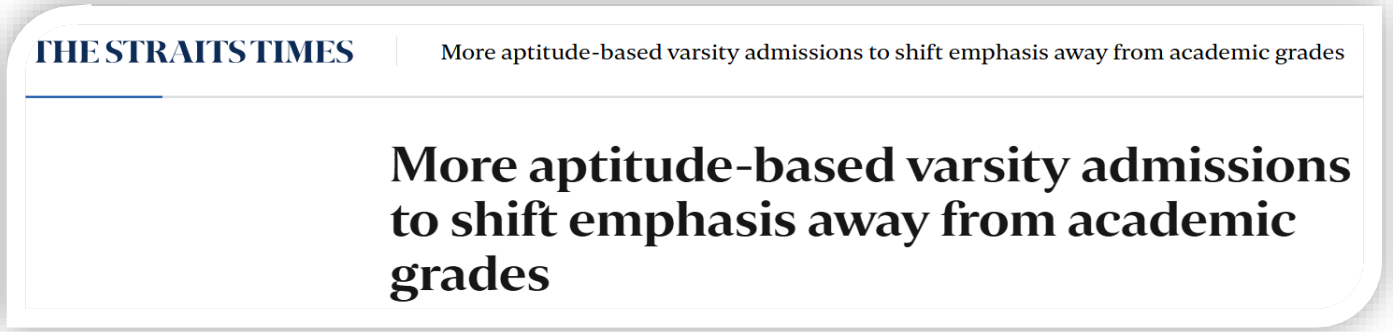
SUTD SINGAPORE UNIVERSITY OF TECHNOLOGY AND DESIGN

SIT SINGAPORE INSTITUTE OF TECHNOLOGY

SUSS SINGAPORE UNIVERSITY OF SOCIAL SCIENCES

Inter-disciplinary learning

Expansion of **Aptitude-Based Admissions**


THE STRAITS TIMES | More aptitude-based varsity admissions to shift emphasis away from academic grades

More aptitude-based varsity admissions to shift emphasis away from academic grades


For subscribers

NTU to admit 50 per cent of undergrads using broader admission criteria

Government supported Pte Uni

UAS University of the Arts Singapore

← Order based on year of establishment

Continuing Education & Training (CET)

NANYANG TECHNOLOGICAL UNIVERSITY SINGAPORE



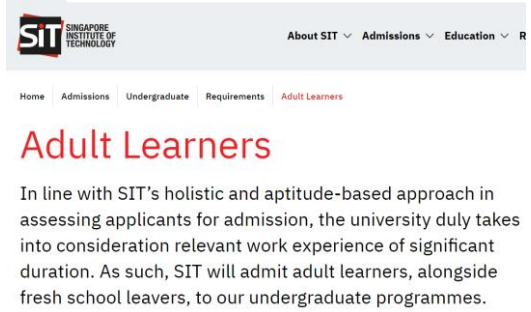
> Admissions > Undergraduate > Admission Guide > Adult Learners Scheme

Adult Learners Scheme

SMU Higher Education Pathway for Adult Learners (HEAL)

in the selection process.







SkillsFuture Work-Study Degree



SkillsFuture Work-Study Post Diploma



SkillsFuture Work-Study Diploma



SkillsFuture Work-Study Certificate



SMU Academy
Sponsored ·

"A game changer in adult education." Hear how SMU's Industry Practice Master is opening new pathways for working professionals.

The programme now welcomes ITE Diploma holders for the first time, while Polytechnic Specialist and Advanced Diploma holders can benefit from credit exemptions for relevant modules previously completed.

Overview of Post-Sec Pathways



Institute of Technical Education

Higher Nitec
(2/3 years)

Polytechnic

Diploma
(3 years)

Junior College/ Millennia Institute

A-Levels
(2/3 years)

Arts Institutions

Art Diploma
(3 years)

Changes in the Post-Sec Education Landscape



Purpose of Qualification
- Entry to Uni

Style of Learning
- Academic learning

Student Life
- Timetable, uniform, smaller community

Junior College/ Millennia Institute

- Expanding DSA-JC opportunities
- Changes to A Level Curriculum (e.g. removal of Mid-Year Exams in phases)
- Uni Admission scores

ECG

Changes in the Post-Sec Education Landscape



Polytechnic

Purpose of Qualification
-employable, skills

Style of Learning
- Applied learning

Student Life
- Self-directed, No major exam, bigger community, Cumulative Grade Point Average (CGPA)

