





# ***Teach to Inspire, Inspire to Teach***

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# LEAD CARE INSPIRE



## Foreword

Teaching is a noble profession. Like how the candle burns to brighten its surroundings, a teacher serves with passion for the benefit of others. Many of us in the fraternity are inspired to join the teaching service because of significant teachers who left an impact on our lives. These exceptional teachers gave of themselves wholeheartedly, inspired confidence in us when we were students, guided us to realise our strengths and capabilities, and built our character. We continue their good work by carrying on the legacy in moulding our own students, helping them realise their dreams and passion.

I am proud to present the stories of our thirteen finalists, including the five award winners of the President's Award for Teachers, who share how they too have left an imprint on the lives of their students in this 11<sup>th</sup> issue of "Teach to Inspire, Inspire to Teach". I am touched by their heart-warming stories of how they transform the lives of their students. They uphold the ethos of the teaching profession and their stories inspire us to carry on the torch of making a difference to the many lives we come into contact with each day. They are truly role models who have shown the way, inspiring the fraternity to greater heights in teaching and learning, leading learning and helping their fellow teachers grow in their profession. Their dedication has ensured that their students are provided with varied learning experiences and developed holistically.

I would like to congratulate the finalists and award winners of the President's Award for Teachers 2014 for their dedicated commitment and the impact they have made on students and fellow teachers. I believe their stories will touch others in the fraternity to lead, care and inspire. Collectively, we can make the future a brighter one for all.



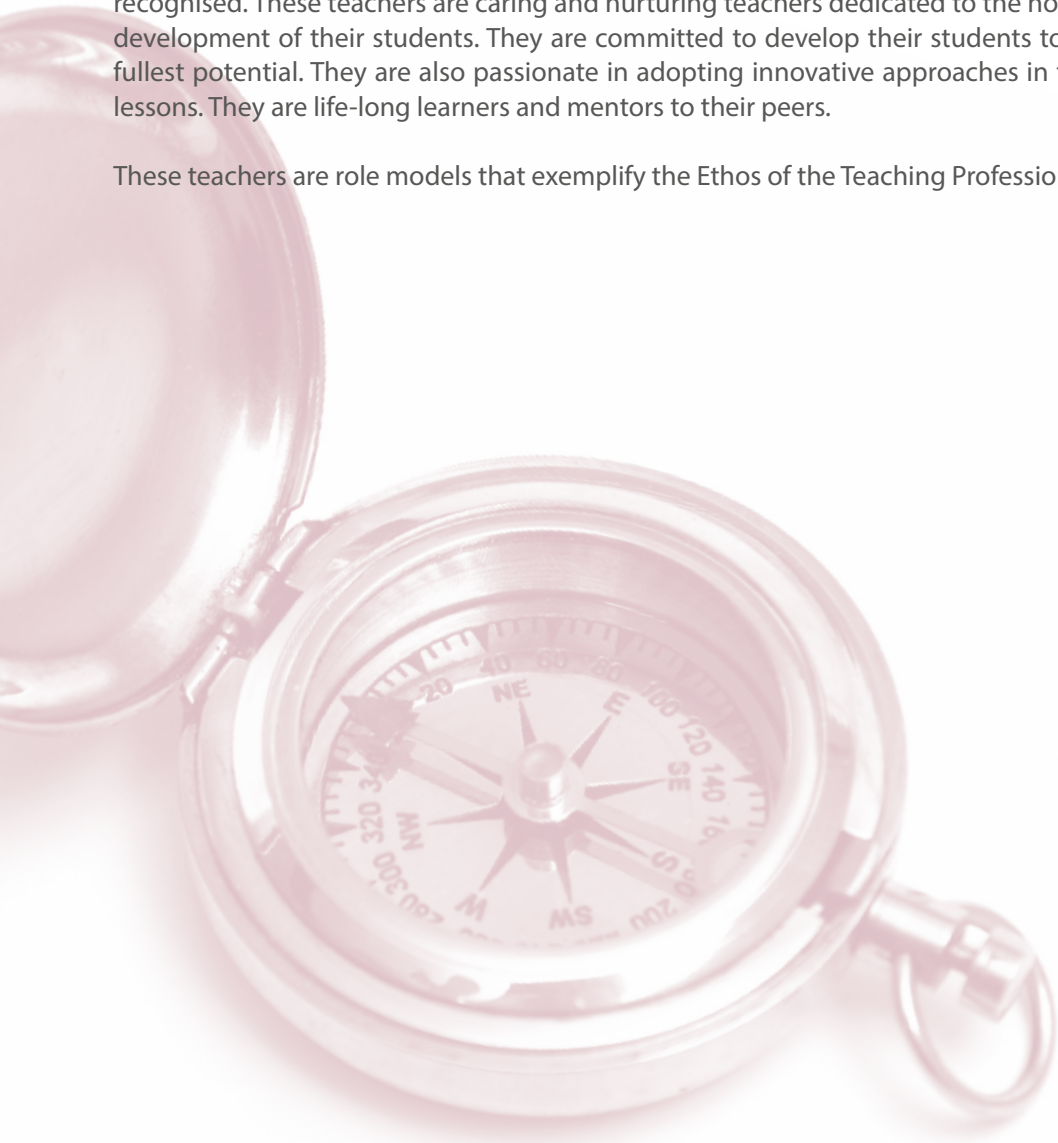
**Ms Ho Peng**  
*Director-General of Education*  
*Ministry of Education, Singapore*

