

Navigating Our Future



Steered by Teachers · **Anchored** in Relationships · **Propelled** by AI

2026 ACT+1 Singapore Country Report
Tham Hanrong STU Vice President



40TH ASEAN COUNCIL
OF TEACHERS + KOREA
CONVENTION

NAVIGATING OUR FUTURE

STEERED BY TEACHERS;
ANCHORED IN RELATIONSHIPS;
PROPELLED BY AI



22-25 OCTOBER 2026 · D'MARQUEE, SINGAPORE

Drawing on MOE policy and parliamentary replies to September 2026, OECD PISA 2025 and TALIS 2024 data, and commentary from NIE faculty and Singapore educators.

A high-performing system asking a harder question

Singapore's challenge is no longer how to do well — it's how to stay relevant in an AI-saturated world.

#1 – Reading
#2 –
Mathematics
& Science

PISA 2025 — among 91 education systems

3rd

**in the world on students'
readiness to seek help when
they are stuck**

Index of self-regulated help seeking, 0.38 (PISA 2025)

0.91

**index of school capacity to
teach and learn with digital
devices**

Third of 91 systems; OECD average -0.03 (PISA 2025)

The frontier is no longer access or excellence at the average — it is mass personalisation without losing the human core of learning.

PISA 2025 — what the newest data says

Released 8 September 2026. Singapore stays at the top of the table, and for the first time the survey measures how students use AI.

563

in computational problem solving, a domain assessed for the first time

Second of all systems, behind Macao (China) at 572

42.3%

of students are top performers in science, reading or mathematics

OECD average 11.9%; only 6.8% are low performers in all three

81.0%

of students are taught in lessons to assess AI-generated information

Third of 85 systems; OECD average 62.6%

Reading is 8 points lower than in 2022 and mathematics 12 points lower, and socio-economic background still explains 12.5% of the variation in science performance, a little above the OECD average of 11.6%.

Three Pillars of AI in Education

Each pillar is necessary; none alone is sufficient.

01

STEERED



by Teachers

Teachers are not implementers of policy — they are designers of learning. Singapore invests heavily in pre-service preparation at NIE and lifelong professional growth.

02

ANCHORED



in Relationships

Strong teacher–student bonds, peer collaboration, and family partnerships form the bedrock. Technology must enhance these connections, never replace them.

03

PROPELLED



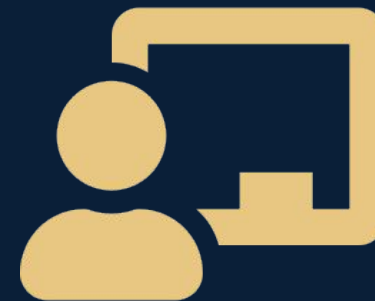
by AI

AI is deployed with intent: to free teachers from routine work, to personalise learning at scale, and to expand what is possible — within an ethics framework.

01

STEERED

by Teachers



In Singapore's view, the teacher is the irreplaceable craftsman of learning. Policy invests in selecting the right people, preparing them deeply, and trusting their judgment in the classroom.



We already recruit from the best to join us in the teaching service. But it is even more important for us to have good educators who continue to deepen their professional competencies.

— Then-Minister Chan Chun Sing, Teachers' Investiture Ceremony 2024

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22 – 25 October 2026, D'Marquee, Singapore



World-class preparation, sustained development

OECD TALIS 2024 places Singapore's teaching workforce among the most prepared and most engaged anywhere, and from August 2026 AI training is compulsory for every teacher.

88%

of recent teaching graduates rate the overall quality of their initial teacher education as high.

OECD avg: 75%

87%

of teachers report positive changes in pedagogical competence after receiving feedback.