- **Polytechnic Foundation Programme (PFP):** students choose **a cluster of interest** instead of a specific diploma (Increased access from 2028)

- Expanding **Common Entry Programme** offerings

ECG

Changes in the Post-Sec Education Landscape



Institute of Technical Education

- **Streamlining ITE curriculum** to attain a Higher Nitec within a shorter time

- **ITE Work & Study and Technical Diplomas**

Purpose of Qualification
- employable, skills

Style of Learning
- Applied learning

Student Life
- Hybrid : Uniform, No major exam, GPA

ECG

Success Stories

MFS Alumnus

“My lecturers at ITE were incredibly supportive and I am very grateful for that. They encouraged me to participate in various competitions and leadership CCAs to further develop myself. My journey in the WorldSkills Singapore 2023 competition was particularly tough and required a lot of self-learning, but it helped to build my mental toughness. I have learned that I can conquer any challenge, so long as I give my best efforts and never give up.”



Roy Chng Hong Xiang

Valedictorian 2024
Recipient of Tay Eng Soon Gold Medal
Higher Nitec in IT Applications Development
ITE College Central

Success Stories

When the path isn't straight: An ITE student's journey to NUS



Agnes Kua I

" You're not starting from behind
You're starting from **a different launch pad -one built on resilience, hands-on skill, and real grit**...."



Suhaimie Sukiman
Co-owner Dutch Colony Coffee Co

Post-Sec Admissions for O-Level Students

Institutions	Pathway	Eligibility Criteria
JC	2-yr A Level or IB Diploma	**Raw L1R5 ≤ 20** + Grade Requirements
MI	3-yr A Level	**Raw L1R4 ≤ 20** + Grade Requirements
Polytechnic	3-yr Diploma	**Net ELR2B2 ≤ 26*** + Min. Entry Requirements
ITE	2-yr *Higher Nitec*	Sat for at least **5 'O' Level subjects** over a max. of 2 years + Min. Entry Requirements
ITE	3-yr *Higher Nitec*	Sat for at least **5 'O' Level subjects** + Min. Entry Requirements
Nanyang Academy of Fine Arts (NAFA) **LASALLE College of the Arts (LASALLE)**	3-yr Diploma	**25 points in 4 GCE 'O' Level subjects** excluding English *(Visit websites for other admission requirements)*

Note: Eligibility does not guarantee admission. Admission is also based on academic merit.

*The exception is Diploma in Nursing, whereby your ELR2B2-C net aggregate score must not exceed 28.

Post-Sec Admissions for N-Level Students

Pathway		Eligibility Criteria	Applicable for:
PFP	Polytechnic Foundation Programme (1-yr)	**Raw EMB3 ≤ 12** + Grade Requirements	**N(A) Students <u>Only</u>**
DPP	Direct Direct-Entry-Scheme to Polytechnic Programme (2-yr Higher Nitec, mapped to Poly course)	**Raw EMB3 ≤ 19** + Grade Requirements	
Sec 5	O Level (1-yr)	**Raw EMB3 ≤ 19**	
NFP	NAFA Foundation Programme (35 weeks)	**Raw EMB3 ≤ 19** + Grade Requirements	
ITE	3-yr *Higher Nitec*	**Best 4 subjects** + Grade Requirements	**<u>Both</u> N(A) & N(T) Students**
	Enhanced Foundation Programme (eNFP)	Min. Entry Requirements	**N(T) Students <u>Only</u>**

Note: Eligibility does not guarantee admission.
Admission is also based on academic merit.

Aptitude-based Admissions

	What is it?	Who Can Apply?	Main Criterion	Application Starts*
DSA-JC	**Direct School Admission (DSA-JC)** allows students to apply to DSA school before O-Level exams.	• **Sec 4E/ 5NA Students (O-Level)**	• Based on **talent** in sports, CCAs and specific academic areas that may not be demonstrated at the O-Level examinations.	May 2026
Poly EAE	**Polytechnic Early Admissions Exercise (Poly EAE)** allows students to apply for and receive conditional offers for admission before O-Level exams.	• **Sec 4E/ 5NA Students (O-Level)**	• Based on students' **aptitude and interest** in a field related to the diploma course they are applying for.	Jun 2026
ITE EAE	**Institute of Technical Education Early Admission Exercise (ITE EAE)** allows students to apply and receive conditional offers for admission to ITE before their O-Level or N-Level exams.	• **Sec 4E/ 5NA Students (O-Level)** • **Sec 4NA/NT Students (N-Level)**		May 2026