## President's Award for Teachers

The President's Award for Teachers was introduced in 1998 to recognise excellent teachers for their role in moulding the future of our nation. The Award is conferred by the President of the Republic of Singapore on Teachers' Day.

These teachers inspire their students and peers, through their words and deeds. Since its inception, 66 outstanding teachers, including this year's winners, have been recognised. These teachers are caring and nurturing teachers dedicated to the holistic development of their students. They are committed to develop their students to the fullest potential. They are also passionate in adopting innovative approaches in their lessons. They are life-long learners and mentors to their peers.

These teachers are role models that exemplify the Ethos of the Teaching Profession.



## President's Award for Teachers – Winners 2014



(Left to Right)

**Mdm Lim Yen Peng Linda,**  
*Chongzheng Primary School*

**Miss Rezia Rahumathullah,**  
*Da Qiao Primary School*

**Miss Sim Lucy,**  
*Guangyang Primary School*

**Miss Wong Yoke Chan Wendy,**  
*Geylang Methodist School (Secondary)*

**Dr Muhammad Nazir Bin Amir,**  
*Greenview Secondary School*



# President's Award for Teachers – Finalists 2014



**01** **Mdm Tham Hau Wan Jennifer,**  
*CHIJ Secondary (Toa Payoh),  
'Getting to the Heart of Students', pg.14*

**02** **Mdm Lim Yen Peng Linda,**  
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## Ethos of the Teaching Profession

The Ethos of the Teaching Profession is expressed in Our Singapore Educators' Philosophy of Education, the Teachers' Vision, the Teachers' Pledge, the Teachers' Creed, and the Desired Outcomes of Education. Each of the above is an important facet of an integrated Ethos of the Teaching Profession.

The compass has been chosen to depict the facets of the Ethos of the Teaching Profession. Pointing to the true north, it symbolises the constancy of values in the lives of educators. New entrants to the profession are presented with a compass at the Teachers' Compass Ceremony.



- Our Singapore Educators' Philosophy of Education captures the **core beliefs** and tenets of the teaching profession and serves as the foundation of teachers' professional practice.
- The Desired Outcomes of Education establishes a **common purpose** for the teaching fraternity, guiding educational and school policies, programmes and practices.
- The Teachers' Vision articulates the **aspirations and roles** of the teaching profession, helping teachers to focus on what to do in pursuit of professional excellence.
- The Teachers' Pledge constitutes an **act of public undertaking** that each teacher takes to uphold the highest standards in professional practice.
- The Teachers' Creed codifies the practices of retired and present educators and makes explicit their tacit beliefs. It provides a **guide** for teachers to fulfil our responsibilities and obligations, and to honour the promise of attaining professional excellence.