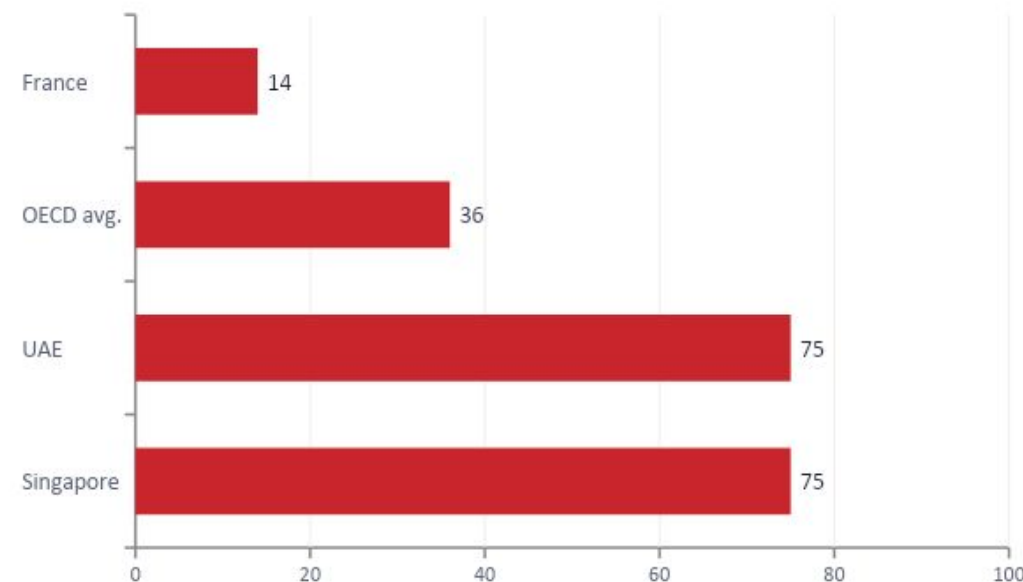
OECD avg: 71%

97%

of newly arrived teachers participate in formal or informal induction at their school.

OECD avg: 72%

TEACHERS USING AI IN THEIR WORK
Singapore vs. selected systems



Source: OECD TALIS 2024, Figure 1.12 and Table 1.59

Teachers as designers — not passive tool users

The Singapore approach refuses to reduce teachers to technicians. AI fluency is paired with pedagogical and ethical authorship.

THE PRINCIPLE



Empower teachers to design AI-enhanced learning experiences

This requires deep pedagogical understanding, ethical discernment, and cognitive flexibility — qualities that cannot be outsourced to machines, but must be held by humans who use machines responsibly.

THE PRACTICE

From the field



Sean — Hillgrove Secondary

A chemistry and maths teacher who built a custom AI assistant on the government's Pair platform to generate curriculum-aligned Kahoot quizzes on demand.



Ms Lilian Teo — Pasir Ris Crest Secondary

The biology subject head uses the Short Answer Feedback Assistant to score student responses against her mark scheme — then refines the feedback so it actually moves learning forward.



More from the field — AI in real classrooms

Singapore teachers across primary, secondary and JC are using MOE's AI tools to deepen practice — not replace it.

UPPER PRIMARY MATHS · ADAPTIVE LEARNING SYSTEM

Mrs Melissa Chew

St Hilda's Primary School

Uses **Adaptive Learning System** to profile pupils into pathways for maths revision. Real-time feedback lets her support those who need help while others move forward at their own pace.



PRIMARY MOTHER TONGUE · AUTHORING COPILOT

Mdm Wong Mei Ting

Senior MT Teacher, Anderson Primary School

Uses **Authoring Copilot** weekly to generate ideas and standardise lessons — tweaking AI-suggested activities so they fit her pupils, never the other way round.

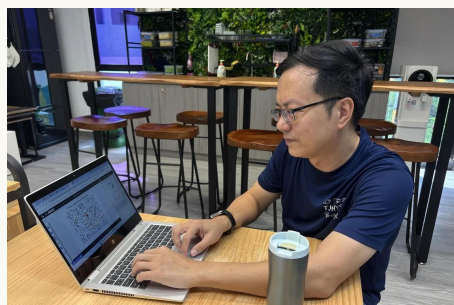


JC PHYSICS · LEARNING FEEDBACK ASSISTANTS

Mr Tan Seng Kwang

Senior Physics Teacher, Temasek JC

Gets students to work through AI feedback tools independently. The instant affirmations build confidence to attempt similar problems — while he focuses on those who need a human nudge.