*Exact application dates TBC

Process, Preparation & Support

APPLICATION

↓

SELECTION

↓

INTERVIEW

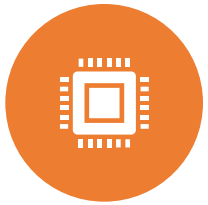
↓

OFFER ACCEPTANCE

↓

WITHDRAWAL

- ✓ Write-up
- ✓ Portfolio



LEARNING JOURNEYS /TALKS BY ITE/POLY/JCS



DSA/ EAE BRIEFINGS



EAE WRITE-UP



INTERVIEW PREPARATION



ECG CONSULTATION AND SUPPORT FOR DSA/EAE APPLICANTS



ECG CHECK-IN/ ADVICE ON DSA/EAE OFFERS

Supporting Our Teens in Choosing Post-Sec Pathways

1 Take a step back from our own expectations

Consider these factors

- ✓ Overall interest in the course or school
- ✓ Travel time between home and school
- ✓ Future work opportunities related to your teens' interests



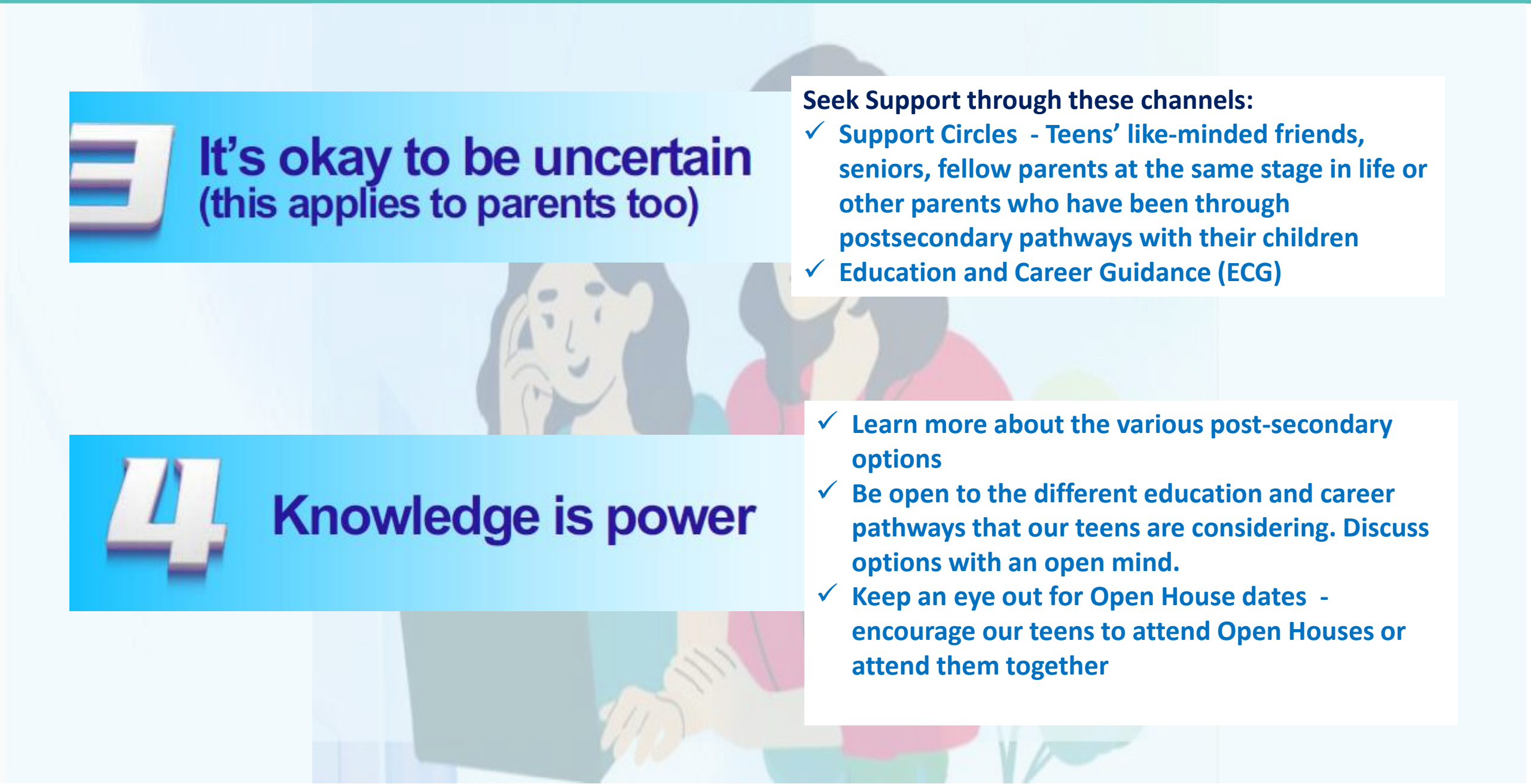
2 Hear our teens out

Take a moment to reflect how well you know your teen? Ask yourself, do I know:

