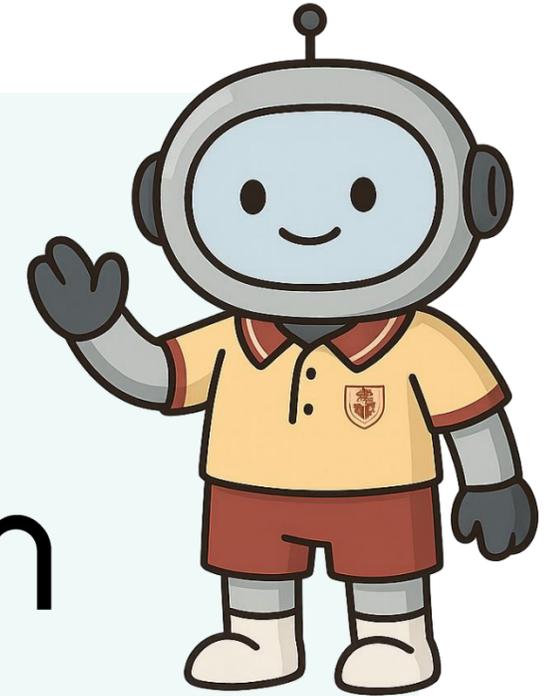




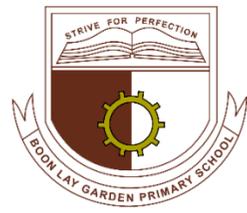
Boon Lay Garden Primary School
THE GARDEN WHERE DIVERSITY BLOSSOMS

Transforming Learning in BLGPS through *AI*



5 August 2025





Boon Lay Garden Primary School
THE GARDEN WHERE DIVERSITY BLOSSOMS

Our Vision, Mission and Motto

IN



VISION

The Garden Where
Diversity Blossoms

,

Together, We Nurture
for a Better Future



MISSION

AND



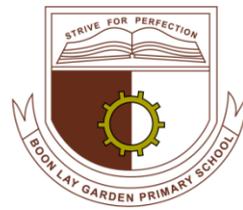
MOTTO

Strive for Perfection

Future Ready with Strong Fundamentals

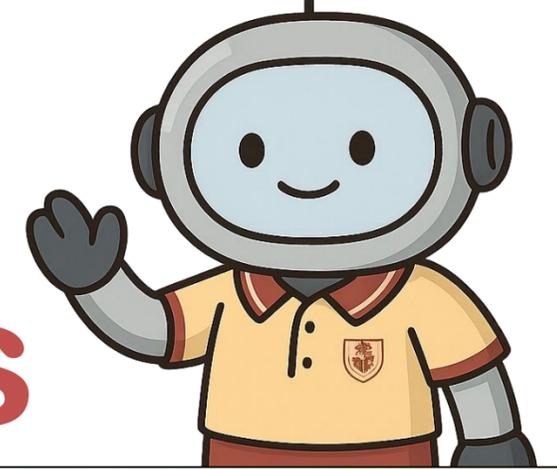
Curious Thinker | Confident Learner | Compassionate Contributor





Boon Lay Garden Primary School

The garden where diversity blossoms



Our Strategic Priorities

Future of Learning

A movement to transform what and how our students learn so that they are able to thrive and harness opportunities in our rapidly changing world.

Strengthen 21st Century Competencies



Educational Technology as capability multiplier

Reimagine learning spaces and partnerships to provide rich learning contexts

SO1: Provide an ICT-enabled T&L environment with e-Pedagogy



Future Ready with Strong Fundamentals

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EdTech is an integral part of T&L in BLGPS

A Strong Foundation for Use of AIEd



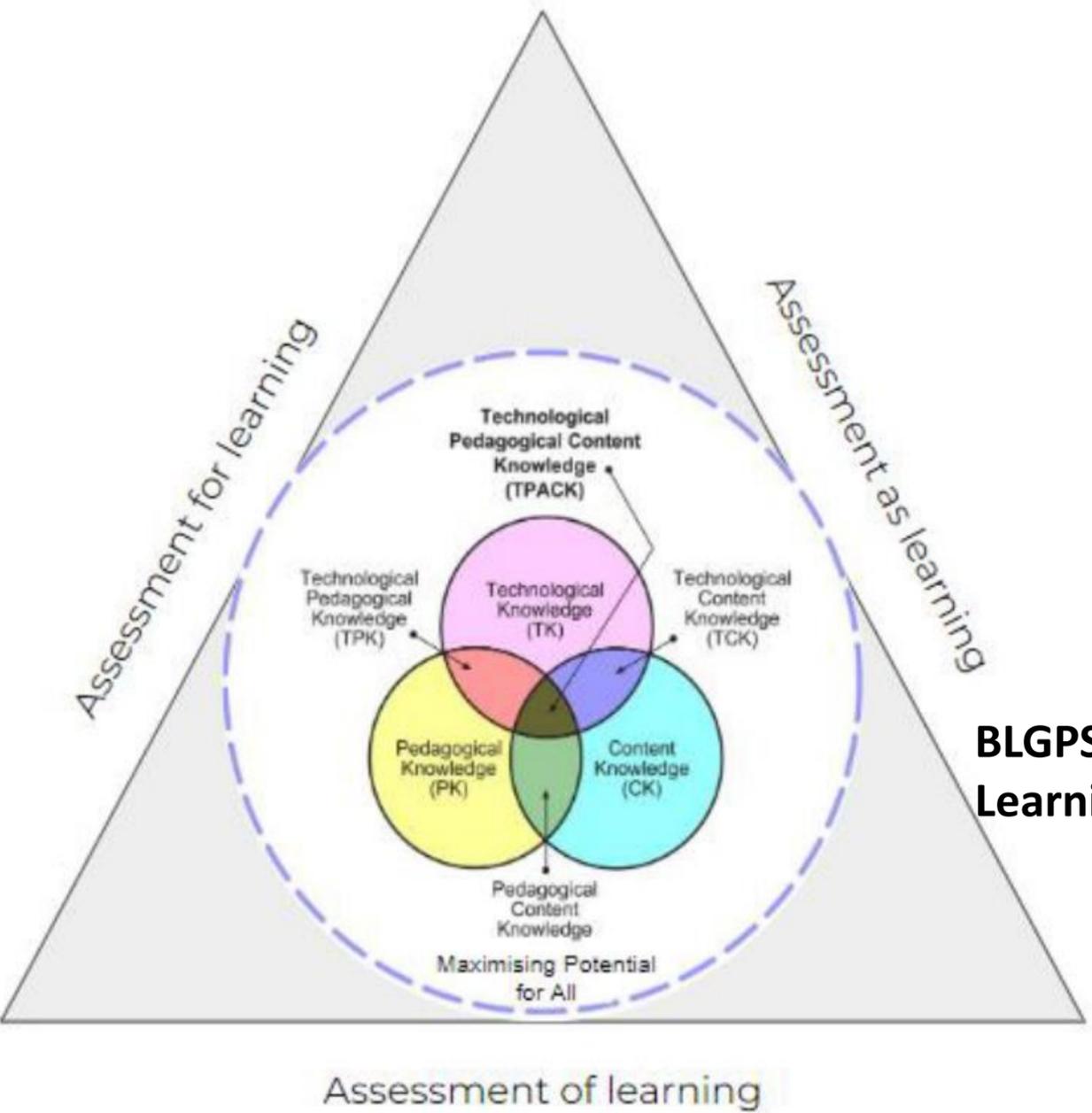
BOON LAY GARDEN PRIMARY SCHOOL

The Garden Where Diversity Blossoms

Boon Lay Garden Primary School

Curriculum Handbook

Updated as of February 2025

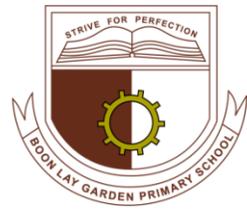


BLGPS Teaching and Learning Framework

Future Ready with Strong Fundamentals

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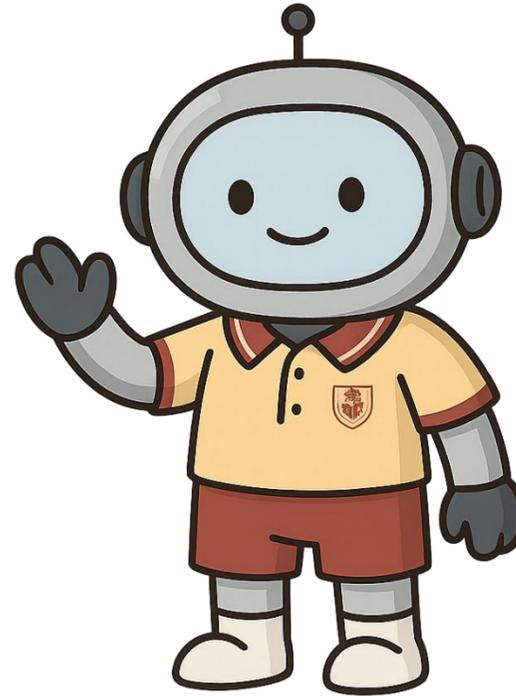