Teachers as authors — building their own AI on Pair

Pair is the Singapore Government's sovereign LLM gateway for public officers, including teachers. Teachers don't just use AI — they author it on government-cleared infrastructure.

THE PLATFORM



Pair — a sovereign AI gateway for public officers

Free on government devices. Cleared for restricted and sensitive data — no logging by LLM providers. 11,000+ users across 100+ agencies within first two months; 4,500+ weekly active. Teachers can build custom assistants without writing code.

THE AUTHORSHIP

Teachers building tools for teachers



Custom Pair assistant — Kahoot generator

A serving teacher built and published a custom Pair assistant that converts curriculum learning outcomes into Kahoot quizzes in minutes. He shared it openly with other teachers on schools.gov.sg domains — the system encourages teacher authorship, not just teacher use.



NIE AI Assistant for student-teachers

Built by NIE's Centre for Innovation in Learning. Grounded in NIE's Reflective Practice and Singapore Teaching Practice models. 90% of polled student-teachers found feedback useful; 86% said it motivated them to reflect more (NIE, Oct 2025).



Pair

New Chat

Writing templates

Batch jobs

ASSISTANTS

Browse Assistants

Official MOE EPMS Assistant

AskTGM

IRA & 6 Thinking Hats
Discussion Prompts Creator

RECENT CHATS

I need to come up with a set...

Please refine this sentence...

Write an email to my...

Draft a confirmation email to...

Write a a letter of reference...

Write an email announcement...

Help me draw a table of JC...

Defining this email to my...



Assistants to automate repetitive work ⓘ

+ Create new assistant

Search by assistant's title or description or creator's email

Try: [Policy guidelines](#), [Data analysis](#), [Tech support](#), [Staff training & development](#), [Report writing](#), [HR](#)

Trending public Assistants

[See all](#)



English Polisher

Correct grammatical or language mistakes, while improving the clarity for...



Meeting Minutes Writer

Turn raw notes or first drafts into polished government style Notes of...



Prompt Assistant

Your AI guide to crafting effective prompts and custom assistants on Pair...

Your agency's top Assistants

[See all](#)



Official MOE EPMS Assistant

Use this assistant to find out more about the revised EPMS that is implemented...



STP AI Assistant

An AI Assistant to support you in professional learning (PL) as you use th...



Students' Remarks

To help teachers write students' remarks

RECENTLY USED MANAGED BY ME SHARED WITH ME PUBLIC

⇅ Most used

Official MOE EPMS Assistant

Use this assistant to find out more about the revised EPMS that is implemented from 2026! AI models can hallucinate, please review output.

39314 chats

[Specific agencies](#)

...

STP AI Assistant

An AI Assistant to support you in professional learning (PL) as you use the Singapore Teaching Practice to enhance teaching and learning (T&L) in schools. Please select one of the pre-set prompts which best...

6462 chats

[Specific agencies](#)

...

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02

ANCHORED



in Relationships

Education is more than information transfer — it is connection, discernment, and becoming. The teacher–student bond, peer learning, and family engagement are foundations that cannot be automated.

“ *We don't shy away from using AI. But we use it in a very deliberate and purposeful way, so that AI or any piece of technology doesn't take away the essence of learning.* ”

— Singapore school leader, on AI in classrooms (GovTech, 2025)

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The relational core of learning

Singapore's policy language returns repeatedly to one idea: AI must free teachers to do more of what only humans can.