- ✓ which subjects in school interest them the most, and why?
- ✓ which programmes/activities do they enjoy the most, and why?
- ✓ what are some occupations or areas that interest them, and why?
- ✓ if this an area they can see themselves contributing to in the future, and how?

- ✓ Have an open conversation with your teen to understand their aspirations and support them.

Supporting Our Teens in Choosing Post-Sec Pathways



3 It's okay to be uncertain (this applies to parents too)

Seek Support through these channels:

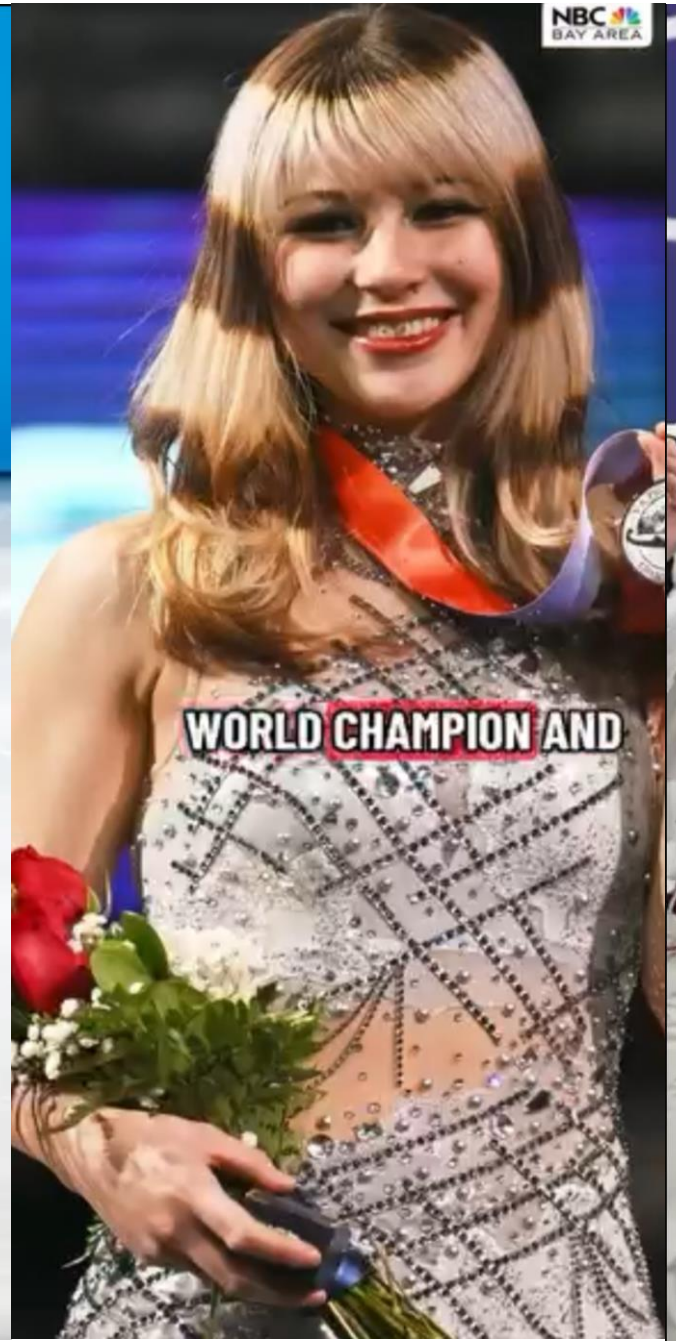
- ✓ **Support Circles - Teens' like-minded friends, seniors, fellow parents at the same stage in life or other parents who have been through postsecondary pathways with their children**
- ✓ **Education and Career Guidance (ECG)**