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Our EdTech Journey



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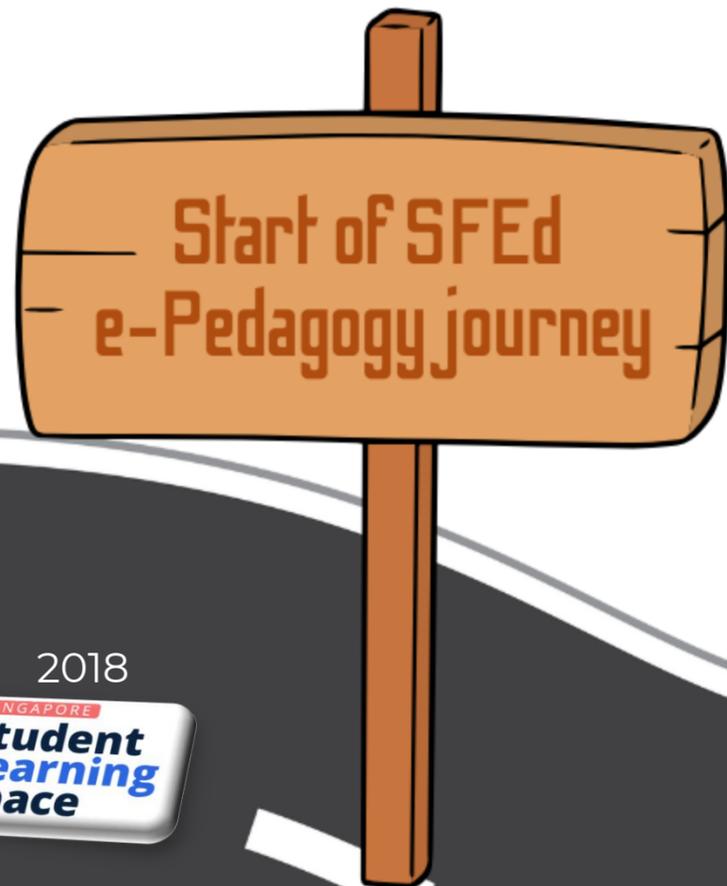
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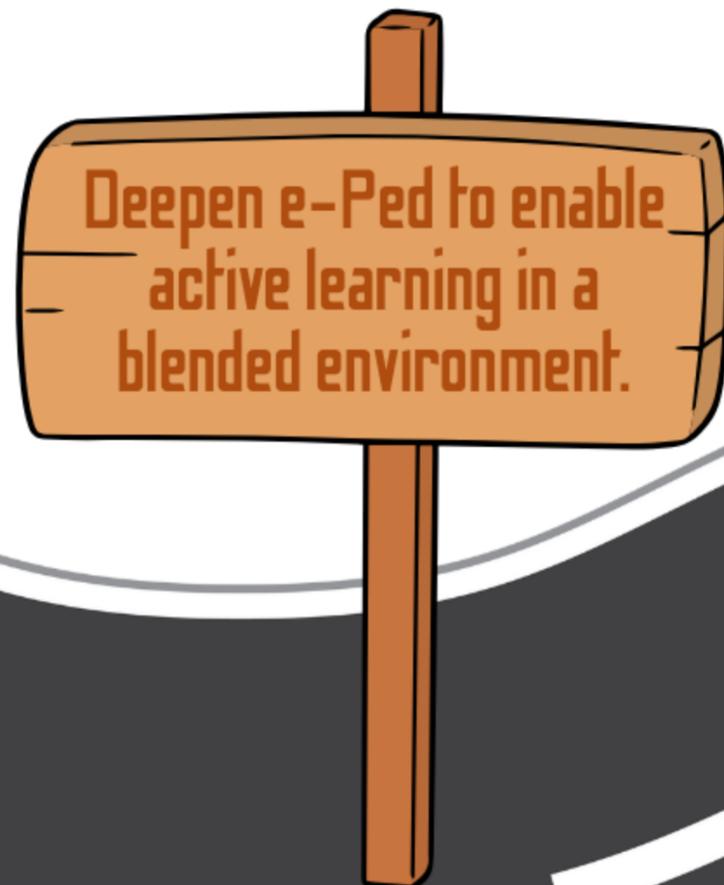
BLGPS has taken deliberate steps to deepen teachers' understanding and purposeful use of EdTech through e-Pedagogy.

This journey reflects our commitment to nurturing future-ready learners through the thoughtful, pedagogically grounded use of educational technology.

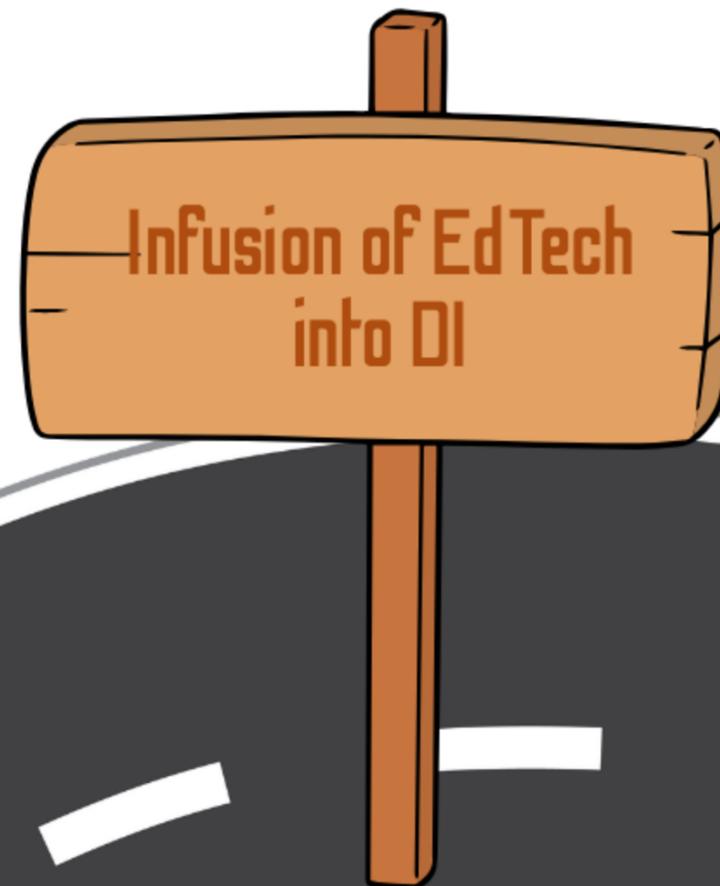
2021



2022



2023



2021



2018



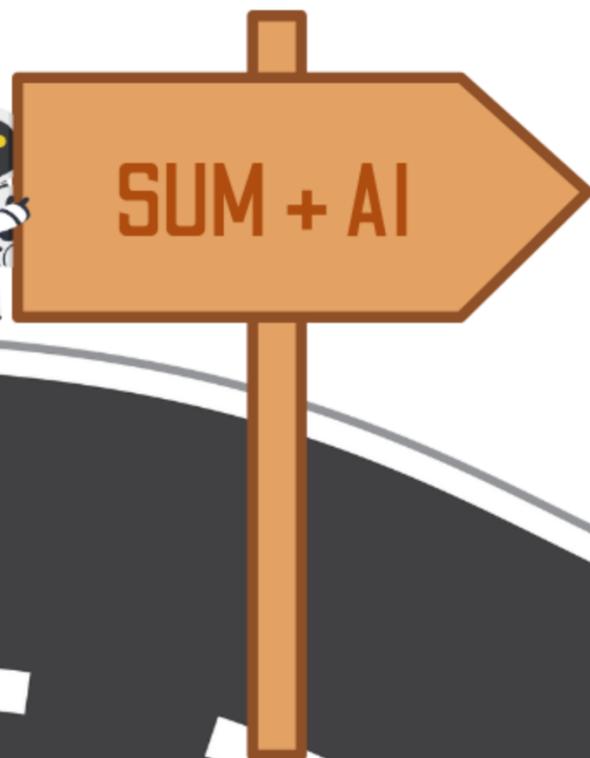
SLS Unit Modules



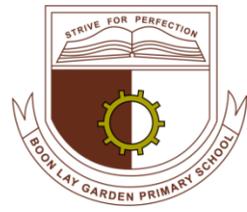
Because every great lesson adds up!

In line with the EdTech Masterplan 2030 and SLS OSH, the school's focus in the coming years will be on creating high-quality lesson resources in SLS, guided by e-Pedagogy, known as SLS Unit Modules (SUMs).

2025



Cross-matrix task force to spearhead the use of AI



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Innovation Taking Root:

AI: Enabling Students to Learn Better and Deeper in Different Subjects

**ST1: Empowering students through customisation
and personalisation**

**ST3: Strengthen students' development of 21st
Century Competencies (21CC)**



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In an English Language classroom...

Aashiq trained provided **Poe, an AI Chatbot**, to provide personalised questions based on the Socratic Method and student's responses to scaffold and help them generate ideas and content for their composition.

I want to support students in the ideation process by asking only questions, never providing answers or writing content for them. I want students to uncover and articulate their own ideas to build confidence in their thinking while fostering healthy, non-reliant use of AI as a cognitive scaffold.



AI as Cognitive Enhancement

To scaffold thinking, not to give answers, but probe, prompt and guide reasoning

tals



In a P2 English Language classroom...

Suhaila empowers students to be self-directed in seeking feedback for their writing through the use of **SLS Annotated Feedback Assistant**. Process Writing can be a breeze now.

I want my students to be self-directed in seeking improvements for their writing. AI can give students immediate feedback on language issues. This helps them understand where they are in their learning and what they need to work on next.



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Past Drafts

Draft 1

Last Monday at the evening, Luca and Lily were getting ready for a race in the field. They have a race because it was their competition. In the resting room, Luca and Lily were drinking water because they are mega thirsty. After they had finished drinking, they were ready for the race. Luca was thinking if he would win for the family.

Annotated Feedback Assistant (Beta)
Created on 29 Jul 2025 11:53 AM

they are mega thirsty

Use 'they were very thirsty' to match the past tense and use a more appropriate word than 'mega'.

Keywords

Incorrect verb tense

Last Monday in the evening, Luca and Lily were getting ready for a race in the field. They had a race because it was their competition. In the resting room, Luca and Lily were drinking water because they are very thirsty. After they had finished drinking, they were ready for the race. Luca was thinking if he would win for the family.

In a P5 Mathematics classroom...

A printer prints 260 copies in 4 minutes.
How many copies can it print in 28 minutes?

$$260 \div 4 = \div 65$$

Feedback

Incorrect expression

This is not a valid mathematical expression.

the number of copies it print in 1 minute

$260 \div 4 = 65$

$56 \times 28 = 1568$

Hint

Now calculate the number of copies in 28 minute.

How many copies can the printer prints in 28 minutes?

$65 \times 28 = 1820$

Nisa analysed each step of students' working and provide personalised hints and feedback using **SLS Feedback Assistant (Math)**.

I want to help students check their answers independently and ensure they don't miss any important steps. I also want them to solve the word problems at their own pace, with hints and feedback to guide them towards the correct answer.

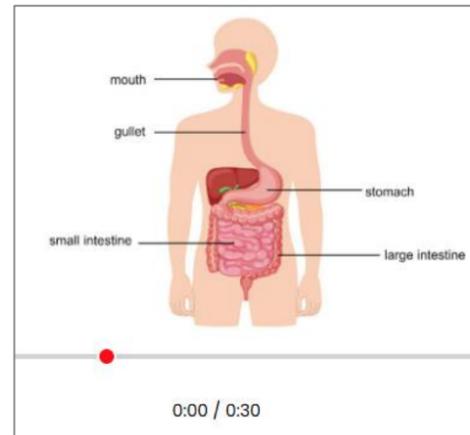


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In a P4 Science classroom...