WHEN AI HANDLES THE ROUTINE,

Teachers gain time to do the human work



Build relationships

One-to-one conversations,
knowing each student



**Provide
social-emotional
support**

Noticing struggle, offering
steadiness



**Nurture character
& values**

Modelling, mentorship, moral
imagination



**Design rich learning
experiences**

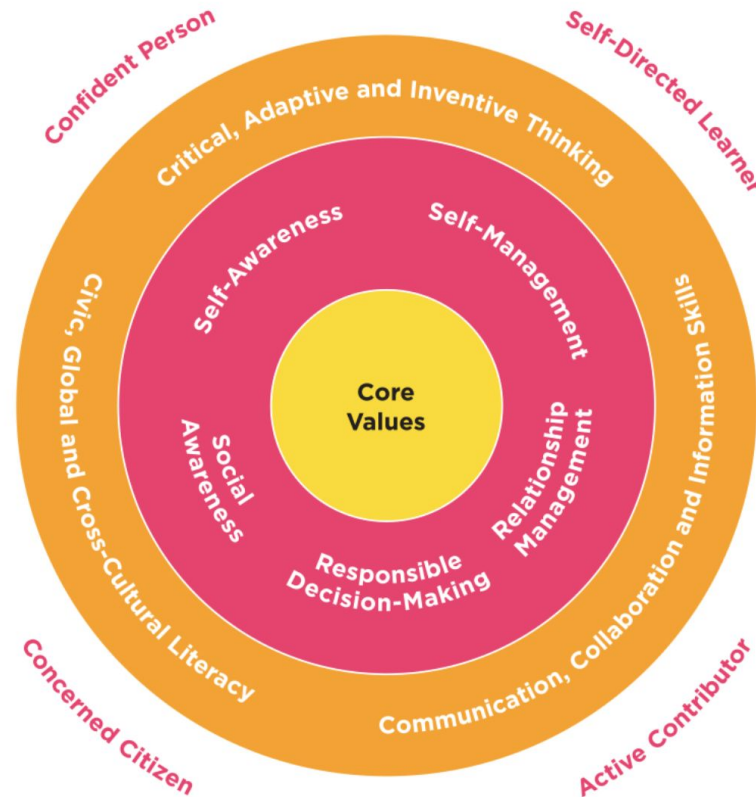
Tasks that AI alone cannot
create or facilitate

“

If we can free up some of the teacher's time from doing these things, then they can spend more time on the human side of a student's progression — engaging them, student-teacher relationships, and really delving deep into helping them with their social-emotional states.

— Gerald Ajam, Lead Specialist, MOE EdTech Division

Framework for 21st Century Competencies and Student Outcomes



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Social-emotional learning, by design

Singapore's SEL framework names five competencies that schools cultivate deliberately — most powerfully through trusting teacher–student relationships.

01

Self-Awareness

Understanding one's emotions, strengths, and limitations

02

Self-Management

Regulating emotions, persevering, setting and pursuing goals

03

Social Awareness

Empathy, perspective-taking, appreciating diversity

04

Relationship Management

Communicating, cooperating, navigating conflict

05

Responsible Decision Making

Ethical, constructive choices in personal and social contexts

SEL is taught and facilitated within a safe, caring school environment — and a positive teacher–student relationship is named as the key factor that makes it work.

The youngest learners need humans, not chatbots

Singapore explicitly tiers AI exposure by developmental stage. The earlier the child, the more central human relationships remain.

Ages 0–6

Early Childhood

AI as co-pilot for adults



No direct child use. AI helps caregivers and educators design responsive 'serve-and-return' interactions.

P1–P3

Lower Primary

Print-first learning



Concrete, tactile experiences. Guided discussion about AI in daily life — including its limits and risks.

From P4

Upper Primary

Structured, supervised AI



Use is limited to MOE-developed tools on the Student Learning Space, accessed under teacher supervision.

Secondary+

Secondary & IHL

Independent use with guardrails



Students leverage AI more autonomously while deepening independent thinking, questioning and analysis. They must cite their AI use, and AI is barred from national examinations.

In early childhood, the child's most essential need is not access to more content, but access to deep, responsive human relationships.

Anchored, by policy — protecting the human core

When MOE talks about “the essence of learning,” it shows up as concrete cross-agency programmes — not slogans.

REFRESHED · SEPT 2024

School-Home Partnership Guidelines

MOE + COMPASS

Co-developed with 300+ teachers and parents through engagements from May to August 2024. Sets **norms for respectful communication, role-modelling, and healthy digital habits** — including explicit boundaries on after-hours teacher contact.

TRI-AGENCY · LAUNCHED 2024

Parenting for Wellness

HPB · MOE · MSF

A **toolbox of evidence-based strategies** for parents of 7–19 year-olds, plus a conversation card deck for parent-child dialogue. Reached 69,000 unique visitors and 2,700+ personalised dashboard users.