4 Knowledge is power

- ✓ **Learn more about the various post-secondary options**
- ✓ **Be open to the different education and career pathways that our teens are considering. Discuss options with an open mind.**
- ✓ **Keep an eye out for Open House dates - encourage our teens to attend Open Houses or attend them together**



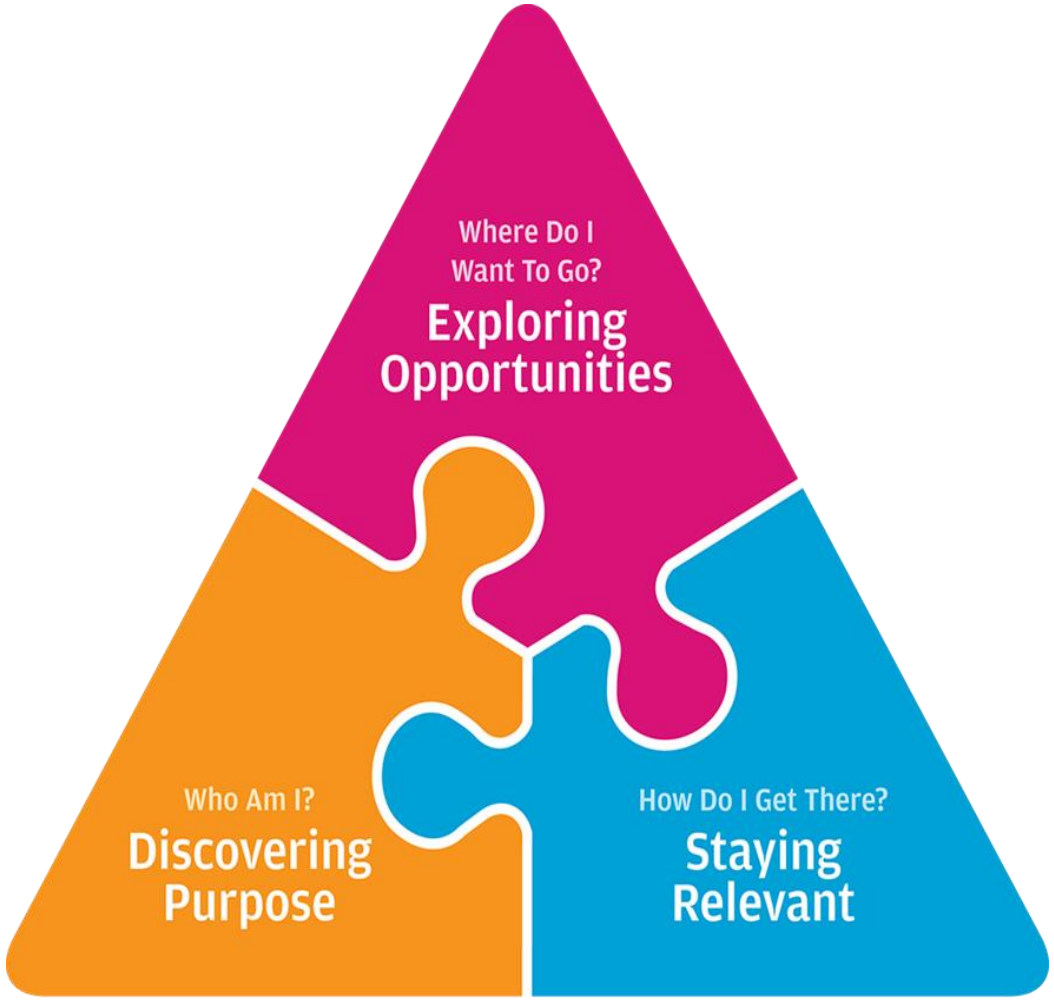
Retired @16, 2022



World Champion 2025



Olympic Gold Medallist 2026



Education & Career Guidance

There is no right choice - only good choosing.

– Designing Your Life, Bill Burnett and Dave Evans

Start Your Education & Career Journey Now!