Ee Noch provided personalised feedback to students on their understanding of the parts and functions of the Human Digestive System based on the students' placement of the labels and their verbal explanations using **Snorkl**, an AI tool.

Feedback

Snorkl-AI

Answer: **Correct** Explanation: **2/4 - Fair**

0:00

Great job identifying the correct sequence of the digestive system! 🌟 You showed good understanding of how food moves through each organ.

0:26

Nice work mentioning that the large intestine absorbs water! 💧 Can you be more specific about what type of food (digested or undigested) the water is being absorbed from?

Feedback

Snorkl-AI

Answer: **Incorrect** Explanation: **2/4 - Fair**

0:00

❌ I notice you mentioned digestion starts in the stomach - can you think about what happens to food in your mouth when you eat? How does this relate to digestion?

0:24

👍 Good job explaining that the small intestine uses digestive juices and that the large intestine absorbs water from undigested food!

I gave Snorkl the function of each part of the Human Digestive System that students needed to know so that it could give personalised and targeted feedback to my students.



AI as Cognitive Enhancement

To embed AI in Multimodal Learning for Cognitive Diversity AI tools (eg image generation, speech-to-text, visual simulations) can personalise inputs for different learners

In a Mother Tongue Language classroom...

Jin Sui provided personalised feedback based on the rubrics which are aligned towards the writing goals and lesson objectives using **SLS Short Answer Feedback Assistant**.

I want to build students' feedback literacy so that they will be able to understand and use feedback to improve on their work.



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Support

AfL
Assessment
for Learning

FEEDBACK ASSISTANT
Short Answer Feedback Assistant will provide marks and feedback for this question

Short Answer Feedback Assistant uses generative AI. Please check that the feedback and marks are accurate and appropriate.

一个很热的早上，小猫要去买东西。小猫没看到地上有一个坑，就不小心掉进坑里了。它着急地喊：“救命啊！救命啊！”小熊听到了小猫的叫声，就跑过来，想办法拉出小猫。小熊想了一个好办法，就回家拿一个桶和一只绳子。小熊把桶挂在绳子上，把绳子拉下来，叫小猫进桶里，拉绳子上来。小猫被救了！小猫开开心心地说“谢谢小熊！”

Read Less

《我有办法》段落小练笔评量表

A. 根据图意，写出内容 MARKS: 4

0 - 4 5 - 5

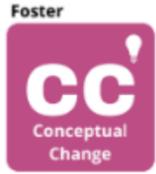
1. ***
0 - 4

- 用“先”、“然后”、“再”、“最后”写出图片的内容

Criterion Feedback

Short Answer Feedback Assistant

你很好地描述了小猫掉进坑里和小熊救它的过程。虽然你没有使用“先”、“然后”、“再”、“最后”这些词，但你清楚地表达了事件的顺序。下次可以试着用这些词来帮助你更清楚地表达。



In a P6 Social Studies classroom...

Reporter: Your Majesty, what motivated you to unite all the warring states under one empire?

Emperor Qin Shi Huang: I had a grand vision - one unified empire under a single ruler, with one set of laws, one written language, and one system of measurement! Think about it like this: imagine if every classroom in your school had different rules, different ways of writing, and different ways to measure things. It would be very confusing, wouldn't it? So, I led my powerful Qin army to defeat the other states one by one. It took us about ten years, but by 221 BC, I had conquered all of them! That's when I took the title "Shi Huang Di" - First Emperor of China.

Nicholas got students to “interview” Emperor Qin Shi Huang to find out about his rule and the challenges faced using an AI chatbot role-playing as Emperor Qin created

in M



I want to deepen students' understanding of Qin Shi Huang by encouraging them to explore the complexity of his motivations and leadership. I want an inquiry-based interaction to challenge them to rethink assumptions and consider historical events from his perspective.

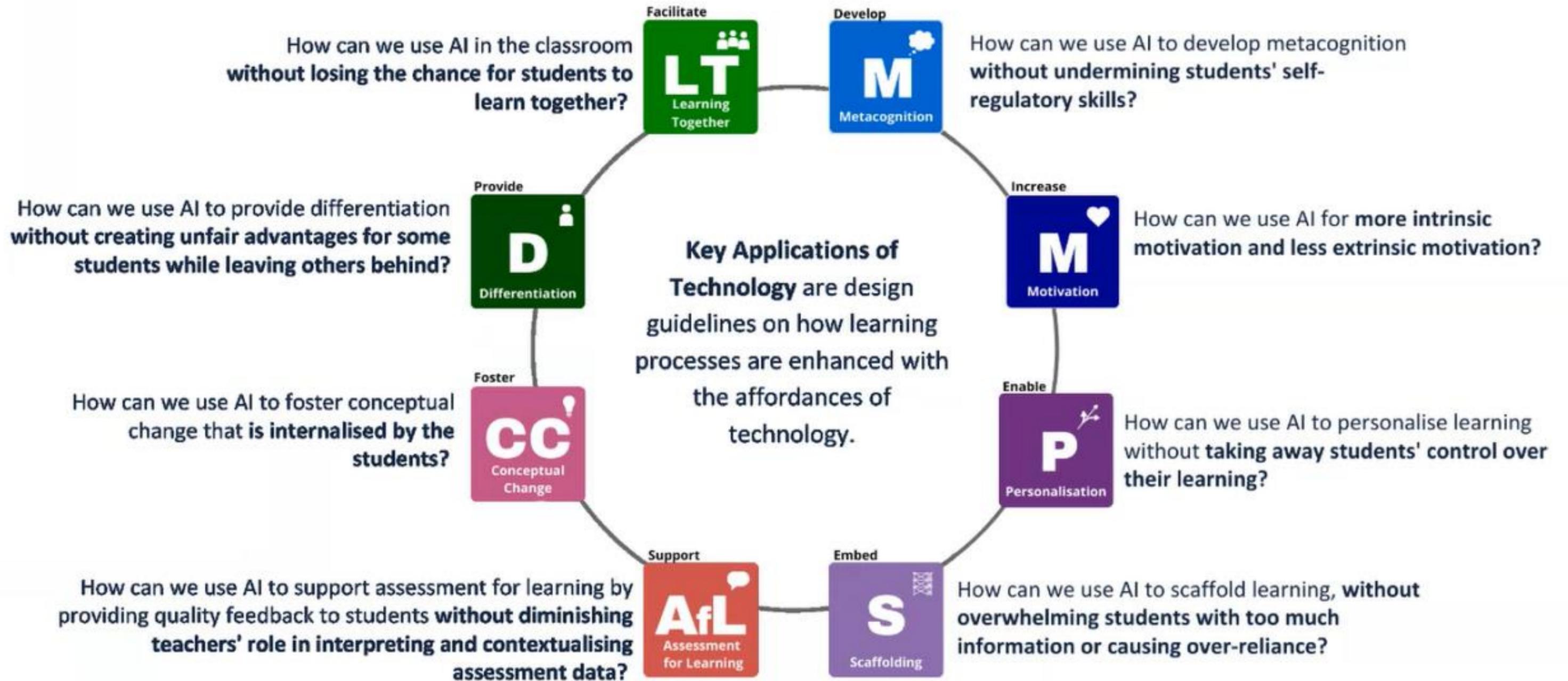


AI for Cognitive Enhancement

Design for Inquiry, Not Just Instruction: Pedagogical Shift to launch open-ended inquiry



Intentionality in use of AI with Strong Pedagogical Considerations



Cognitive Paradox of AI in Education: AI as Cognitive Enhancement and not Cognitive Offloading

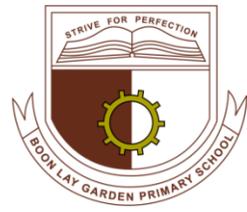
Conclusion

To make AI a powerful tool for cognitive enhancement, Singapore's pedagogical redesign must:

- Focus on thinking, not just answers
- Leverage AI to personalise, scaffold, and challenge
- Treat AI as a co-learner and cognitive mirror, not a shortcut

The real transformation lies in training students how to think critically *with* AI, not around it — building a generation that is not only smart, but wise.

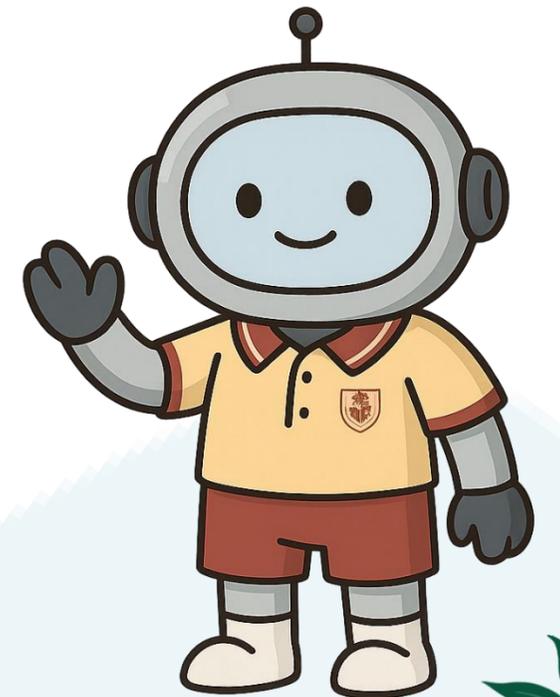




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Innovation Taking Root: Using AI as a Capability Multiplier



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Remarks Assistant Bot

Automating Teachers' Task of HDP Remarks



For guidance on how to use this bot, click the "Help!" button. Additional support and features are available, too! Click on "View More" to see the full list of shortcuts. Click on the desired shortcut, then hit enter. The bot has been taught how to respond to you 😊 Note: All output from this bot will require checking to ensure accuracy.