COMMUNITY OUTREACH

Multi-layered strategy for youth wellbeing

CREST-Youth + YIT

Youth Community Outreach teams have reached **98,000+ youths and parents**; 4 Youth Integrated Teams have supported **4,500+ youths** — fully government-funded. Mental Wellbeing embedded in MOE’s Mental Health Education in CCE in schools.

“Technology is linked to time. Time is linked to trust.” — Minister Chan Chun Sing, COS 2024

03

PROPELLED

by AI



Singapore deploys AI to crack the long-standing 'trilemma' of education: delivering quality, scale, and affordability at once. The bet is on mass personalisation — what the previous Education Minister called the 'Pedagogy of One'.

“ *AI cannot supplant learning; it must enable it.* ”

— Minister for Education Desmond Lee



EdTech Masterplan 2030 — the policy spine

Launched by MOE in September 2023, the Masterplan sets the vision: 'technology-transformed learning, to prepare students for a technology-transformed world.'



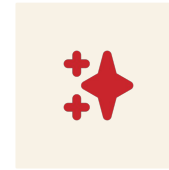
Harness technology to enhance teaching and learning

Pedagogy-first integration of EdTech and AI to deepen student learning rather than tech for its own sake.



Use technology as a capability multiplier

Help educators, leaders, and the system itself work more effectively and efficiently — including through AI tools that automate routine work.



Equip students with digital literacy & 21st-century skills

Self-direction, collaboration, critical thinking, and the dispositions to navigate a complex, AI-pervasive world.

What's already running in classrooms

MOE and GovTech have built a portfolio of AI tools, delivered through the national Student Learning Space (SLS). A Teacher Workspace consolidating school systems reaches every school by 2027.

Adaptive Learning System (ALS)

Personalised learning pathways

Machine learning recommends content and pace based on each student's readiness. Now live for P5–S2 Maths and Upper Secondary Geography.

Learning Companion (LEA)

AI tutor that asks rather than tells

Takes on different roles to prompt students with guiding questions rather than supplying answers. Now used for composition writing, with guardrails that redirect off-topic questions.

Authoring Copilot (ACP)

Lesson planning, by educators for educators

Turns a teacher's lesson idea into a structured digital lesson with MCQs, free-response, polls, and discussion prompts — anchored to teacher-curated content.

Short Answer Feedback Assistant

Marking that frees teachers

Matches student responses to a teacher's mark scheme and gives immediate feedback, which the teacher then refines. Joined in September 2026 by AIMS for secondary Chinese essays.

Smart Compose

Testimonial drafting in minutes

Has helped over 4,000 teachers generate more than 40,000 student testimonial drafts — replacing hours of writing with minutes of review.

Litmus & Sentinel (GovTech)

Safety guardrails

AI-content moderation tools that detect unsafe outputs and ensure generative AI applications meet national safety standards.

Student Appraisals

[Try our demo profile here](#)

Appraisal Information

Purpose of appraisal*

School Graduation Certificate

Length of appraisal (no. of words)*

Enter between 20 and 1500 words. The generated content may vary slightly from the exact word count you specify.

700

Language complexity*

Decide the language complexity for the generation

Secondary School & Post Secondary School

Provide a sample appraisal or outline a structure

[Quick Guide](#)

Paragraph 1: Learning disposition

Paragraph 2: CCA activities

Paragraph 3: Classroom behaviour

Generated Content

Content is generated by Generative AI, a type of artificial intelligence technology. Please verify the information before using it.



John Tan has demonstrated a commendable learning disposition throughout his years at Bukit View Secondary School. He approaches his studies with diligence and a strong sense of responsibility, consistently striving to achieve his best in all academic pursuits. His ability to manage his time effectively has allowed him to balance his academic commitments with other responsibilities, showcasing his maturity and discipline. John's proactive attitude towards learning is evident in his willingness to seek clarification and explore topics beyond the curriculum, which reflects his intellectual curiosity and desire for growth. His perseverance in overcoming challenges and his positive outlook on learning have made him a role model for his peers.

