

EDUSAVE CHARACTER AWARD (ECHA) 2017
NOMINATION FORM

ELIGIBILITY CRITERIA

1. The nominee must be a **Singapore citizen**.
2. The nominee must have obtained at least a Pass in academic performance (Overall).
3. The nominee has demonstrated clearly aspects of the **school values**:
 - (i) I am a **L**ifelong Learner. I seize every opportunity to learn.
 - (ii) I have **I**ntegrity. I honour my words and actions.
 - (iii) I am **G**racious. I accord others respect and care.
 - (iv) I believe in **H**igh Expectations. I will do my best in every task assigned.
 - (v) I believe in **T**eamwork. I can take the lead and also be a team-player.
 - (vi) I possess **S**elf-discipline. I set my mind on what I want to achieve and will get it done.
 - (vii) A person who is **resilient** and has emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability and resourcefulness.
4. The nomination must state **clear evidence** of how the nominee has demonstrated the **school values** and **resilience** and that he/she is a **role model for others**.

Notes to Nominator:

- Please complete the form using Arial Font 11, not exceeding 1 pages (A4).
- You may attach copies of testimonies, certificates and other supporting documents as annexes. Please indicate in the column the nature of evidence (e.g. Commendation Letter).
- Teachers are advised to use their professional judgment if they are nominating any students with good character but poor academic results bearing in mind the criteria for the ECHA (e.g. the poor academic results should not be due to negative character traits, but other difficulties that go beyond the control of the student).
- Based on the criteria, you may nominate more than one student for the ECHA.
- Student who has been nominated must have a “Very Good” or “Excellent” conduct grade for the year
- Submit soft copy of the nomination form to admiralty_ss@moe.edu.sg with the title

“ECHA Nomination for <Name> <Class>”, for example, “ECHA Nomination for Adam Lee 2E1”.

- Deadline for submission is **28 July 2017 (1200 h)**. Late submission will not be considered.

ANNEX C

NOMINATION FORM

| PARTICULARS OF NOMINEE | | | |
|--|------------------------------------|--------|--|
| Full Name: | | Class: | |
| Nationality: | SINGAPOREAN | | |
| EVIDENCE | PROFILE WRITE-UP ON NOMINEE | | |
| Justification: Evidence that the student has demonstrated the school values. (Please be <u>explicit</u> and <u>name the values</u>.) | | | |
| Evidence that the student has demonstrated <u>resilience</u> when facing challenges (Please be <u>explicit</u> and <u>describe the challenging situation that the student has faced</u>.) | | | |

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| Evidence that the student is a role model for other students. | |
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|---------------------------------|---|-------------|-------|-------------------|--|
| PARTICULARS OF NOMINATOR | | | | | |
| Full Name: | | | Class | (If applicable) : | |
| Relationship to Nominee: | Self Classmate Schoolmate Parent Public | Contact No: | | | |
| Signature: | | Date: | | | |

| Values | Behavioural Traits <i>(Desired behaviour from students)</i> | | Behavioural Observations <i>(Observation of values by teachers/peers/stakeholders)</i> |
|---|--|--|--|
| LIFELONG LEARNING I seize every opportunity to learn | Sec 1 | I ask questions because I want to know more | Students will be able to <u>demonstrate</u> a sense of curiosity in learning |
| | Sec 2 | I take initiative to take charge of my own learning | Student will be able to <u>understand</u> the importance of curiosity in learning |
| | Sec 3 | I am able to plan my goals and initiate my own learning | Students will <u>initiate</u> a sense of curiosity in learning |
| | Sec 4 | I am able to explore beyond what is taught in school | Students will be able to <u>share</u> with others a sense of curiosity in learning |
| INTEGRITY I honour my words and my actions | Sec 1 | I am not afraid to speak the truth | Students will be able to <u>demonstrate</u> distinguishing between right and wrong |
| | Sec 2 | I know what is right and wrong | Students will be able to <u>understand</u> the importance of right and wrong |
| | Sec 3 | I am aware about my strengths and areas for improvement in character | Students will be able to <u>initiate</u> acknowledgement of right and wrong of one's speech and action |
| | Sec 4 | I am able to role model to others honest behaviour | Students will be able to <u>share</u> with others a very clear sense of right and wrong through speech and action |
| GRACIOUSNESS I accord others respect and care | Sec 1 | I am able to be respectful and caring | Student will be able to <u>demonstrate</u> respect & care by building positive relationships |
| | Sec 2 | I am able to be tolerant to the differences of my peers | Student will be able to <u>understand</u> the importance of respect & care by building positive relationships |
| | Sec 3 | I am able to demonstrate empathy to others. | Student will be able to <u>initiate</u> the building of positive relationships with respect and care |
| | Sec 4 | I am open to sharing my non-judgemental attitude with others | Student will be able to <u>share</u> with others the importance of building positive relationships with respect and care |