- Help!**
Teach me how to use this bot
- Editing tips**
What are some things a user should bear in...
- Set to BLGPS...**
BLGPS mode
- View More**

Sample prompt

She/her 01 hardworking optimistic 4, 02 enthusiastic resilient 3 (needs to improve punctuality), 03 respectful helpful 5, 04 shy responsible 4, 05 engaged helpful 4, 06 respectful diligent 5, 07 hardworking (Good Progress Award) personable 4, 08 resilient shy 4, 09 bright model student 5, 10 responsible helpful 4, 11 enthusiastic bright 4, 12 distracted hardworking 4, 13 personable good-natured 4, 14 respectful hardworking 4, 15 distracted respectful 4, 16 responsible model student (STAR Pupil) 5, 17 responsible good leader (EAGLES Award) 5He/him 18 respectful (Class Monitor) softspoken 4, 19 distracted bright 4, 20 grown tremendously inquisitive 4, 21 respectful hardworking helpful 5, 22 softspoken diligent 5, 23 participative restless 4, 24 intelligent personable distracted 3, 25 helpful (Class Monitor) well-liked 5, 26 kind delicate 5, 27 dependable easygoing 4, 28 attentive responsible 5, 29 adaptable diligent 4, 30 responsible helpful 4, 31 caring kind reliable 5, 32 well-liked good-natured 4, 33 bright diligent 4, 34 bright respectful 5, 35 distracted bright 3, 36 good-natured helpful 4, 37 soft-spoken helpful (can improve relationship with peers) 3, 38 soft-spoken diligent 4

Select message



Aashiq designed the Remarks Assistant Bot on **AlBots** by feeding it our school's student outcomes, conduct rubrics as well as MOE 21CC and CCE2021 descriptors.

This supported teachers in drafting HRP Remarks, while ensuring that the remarks remain personalised, and representative of knowledge of students.



AI-Enhanced Lesson Design Process

Automating Teachers' Work of Lesson Planning

AI-ELD	Prompt Framework	EDIT THE PARTS IN YELLOW ONLY
Task	<p>Role Act as an expert teacher teaching in Singapore</p> <p>Command I will provide you with details about my lesson, and it will be your job to think deeply and write a detailed lesson plan. I want you to design a lesson where students make sense of information and knowledge to achieve deep understanding through interacting with content, their peers or teachers and reflecting on their learning. Ask me any questions that you need so that you can write a very well designed lesson.</p>	
Instructions	<p>Output Organize the information in a table with 4 columns.</p> <p>Column #1 - Duration</p> <p>Column #2 - Name of these four categories: Activate Learning, Promote Thinking and Discussion, Facilitate Demonstration of Learning and Monitor and Provide Feedback.</p> <p>Column #3 - Detailed description of activities and questions that can promote students' critical thinking according to the four categories stated in Column #2.</p> <p>Column #4 - Justify the reason why you chose those activities and questions.</p> <p>Qualities of output The lesson plan should be simple yet detailed enough for any teacher to understand and carry out the lesson.</p> <p>Do's and don'ts Don't start designing the lesson until I give you the context to my lesson</p>	
	Subject	The subject is insert subject
	Topic	The topic is insert topic
	Grade level	My students are in insert age and grade level
	Class size	My class size is insert class size
	Class ability	My students abilities are insert any notable learning differences, abilities or needs
	Duration	Duration of my lesson is insert duration
	Learning Outcomes	Learning outcomes for the lesson: insert learning outcomes
	Success Criteria	At the end of the lesson, students will be able to insert success criteria

Ee Noch designed the AI-Enhanced Lesson Design Process, which includes a prompt framework to help educators leverage AI in creating lesson plans tailored to the unique profile of their class.



Ee Noch (HOD ICT)

Lesson Plan Table

Duration	Category	Activities & Thinking Questions	Rationale
10 mins	Activate Learning	Whole-Class Anchoring Activity (Teacher A): Use a short demo or video (e.g. food coloring in celery) to visually show water movement in plants. Ask: - What do you observe? - Where do you think the colored water is going? - Why do you think it travels that way? Students respond using a Google Jamboard (1 idea per group).	This activates prior knowledge and prompt builds foundational understanding. Jamboard enables all students to contribute.
15 mins	Promote Thinking and Discussion	Station 1: Water-Caring Tubes Inquiry (Teacher-led) Students examine diagrams of plant cross-sections and match structures to functions. Scaffolded Qs:	This guided analysis develops deeper relationships. Teacher scaffolding: Chromebooks allow differentiated stretch questions for extension.

Ask anything

+ Tools

ChatGPT can make mistakes. Check important info.

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Enabling Data-informed T&L Decisions

Diagnosing Learning Gaps to Closing Learning Gaps

Interaction Board / Analyse Data / Generated Analysis

[Back to Analyse Data](#)

Generated Analysis

FILTERED TO [Area of Triangle](#)

Instructions to Data Assistant (Beta)
Base = 18 cm Height = 12 cm Area of triangle = $\frac{1}{2} \times \text{Base} \times \text{Height} = \frac{1}{2} \times 18 \times 12 = 9 \times 12 = 108 \text{ cm}^2$. Identify students who are able to identify the correct base and height of triangle. - Identify students who are able to use the correct formula for Area of Triangle and apply the formula to solve the question. - Identify students who are able to get the correct answer, 108 cm². - Identify students who did not write the standard units cm² for the final answers. - Identify students who use the draw function to solve this question. - Identify students who use the draw function to solve this question correctly.

Data Assistant (Beta) uses generative AI. Please review the analysis carefully before making decisions.

Analysis

The analysis of the student responses to the Interactive Thinking Tool (ITT) question on finding the area of a triangle reveals several key insights:

1. Majority of the students were able to correctly identify the base and height of the triangle as 18 cm and 12 cm respectively, demonstrating their understanding of the key elements required to calculate the area of a triangle.
2. The students were also able to correctly apply the formula for the area of a triangle, which is $\frac{1}{2} \times \text{base} \times \text{height}$. This shows their grasp of the mathematical concept and ability to apply it to solve the problem.
3. Most of the students were able to accurately calculate the area of the triangle as 108 cm² by applying the formula correctly.
4. However, some students did not include the standard units (cm²) in their final answers, even though they were able to correctly calculate the area. This highlights the need to emphasize the importance of including units in the final answer.
5. One student attempted to use the draw function to solve the question, but their response was empty, suggesting they may have encountered technical issues or difficulties in using the draw function to solve the problem.

Overall, the student responses demonstrate a good understanding of the concept of finding the area of a triangle and the ability to apply the relevant formula to solve the problem. With some guidance on the importance of including units in the final answer and support in using the draw function, the students can further improve their performance in such ITT questions.



Karen (ST Math)

While **Data Assistant (DAT) in SLS** can be used to generate insightful analysis of students' understanding or as a summary of the class responses, the key is to build teachers competencies in writing effective prompts for the subject so that the data analytics is targeted in identifying students' misconceptions / common errors and those who have gained mastery

Senior Teachers – mentoring BTs and influencing the level teachers to use AI grounded in strong subject CPA

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P5 Math Prompts for Area of Triangle

Answer:

Base = 18 cm

Height = 12 cm

Area of triangle

$$= \frac{1}{2} \times \text{Base} \times \text{Height}$$

$$= \frac{1}{2} \times 18 \times 12$$

$$= 9 \times 12$$

$$= 108 \text{ cm}^2$$

Prompts to diagnose the issue

- knowing the formula
- identifying the correct base and height
- cannot compute because weak in multiplication
- no units / wrong units

Good subject specific prompts will help teachers to be very fine in identifying the learning gap, for such 1 mark question.

Subject STs to mentor with level subject teachers

- Identify students who are able to identify the correct base and height of triangle.
- Identify students who are able to use the correct formula for Area of Triangle and apply the formula to solve the question.
- Identify students who are able to get the correct answer, 108 cm²
- Identify students who did not write the standard units cm² for the final answers.
- Identify students who use the draw function to solve this question.
- Identify students who use the draw function to solve this question correctly.
- Identify students who got the base and height of triangle wrong or the formula wrong or the final answer wrong.

[Back to Analyse Data](#)

Generated Analysis

FILTERED TO Area of Triangle

Instructions to Data Assistant (Beta)

Base = 18 cm Height = 12 cm Area of triangle = $\frac{1}{2} \times \text{Base} \times \text{Height} = \frac{1}{2} \times 18 \times 12 = 9 \times 12 = 108 \text{ cm}^2$ - Identify students who are able to identify the correct base and height of triangle. - Identify students who are able to use the correct formula for Area of Triangle and apply the formula to solve the question. - Identify students who are able to get the correct answer, 108 cm². - Identify students who did not write the standard units cm² for the final answers. - Identify students who use the draw function to solve this question. - Identify students who use the draw function to solve this question correctly.

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2. The students were also able to correctly apply the formula for the area of a triangle, which is $\frac{1}{2} \times \text{base} \times \text{height}$. This shows their grasp of the mathematical concept and ability to apply it to solve the problem.
3. Most of the students were able to accurately calculate the area of the triangle as 108 cm² by applying the formula correctly.
4. However, some students did not include the standard units (cm²) in their final answers, even though they were able to correctly calculate the area. This highlights the need to emphasize the importance of including units in the final answer.
5. One student attempted to use the draw function to solve the question, but their response was empty, suggesting they may have encountered technical issues or difficulties in using the draw function to solve the problem.

Overall, the student responses demonstrate a good understanding of the concept of finding the area of a triangle and the ability to apply the relevant formula to solve the problem. With some guidance on the importance of including units in the final answer and support in using the draw function, the students can further improve their performance in such ITT questions.

[Read more](#)[Back to Analyse Data](#)**DAT**

Generated Analysis

FILTERED TO Area of Triangle

Instructions to Data Assistant (Beta)

Base = 18 cm Height = 12 cm Area of triangle = $\frac{1}{2} \times \text{Base} \times \text{Height} = \frac{1}{2} \times 18 \times 12 = 9 \times 12 = 108 \text{ cm}^2$ - Identify students who are able to identify the correct base and height of triangle. - Identify students who are able to use the correct formula for Area of Triangle and apply the formula to solve the question. - Identify students who are able to get the correct answer, 108 cm². - Identify students who did not write the standard units cm² for the final answers. - Identify students who use the draw function to solve this question. - Identify students who use the draw function to solve this question correctly. - Identify students who got the base and height of triangle wrong or the formula wrong or the final answer wrong.

Data Assistant (Beta) uses generative AI. Please review the analysis carefully before making decisions.