John has been actively involved in co-curricular activities, contributing significantly to the school community. As the class monitor for two years, he displayed excellent organisational skills and the ability to lead his peers effectively. His leadership qualities were evident in his ability to foster teamwork and ensure that tasks were completed efficiently. Beyond school, John has shown a strong commitment to community service through his volunteer work at Ghim Moh Community Centre. He has organised workshops for elderly residents, teaching them new skills and hobbies such as painting, gardening, and basic computer literacy. These efforts highlight his empathy and dedication to making a positive impact on others. His ability to connect with people from different backgrounds and his enthusiasm for community involvement reflect his admirable character.

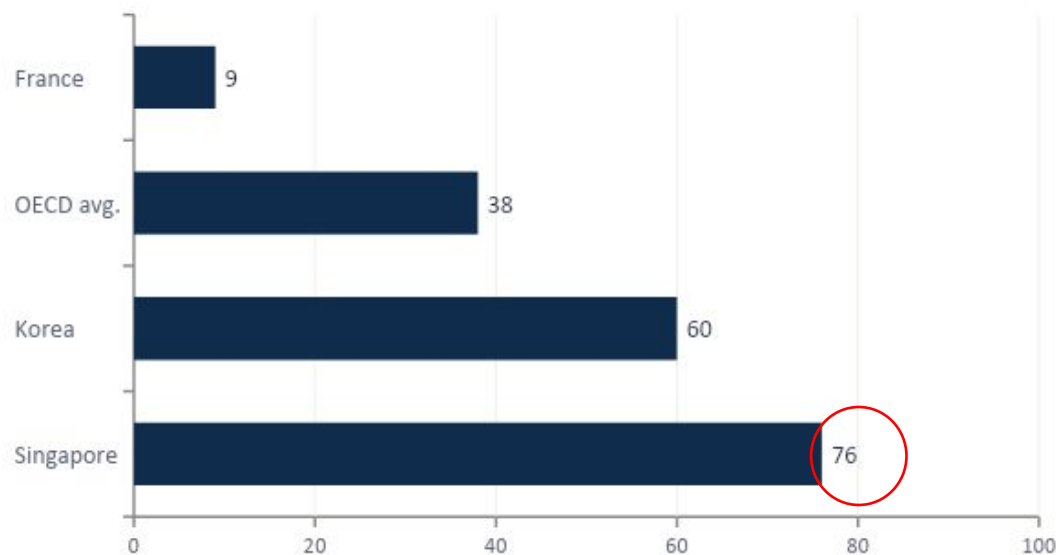


An adoption gap, by design

Why does Singapore lead OECD systems on AI use? Because it led them first on AI training — and from August 2026 that training is compulsory.

TEACHERS WHO RECEIVED AI TRAINING (PD)

% of teachers, TALIS 2024



Source: OECD TALIS 2024, Table 4.22. Kazakhstan, Korea and the UAE also exceed 60%.

Two reinforcing facts

Training drives use — and use isn't a free-for-all

75%

of Singapore teachers report using AI in their work — versus an OECD average of 36%.

81%

of Singapore teachers work in schools that ran online or hybrid lessons in the past month — versus 16% across OECD.

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← AI Literacy

Artificial Intelligence

Discover how AI is transforming education, unpack AI use cases, and tool suggestions to help you take charge of this rapidly changing space.

6 bites

✓ Completed

Artificial Intelligence

Ep 1: Why Should You Care About AI?

MOE Digital Excellence & Products Division (DXD) • 7 months ago

✓ Completed

Artificial Intelligence

Ep 2: Breaking Down AI in Simple Terms

MOE Digital Excellence & Products Division (DXD) • 7 months ago

✓ Completed

Artificial Intelligence

Ep 3: Save These Gov-approved AI Tools in your Bookmarks

MOE Digital Excellence & Products Division (DXD) • 7 months ago

✓ Completed

Artificial Intelligence

Ep 4: Here's Why AI Can't Replace Humans

MOE Digital Excellence & Products Division (DXD) • 7 months ago

✓ Completed

Artificial Intelligence

Ep 5: Your SAFE-ty Check Before Using AI Tools

MOE Digital Excellence & Products Division (DXD) • 7 months ago

✓ Completed

Artificial Intelligence

AI Literacy Quiz

MOE Digital Excellence & Products Division (DXD) • 7 months ago



Teachers' judgement is the guardrail

The most striking Singapore finding in TALIS 2024 has gone almost unreported: the heaviest users of AI are also its most sceptical users.