MS LIM SER YEE

CHAT WITH YOUR ECG COUNSELLOR

Wednesday
Thursday

8AM - 4PM

Library

GO.gov.sg

go.gov.sg/mfssecgc

Scan QR code or email
Lim_Ser_Yee_A@schools.gov.sg

For Appointment Booking

MAYFLOWER SECONDARY SCHOOL COUNSELLING TEAM



MS POH



MR ALIF



MRS TOH

MAYFLOWER SECONDARY SCHOOL
WELCOMES YOU

Understanding Your Child's Needs and How to Better Support Them

Do not edit
How to change the design



"If a Secondary 4 or 5 student
walks into the counselling room,
what do you think is usually on their mind?"

ⓘ The Slido app must be installed on every computer you're presenting from

slido

Underlying issue

Surface problem is often not the real issue.

They may look like academic stress or lack of motivation.

The deeper issue is often emotional. We often hear things like:

- 'I don't want to disappoint my parents.'
- 'I feel like I'm not good enough.'
- 'No one understands me.'

Question to ask ourselves

When we perceive that our children are acting out, we go into "Correction" mode.

We often feel:

- “Why is my child less driven?”
- “Why are they so sensitive?”
- “Why don’t they listen anymore?”

Instead of asking, “How do I control them?”

We shift to:

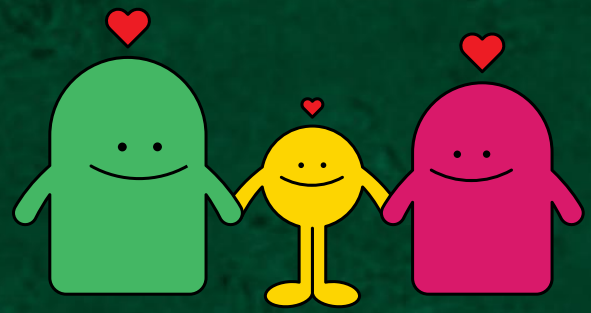
“How can I support their needs so they choose responsibly?”

5 basic needs

- According to Dr William Glasser (Good therapy, 2015a), all human behavior is motivated by the desire to satisfy five basic psychological needs.

- When these needs are met, motivation increases. When they are unmet, children may experience stress or emotional struggles.

5 basic needs

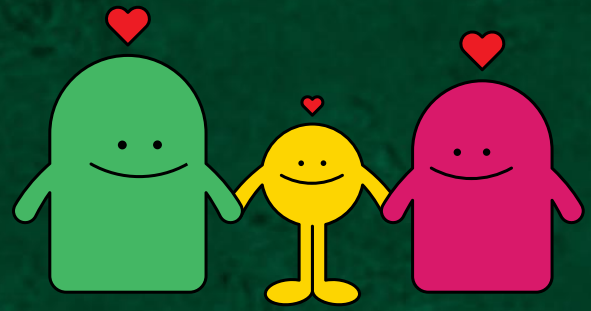


Love & Belonging

5 basic needs



Power
(Achievement & Competence)

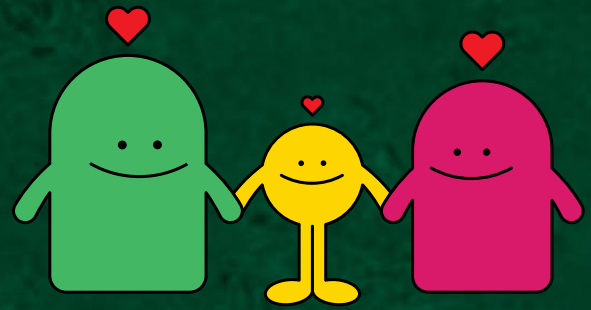


Love & Belonging

5 basic needs



Power
(Achievement & Competence)



Love & Belonging

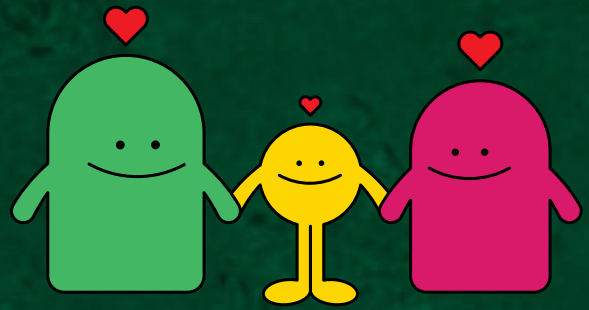


Freedom

5 basic needs



Power
(Achievement & Competence)