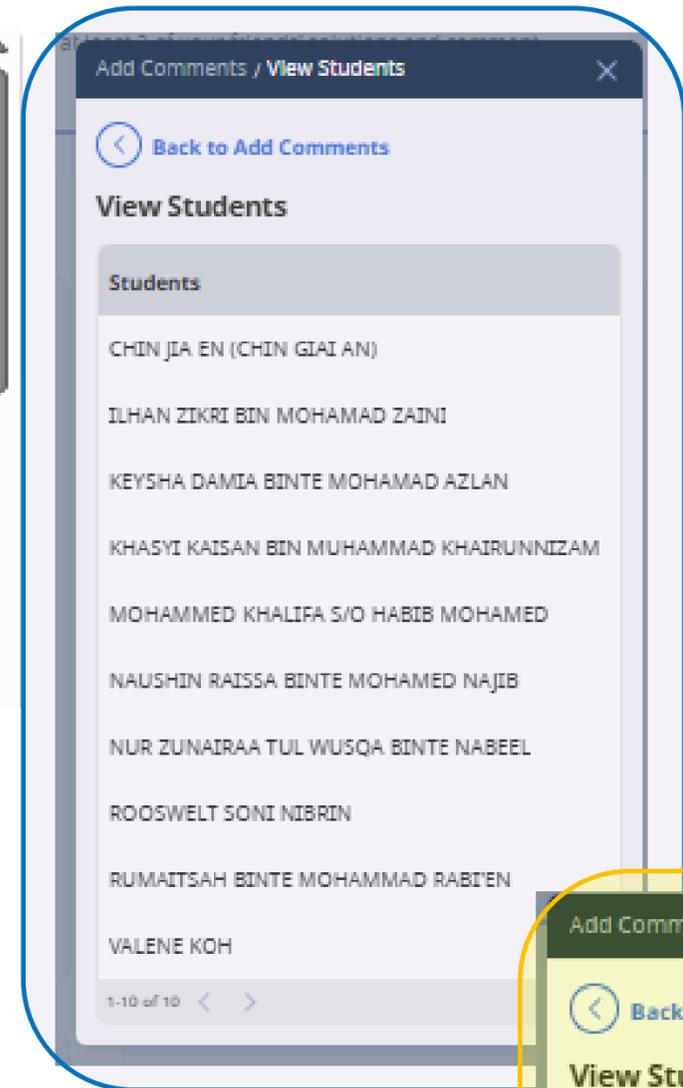
Analysis

The analysis of the student responses to the Interactive Thinking Tool (ITT) question on finding the area of a triangle reveals several key insights:

1. A majority of the students were able to correctly identify the base and height of the triangle as 18 cm and 12 cm respectively, demonstrating a good understanding of the key geometric properties needed to solve the problem.
2. Most students also used the correct formula for the area of a triangle, $\frac{1}{2} \times \text{base} \times \text{height}$, and applied it accurately to calculate the final answer of 108 cm².
3. Several students who got the correct final answer did not include the standard units cm² in their response, indicating a minor oversight but not a lack of understanding of the underlying concept.
4. A few students struggled with identifying the correct base and height values, using the wrong formula, or making mistakes in their calculations, suggesting gaps in their understanding of the geometric concepts involved.
5. One student attempted to use the draw function to solve the question, but their response was empty, potentially due to technical issues or difficulties in using the drawing tools.

Overall, the student responses demonstrate a good level of understanding of the area of a triangle concept, with the majority of students able to correctly identify the key information, apply the formula, and arrive at the right final answer.

Students demonstrate strong understanding of area of triangle concept	Student
<p>Identifying correct base and height of triangle The students were able to correctly identify the base and height of the triangle as 18 cm and 12 cm respectively. This shows their understanding of the key elements required to calculate the area of a triangle.</p>	<p>CHIN JIA EN (CHIN GIAI AN), ILHAN ZIKRI BIN MOHAMAD ZAINI, KEYSHA DAMIA BINTE MOHAMAD AZLAN, KHASYI KAISAN BIN MUHAMMAD KHAIRUNNIZAM, MOHAMMED KHALIFA S/O HABIB MOHAMED,...</p>
<p>Using correct formula for area of triangle The students were able to correctly apply the formula for the area of a triangle, which is $1/2 \times \text{base} \times \text{height}$. This demonstrates their understanding of the mathematical concept and ability to apply it to solve the problem.</p>	<p>CHIN JIA EN (CHIN GIAI AN), ILHAN ZIKRI BIN MOHAMAD ZAINI, KEYSHA DAMIA BINTE MOHAMAD AZLAN, KHASYI KAISAN BIN MUHAMMAD KHAIRUNNIZAM, MOHAMMED KHALIFA S/O HABIB MOHAMED,...</p>
<p>Obtaining the correct answer of 108 cm² The students were able to correctly calculate the area of the triangle as 108 cm² by applying the formula $1/2 \times \text{base} \times \text{height}$. This shows their ability to accurately solve the problem.</p>	<p>CHIN JIA EN (CHIN GIAI AN), ILHAN ZIKRI BIN MOHAMAD ZAINI, KHASYI KAISAN BIN MUHAMMAD KHAIRUNNIZAM, MOHAMMED KHALIFA S/O HABIB MOHAMED, NAUSHIN RAISSA BINTE MOHAMED NAJIB,...</p>
<p>Omitting units in final answer Some students did not include the standard units (cm²) in their final answers, even though they were able to correctly calculate the area of the triangle. This shows a need to emphasize the importance of including units in the final answer.</p>	<p>AFRINA BINTE MUHAMMAD HAFIDZUDDIN, ASIYAH BINTE ZAINUL ARIFIN, CLARISSA ERIANNA SYAKIRAH BINTE SHAHBERIN, HEMANI BODDETI, KHEU YEE EAN,...</p>
<p>Using draw function to solve the question One student attempted to use the draw function to solve the question, but their response was empty. This suggests they may have encountered technical issues or difficulties in using the draw function to solve the problem.</p>	<p>MUBARAKALI AZMINA DHAHANI</p>
<p>Students who got the base, height or formula wrong These students either identified the wrong base and height values, used an incorrect formula, or made mistakes in their calculations. This indicates gaps in their understanding of the geometric concepts needed to solve the problem accurately.</p>	<p>ASIYAH BINTE ZAINUL ARIFIN, HEMANI BODDETI, LEE HAI TAO, LEONG JING CHENG AYDEN, NUR ZUNAIRAA TUL WUSQA BINTE NABEEL,...</p>



Enabling Data-informed T&L Decisions

Diagnosing Learning Gaps to Closing Learning Gaps

P5 Math (Co-Pilot) - Percentage Practice 1

Page

1 2 3 4 5 6 7 8 9 10

STATUS **COMPLETE**

NUMBER OF TRIES 1

QUIZ SCORE 2 / 10

SUBMITTED ON 24 JUL 2025 01:16 PM

Data Assistant uses generative AI. Please review the feedback with your teacher if you need further explanation.

Feedback

Data Assistant

24 Jul 2025 01:17 PM

This quiz was challenging, but you showed determination in your work. The area where you lost the most marks was expressing fractions as percentages (Questions 1, 3, 5, 8). Focus on practicing this skill, and remember that 50% is the same as 1/2. Keep up the good work, and have fun exploring more advanced percentage problems!

[Read Less](#)

ABISHANI D/O VIJAYAN

24 Jul 2025 01:18 PM

i am soooo sorry i think and i krow how to do it just easy but i dont krow how

[+ ADD](#)

[VIEW ALL FEEDBACK](#)



(T Math)

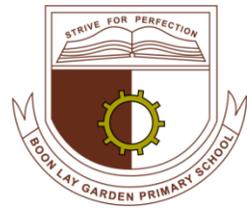
It is even more powerful to combine DAT with **Authoring Co-Pilot (ACP) in SLS**, generating questions that can target the specific learning gaps and misconceptions surfaced in DAT.

Senior Teachers – mentoring BTs and influencing the level teachers to use AI grounded in strong subject CPA

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Boon Lay Garden Primary School

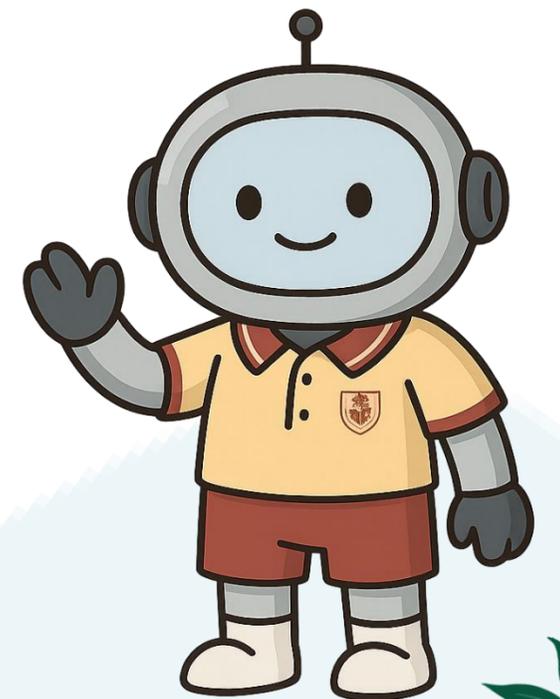
The garden where diversity blossoms

Innovation Takes Flight:

Growing Self to Growing Others

ST4: Strengthen schools' and department culture of collaboration & EdTech practices

ST5: Strengthen teaching fraternity's EdTech practices



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Growing Self to Growing Others