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| <p>HIGH EXPECTATIONS</p> <p>I will do my best in all tasks assigned</p> | Sec 1 | I am able to develop challenging and achievable targets with my teacher | Students will be able to <u>demonstrate</u> an awareness of the effort needed to achieve targets |
| | Sec 2 | I am able to work towards the targets set together with my teacher | Students will be able to <u>understand</u> the importance of achieving targets |
| | Sec 3 | I am able to demonstrate target setting for myself | Student will be able to <u>initiate</u> achievable and challenging targets for themselves |
| | Sec 4 | I know what I want and I plan to achieve my targets | Student will be able to <u>share</u> with others the importance of planning and following through with their targets |
| <p>TEAM WORK</p> <p>I can take the lead and also be a team player</p> | Sec 1 | I am able to accept the differing opinions of others | Students will be able to <u>demonstrate</u> being able to work with one another |
| | Sec 2 | I am able to see the value of the differing opinions of others | Students will be able to <u>understand</u> the importance of understanding multiple perspectives |
| | Sec 3 | I am able to see the value of understanding the opinions of others other than my own | Student will be able to <u>initiate</u> projects and conversations with people who have multiple perspectives |
| | Sec 4 | I am able to share with others how to work together | Student will be able to <u>share</u> with others the importance of working together with people who have multiple perspectives |
| <p>SELF-DISCIPLINE</p> <p>I set my mind on what to achieve and will get it done</p> | Sec 1 | I am able to abide by the school rules. | Students will be able to <u>demonstrate</u> an awareness of the importance of self-responsibility towards school rules |
| | Sec 2 | I am able to understand the importance of being responsible and abiding by the school rules | Students will be able to <u>understand</u> the importance of being responsible and abiding by the school rules |
| | Sec 3 | I am able to practice self-management during work and play | Students will be able to <u>initiate</u> practicing self-management during work and play |
| | Sec 4 | I am able to encourage others to practice | Student will be able to <u>share</u> the importance of self-management in others |

EXAMPLES

STUDENT ANN WONG (SECONDARY 3)

Ann is a friendly, helpful and mature girl who has a heart for the less unfortunate.

In April, one of her classmates injured herself so badly that she was hospitalised for a month. When this classmate came back to school, she had to be on wheelchair for the following two months and crutches for another two months. Ann rallied the class together to support this classmate. She first drew up a schedule so that different teams of girls took turns to help this classmate with catching up with school work, and to help her move around when she was back to school. As a result, the class bonded even closer together.

Ann's form and co-form teachers, and subject teachers describe her as a gem and a joy to have in class. She is attentive, asks questions when in doubt and participates actively in discussions. Whenever they needed someone to help get the class in order, Ann would take the leadership even before they asked. At times, Ann does face challenges from a handful of classmates who do not co-operate with her. However, Ann has never given up and took the extra effort to understand her friends better, in order to gain a good rapport with them.

Teachers have also noted that Ann took the lead to initiate many of the class activities and the classmates clearly took to her leadership quite naturally. The class' community service project was one such commendable project. Ann was instrumental in getting the class together from the initial effort in researching for an organisation to work on to presenting the proposal to the teachers in-charge to getting the class committee to visit the organisation to understand their immediate needs that the class could work on. Besides ensuring that the needs of the organisation were considered, Ann also made sure that the voices of the students in class were heard. Her classmates shared this as an example of how they felt she earned their respect.

Ann serves as a class chairperson, and is a recipient of both the school-based academic and character award presented in May this year.

STUDENT LUQMAN (Secondary 2)

Luqman was one of the top students in this year's mid year examinations. Apart from studies, he juggled studies and work, taking on part-time jobs as a cashier and waiter in restaurants and hotels after school and during the school holidays. Luqman helped his parents with daily household chores, as both of them have health problems.

Luqman has been on the MOE Financial Assistance Scheme since earlier this year when his father, a former taxi driver, had to stop working after surgery to remove a tumour in his prostate. His mother has diabetes and high blood pressure and works as a helper at a vegetable stall in a market.

After scoring 111 points for the Primary School Leaving Examination, Luqman's self-confidence plummeted. Luqman is grateful to his secondary school teachers for consistently encouraging him to believe in himself and to attend extra lessons and mentoring programmes. Slowly but steadily, Luqman grew in his resilience and confidence. Eventually, he found his directions in life and began to do progressively better in his learning.

Lugman is also a member of his school's badminton team and has represented the school competitions.