Love & Belonging



Freedom

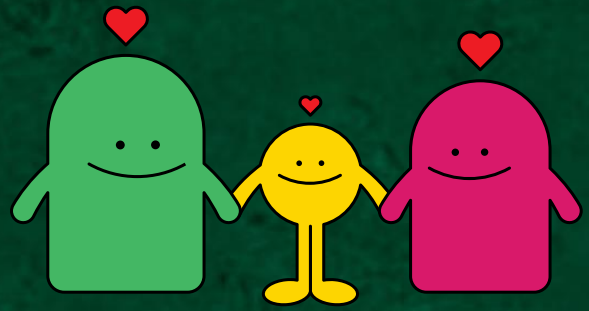


Survival

5 basic needs



Power
(Achievement & Competence)



Love & Belonging



Freedom



Survival



Fun

LOVE & BELONGING

For teens, they often ask:

- "Do I matter?"
- "Am I accepted even if I fail?"
- Feeling understood at home is critical

When unmet:

- Withdrawal
- Excessive peer dependency
- Defensiveness
- Rebellion

HOW PARENTS & CAREGIVERS CAN SUPPORT:

- **Separate the child from the performance**
- **Say: “I love you. The grades are something we can work on together.”**
- **Schedule weekly connection time (no academic talk)**
- **Listen without immediately correcting**

POWER – *(achievement & competence)*

Teens need and want:

- To feel capable & respected
- To feel their opinions matter
- To experience small wins

When unmet:

- Seek it through arguments
- Avoid work

(to protect self-esteem)

- Give up to avoid failure

(What's the point?")

HOW PARENTS & CAREGIVERS CAN SUPPORT:

- **Ask for their opinion**
- **Let them plan their study schedule (with guidance)**
- **Praise effort, strategy, and improvement—not just results**
- **Celebrate progress, not perfection**

Instead of: ❌ "Why only 60 marks?"

Try:

✅ "What worked? What can we adjust next time?"

FREEDOM

Teens need:

- Some control over their time
- Voice in decisions
- Ownership of consequences

Too much control leads to:

- Resistance
- Lying
- Passive compliance

HOW PARENTS & CAREGIVERS CAN SUPPORT:

- **Provide controlled freedom**
- **Negotiate boundaries**
- **Explain the “why” behind rules.**
- **Offer structured choices:**
  “Study now or after dinner?”

Freedom does not mean no rules.
It means involvement in decisions.

SURVIVAL

This includes:

- Physical and emotional safety
- Predictability
- Health and rest

Teens need:

- Clear routines
- Calm home environment
- Emotional safety

(not walking on eggshells)

HOW PARENTS & CAREGIVERS CAN SUPPORT:

- **Avoid fear-based language ("If you fail…")**
- **Create a calm home environment**
- **Focus on problem-solving instead of punishment**
- **Ensure sleep routines before exams**
- **Model calmness during stressful periods**

When our children feel safe, they can focus on learning.

FUN

Under exam pressure, fun often disappears.

But fun:

- Reduces burnout
- Improves memory retention
- Protects mental health

When fun is removed completely:

- Motivation drops
- Resistance increases
- Mental health declines

HOW PARENTS & CAREGIVERS CAN SUPPORT:

- **Balance discipline with joy**
- **Avoid making life “only about studies”**
- **Recognise fun as a psychological need, not laziness**

Encourage:

- **Personal time**
  (Gaming, Sports and Music)
- **Social time (with boundaries)**
- **Breaks during revision**

Can this love be translated?

"There are as many languages as there are people."

"Everyone speaks their own language".

-Kim Yeong Hwan *(wise Korean dude from the show)*

Start with our language

- Please tell me more about how you are feeling?
- What would make it……
- How can I help you with managing your time better?
- What would work for you?
- What is most important to you right now?
- If things could be different, what would you want instead?
- How would you like us to work on this together?
- Encourages more sharing (“Can you tell me more...”)

KEY TAKEAWAYS

1. Connection before Correction.

2. Be curious about your child’s wants, goals and expectations. When you are curious, they can feel that you want to understand them.

3. When our children feel safe, they can focus on learning.