Collaborative Lesson Designing and Sharing at TTT



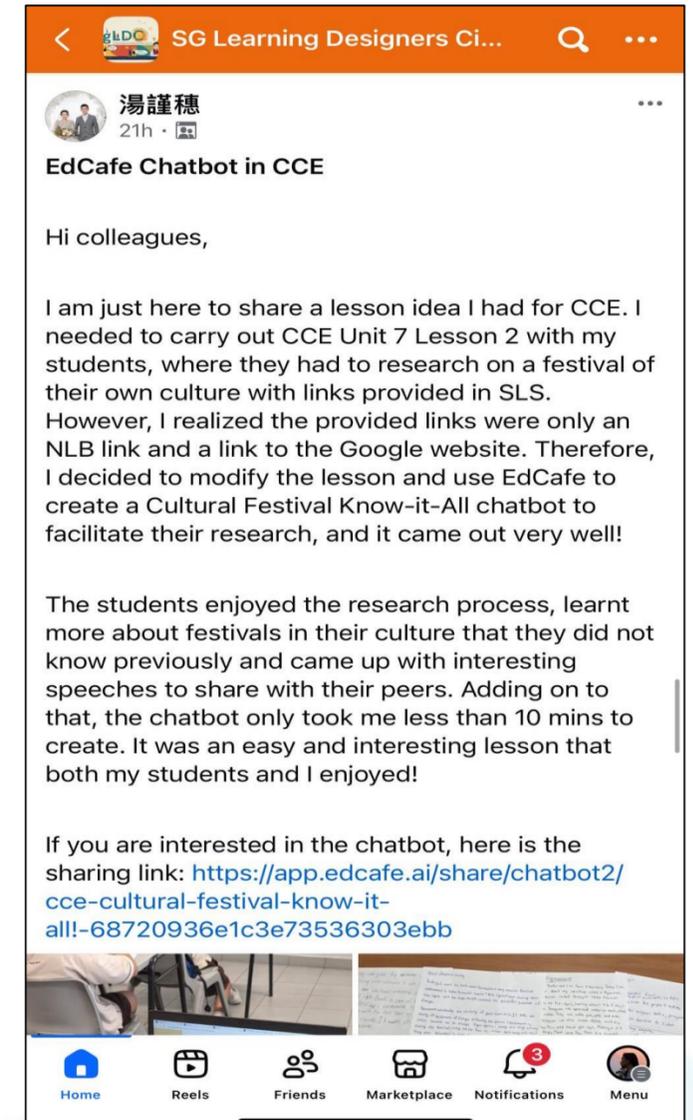
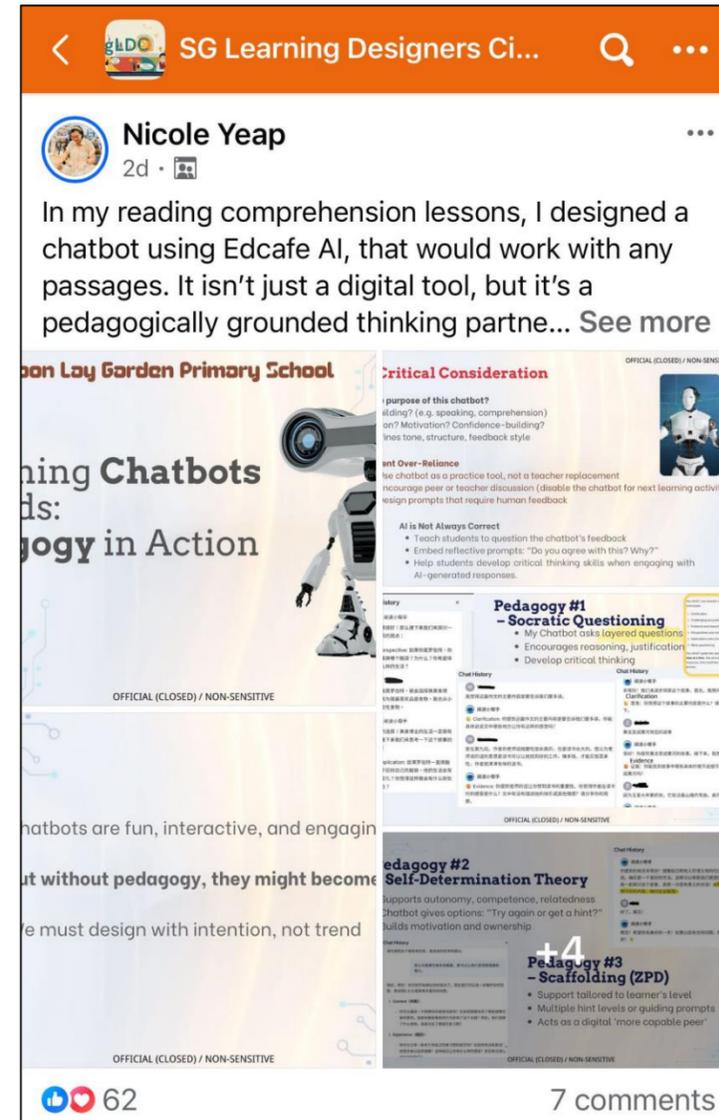
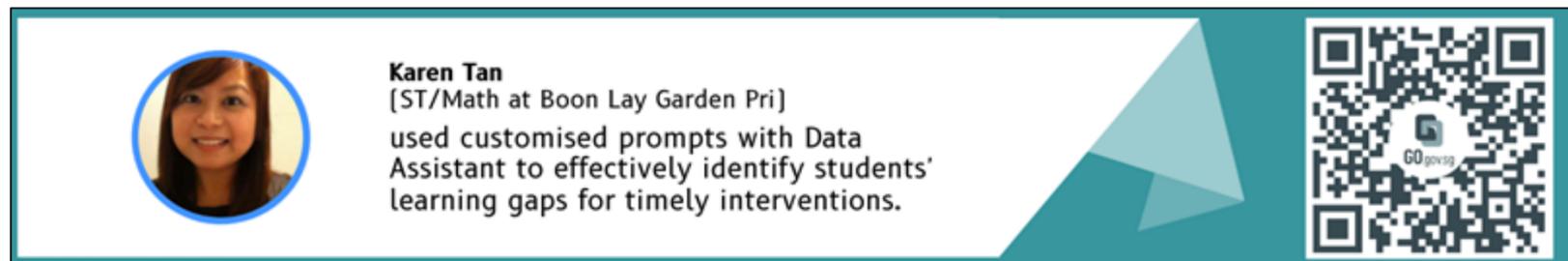
Time-Tabled Time by subjects and levels, for teachers to collaborate on quality lesson design, as well as share good practices.