THE FINDING

The highest scepticism of any system

TALIS 2024 · Figure 1.13

Asked whether AI makes incorrect or inappropriate recommendations, Singapore's teachers agree more than those of any of the 55 systems surveyed, against about two in three teachers across the OECD. The system that uses AI most trusts its output least.

WHY IT MATTERS

Scepticism is taught forward

PISA 2025 · Table I.6

81% of Singapore's 15-year-olds are tasked in lessons with assessing the quality of AI-generated information, third of 85 systems against an OECD average of 63%. The OECD finds this is the condition under which frequent AI use goes with better results rather than worse.

WHAT PROTECTS IT

Design that keeps the teacher in the loop

SLS · AIMS · LEA

Feedback assistants return drafts to the teacher before students see them; AIMS marks surface features while teachers judge ideas; LEA lets teachers cap student interactions and read the logs. The risk is that pressure for time savings quietly erodes the checking.

Checking AI output takes time. A system that expects the time back must not punish the checking.

Guardrails: ethics framework + a thinking model

MOE's AIEd Ethics Framework sets the institutional rails. NIE's HIGHER model guides the teacher's mind.



MOE AIEd Ethics Framework

Builds on Singapore's Model AI Governance Framework (IMDA) and the Ethos of the Teaching Profession. Its core commitments:

- Suitable level of human involvement in AI-supported decisions
- Teachers exercise professional judgment on educationally meaningful use
- Equity of access — no group of students disadvantaged
- Avoid negative social and psychological effects on students and teachers

HIGHER thinking model

An NIE framework for navigating an AI-powered world

- | | | |
|----------|-------------------------------|---|
| H | Helicopter Thinking | seeing the big picture, interdisciplinary |
| I | Inferential Thinking | drawing meaning from data and patterns |
| G | Generative Thinking | creating new knowledge with the right prompts |
| H | Human-Centric Thinking | empathy, relationships, social-emotional |
| E | Ethical Thinking | principled decisions, awareness of consequences |
| R | Reflective Thinking | questioning one's own use and assumptions |

What educators and policymakers actually say

A tour of the public conversation: ministers, MOE leaders, NIE professors.

“By using AI to support professional practice, we are reinforcing the critical role of educators as facilitators, mentors and guides in a future-focused learning ecosystem.

Liew Wei Li

Director-General of Education, MOE

“Technology, including Generative AI, paves the way to the 'Pedagogy of One' — recognising that every student has his or her own unique potential.

Chan Chun Sing

Then-Minister for Education (2022–2025)

“We must not forget that education is not simply about information transfer — it is about connection, discernment and becoming. And for that, teachers are still irreplaceable.

A/Prof Victor Lim Fei

Deputy Head (Research), English Language & Literature, NIE

“Even if we develop strategies with current AI tools, we might need to adapt quickly when new tools are available. The speed of advance complicates this.

A/Prof Tan Seng Chee

Education technology researcher, NIE



What Singapore's experience suggests

01

Tools follow teachers

AI gains traction in classrooms when professional development comes first. Singapore's 75% adoption is a downstream effect of 76% training participation — and from August 2026 a foundational AI module is compulsory for every teacher.

02

Relationships are the constraint, not the tech

The hardest question isn't 'which model?' It's 'what do we want teachers to spend their freed-up time on?' Singapore answers it explicitly: relationships, mentorship, social-emotional support.

03

Coherence beats speed

EdTech Masterplan, AIED Ethics Framework, NIE training, school-level PLCs, GovTech guardrails — the system advances because the parts fit.

Steered by teachers. Anchored in relationships. Propelled — but not displaced — by AI.