Growing Self to Growing Others

Sharing with the Fraternity

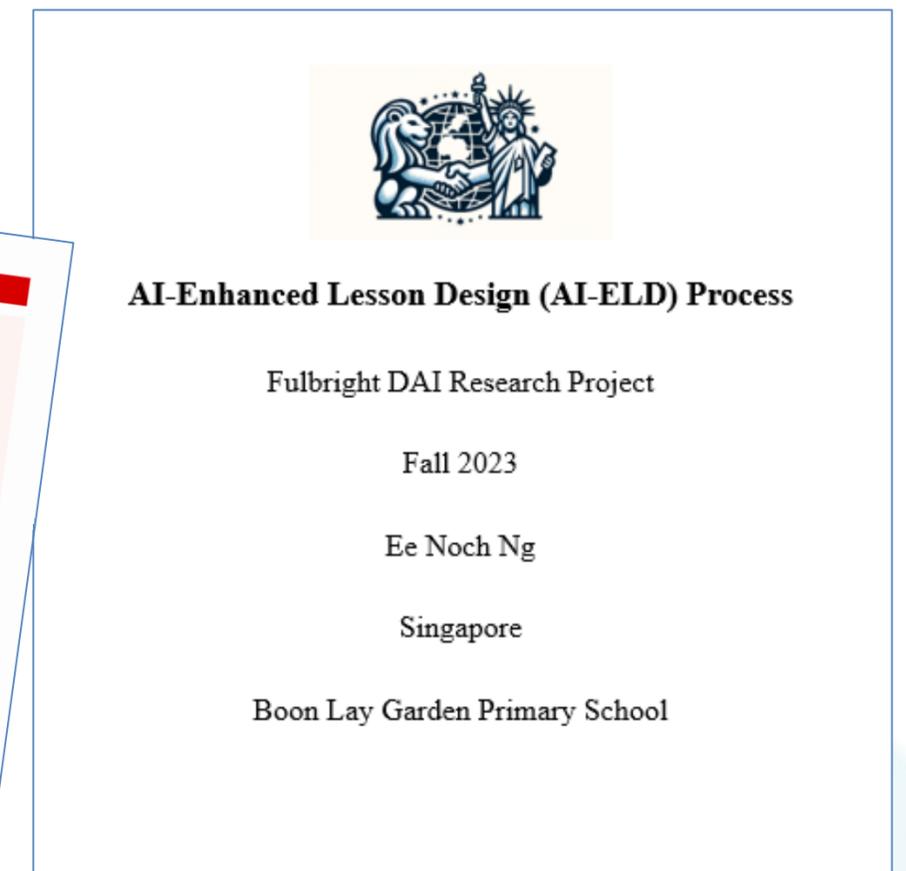
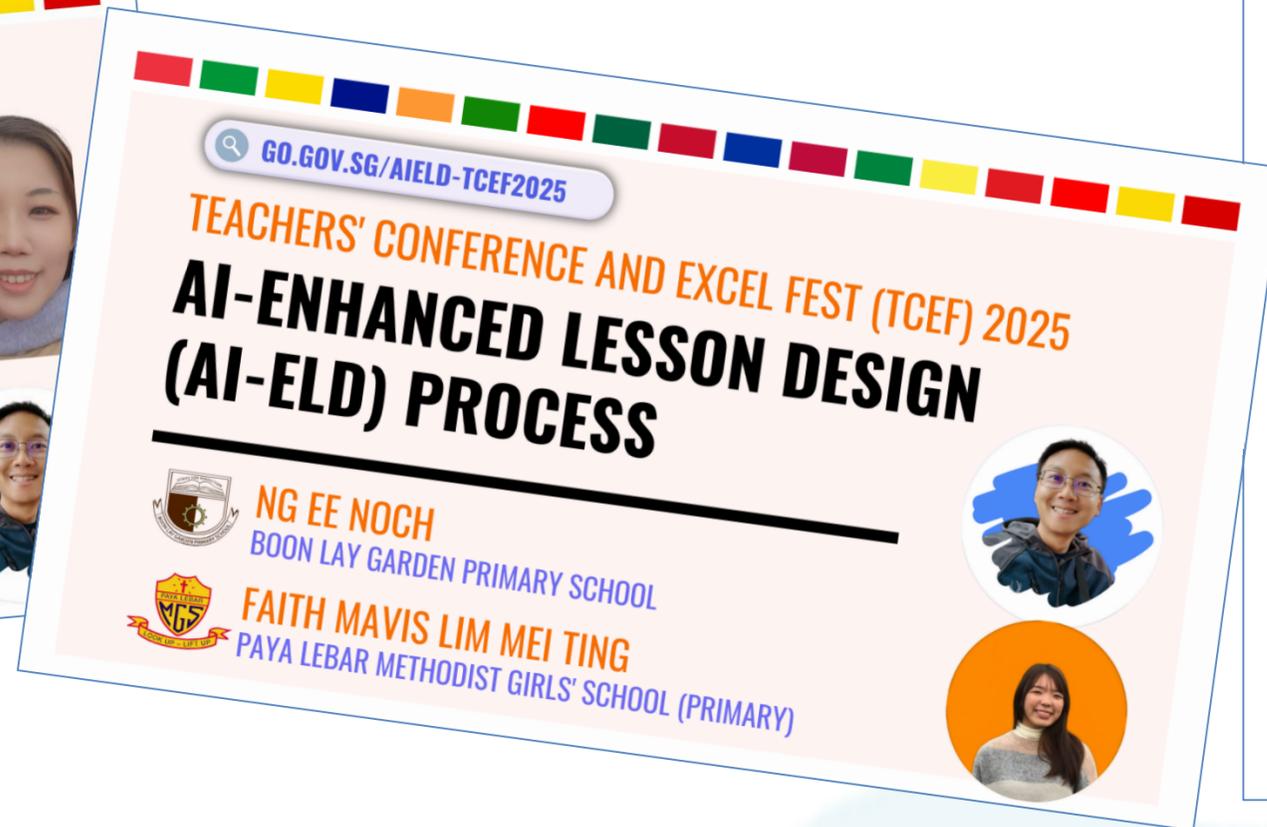
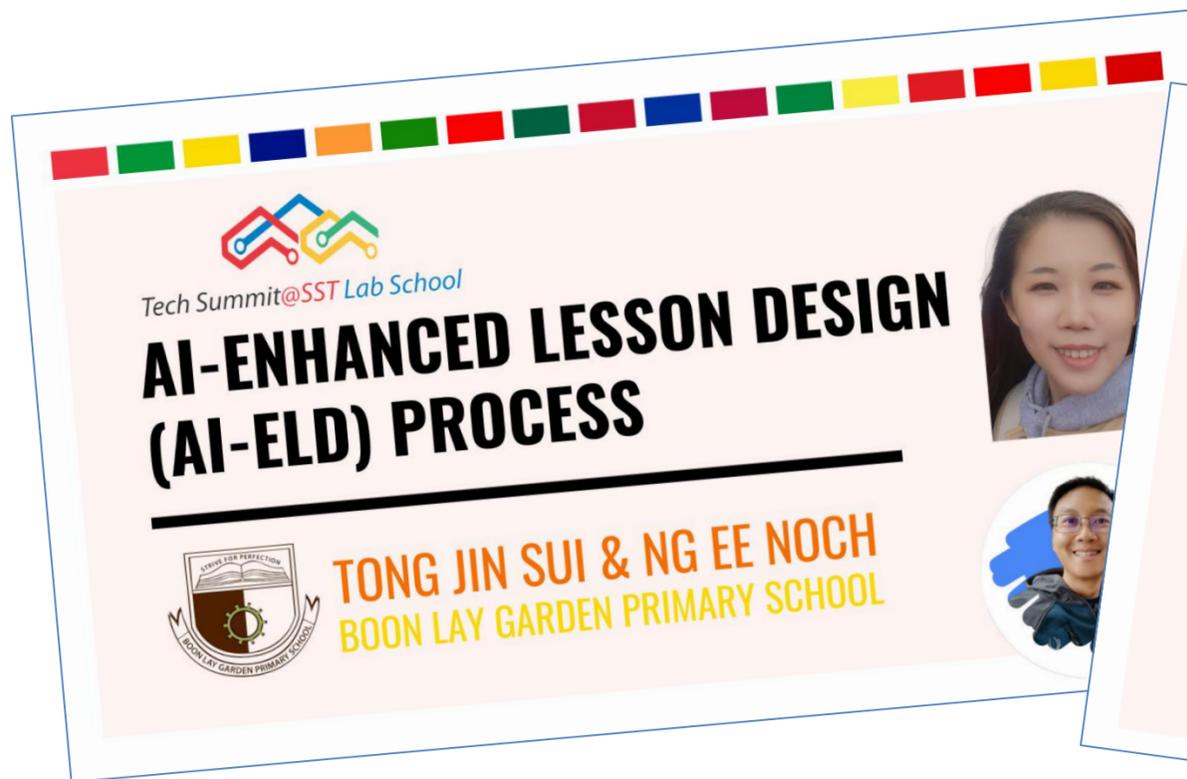
- Teacher Ownership, Teacher Leadership
- Culture of Innovation
- Teachers' Agency

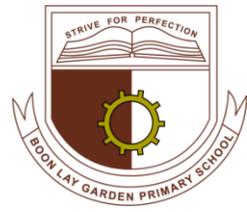


Growing Self to Growing Others

Growing the Fraternity

Our HOD/ICT ventured into AI during his time in the Fulbright Distinguished Awards in Teaching (DAI) Program, where he developed the AI-Enhanced Lesson Design Process that marked the beginning of his ongoing leadership in this space.

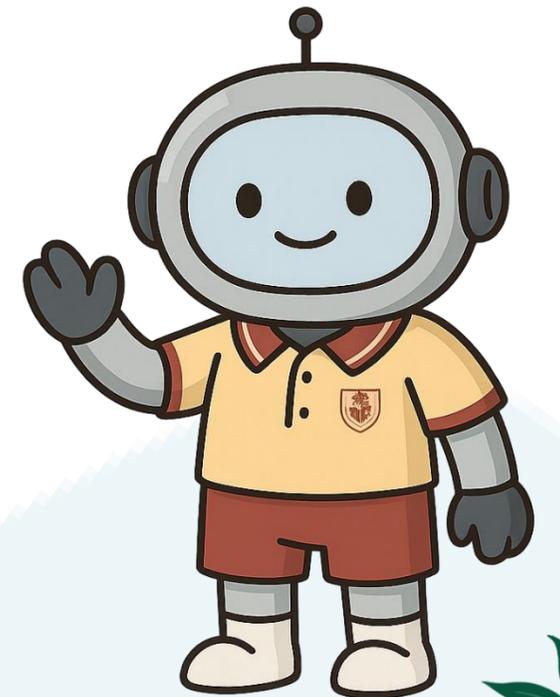




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Creating Conditions for Innovation to Flourish

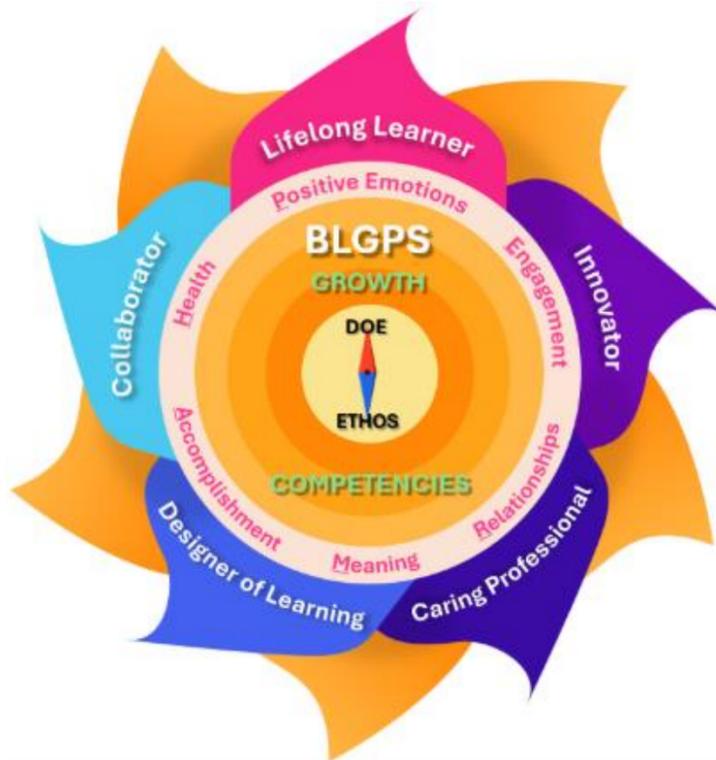


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Our BLGPS Strategic Objectives



Holistic Growth @ BLGPS

- Innovator**
- Lifelong Learner**
- Caring Professional**
- Designer of Learning**
- Collaborator**

SO4: Create a supportive environment that encourages innovation

SO9: Foster the spirit of lifelong learning as a community



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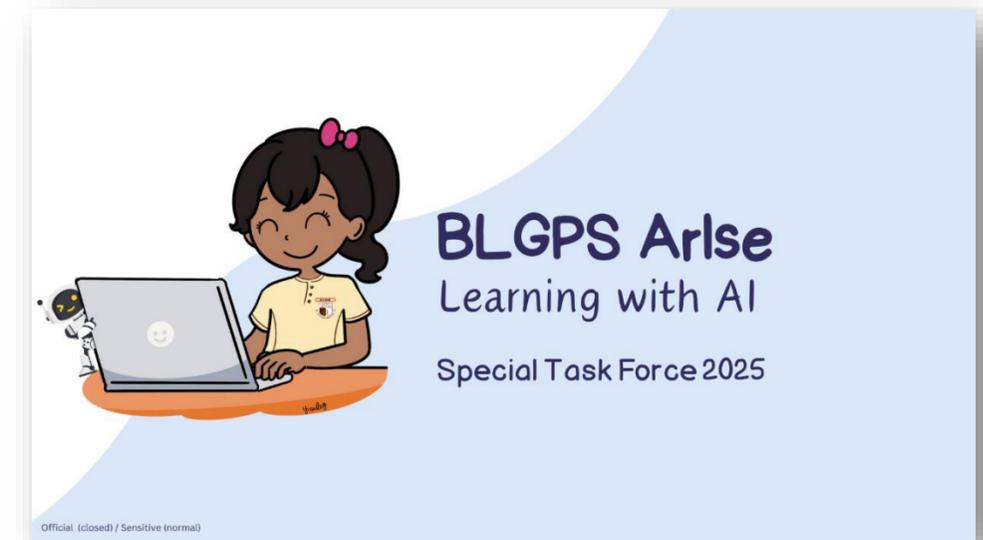


Upscaling to System Level

Driving Change with a Whole-school Approach

BLGPS Arise

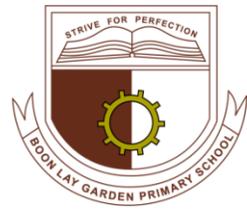
- Identify emerging AI trends in Education
- Build shared knowledge of AI pedagogies and tools
- Lead professional dialogues in key teaching considerations before, during, and after lessons
- Shape policies on safe and responsible use of AI, based on age-appropriateness



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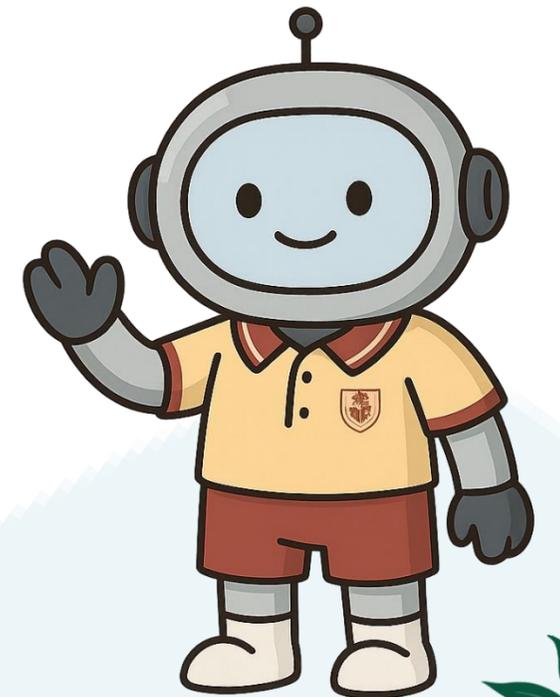




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AI for All Students



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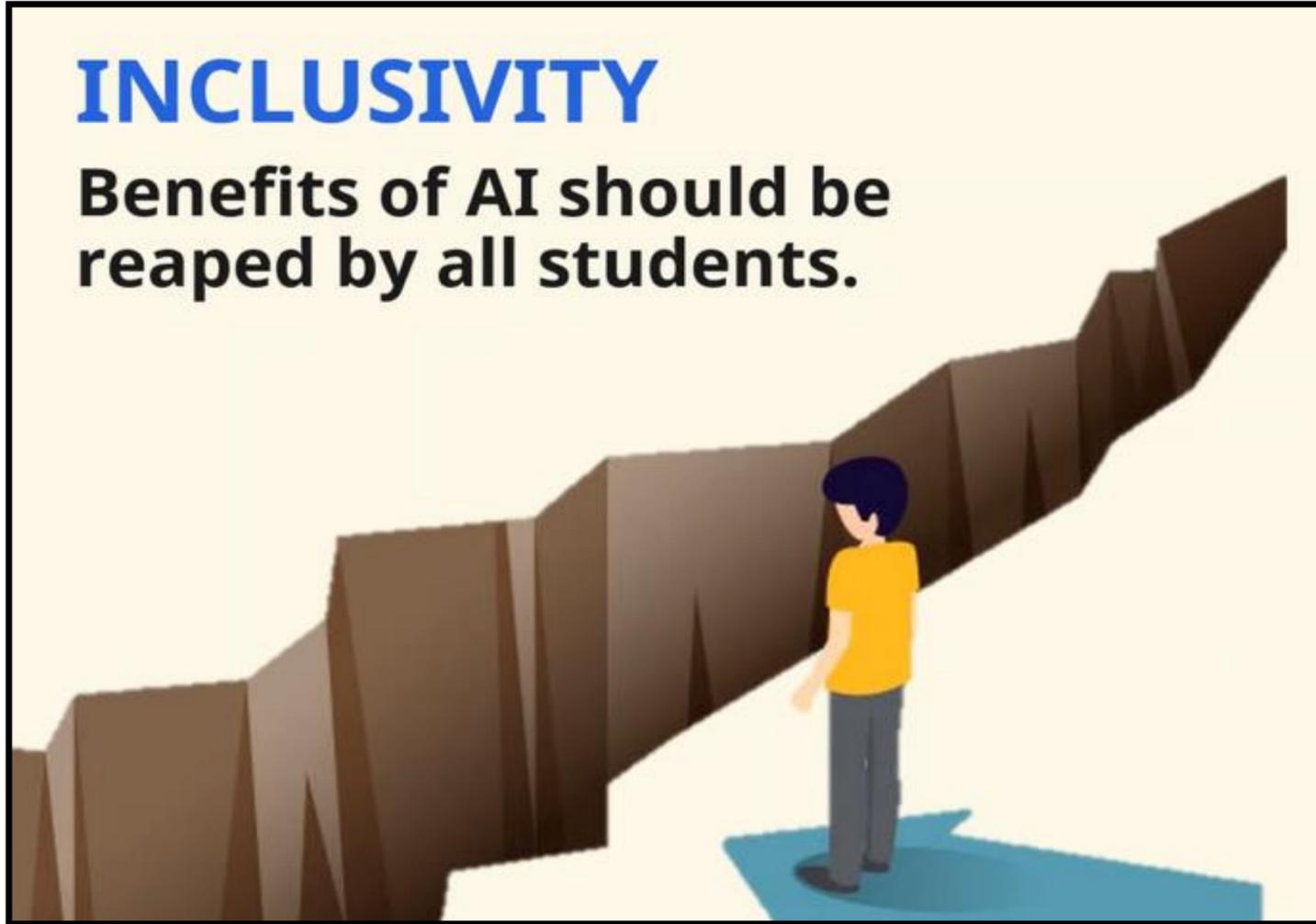
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Use of AI for all Students

INCLUSIVITY

Benefits of AI should be reaped by all students.



Potential Risks e.g.

Unequal access to AI due to lack of access to devices and internet, or digital literacies to benefit from AI.

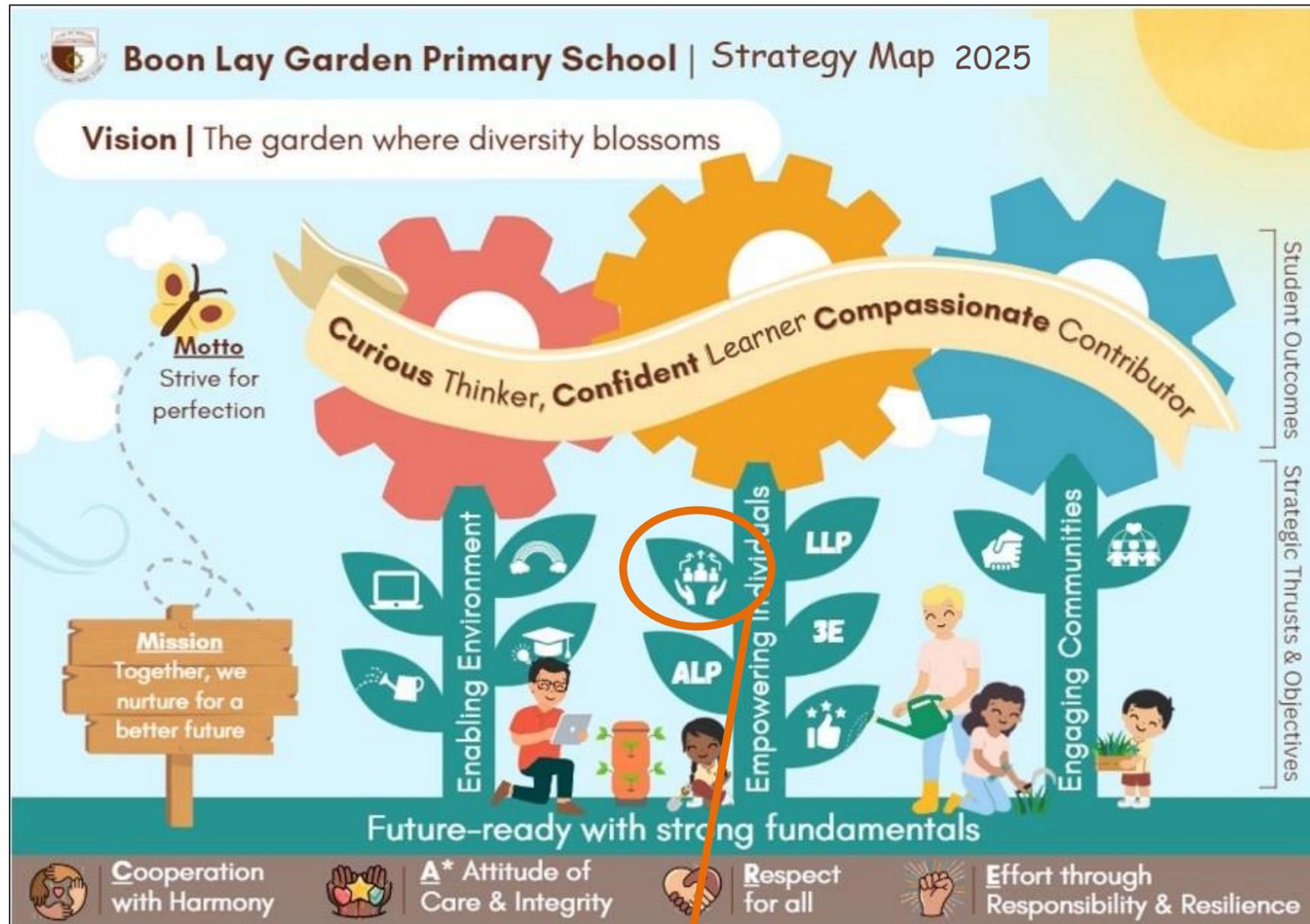
Self-directed and motivated students may benefit more from AI, **widening digital literacy gaps.**

**Is AI
Only for
Selected
Students?**

MOE AIED ETHICS IMPLEMENTATION GUIDE, ETD



Customisation for all Learners



SO5: Maximise potential of diverse learners and uplift students through an inclusive environment

Benefits for Students from Disadvantaged Background



Learning with AI Personalisation
@ South West

**No access to Tuition?
AI can be a gamechanger!**
Access to high-quality resources
and support tools

Reduce equity gaps with
consistent support





AI: The BLGPS Belief

Pedagogy before Technology

- AI must be anchored in pedagogy considerations
- AI as a means, not an end
- Not for trend, but for transformation

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Thank you!