## Teachers' Vision

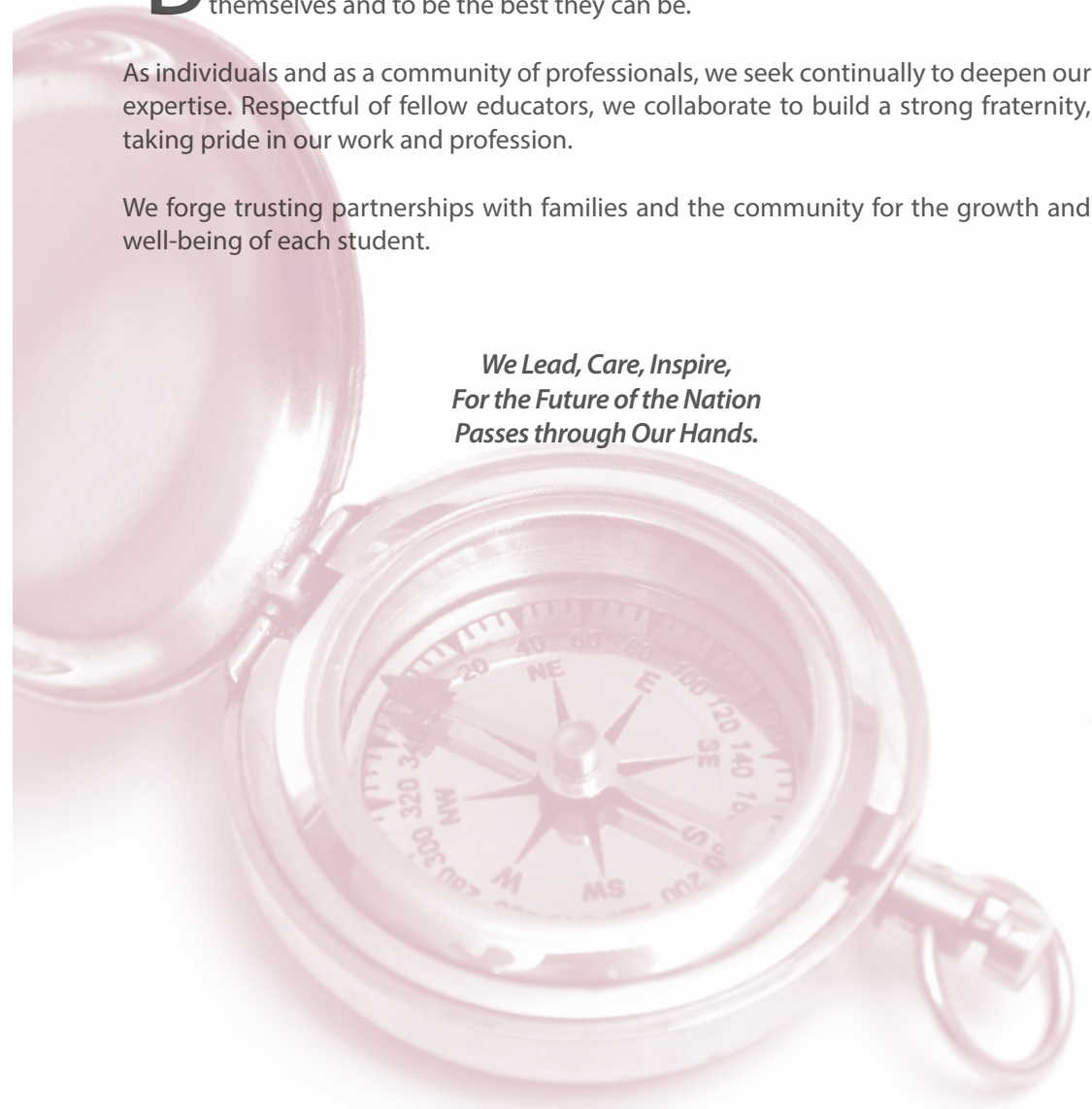
*Singapore Teachers:  
Lead • Care • Inspire*

By word and deed, through the care we give, we touch the lives of our students. We make a difference – leading and inspiring our students to believe in themselves and to be the best they can be.

As individuals and as a community of professionals, we seek continually to deepen our expertise. Respectful of fellow educators, we collaborate to build a strong fraternity, taking pride in our work and profession.

We forge trusting partnerships with families and the community for the growth and well-being of each student.

*We Lead, Care, Inspire,  
For the Future of the Nation  
Passes through Our Hands.*



## Teachers' Pledge

*We, the teachers of Singapore, pledge that:*

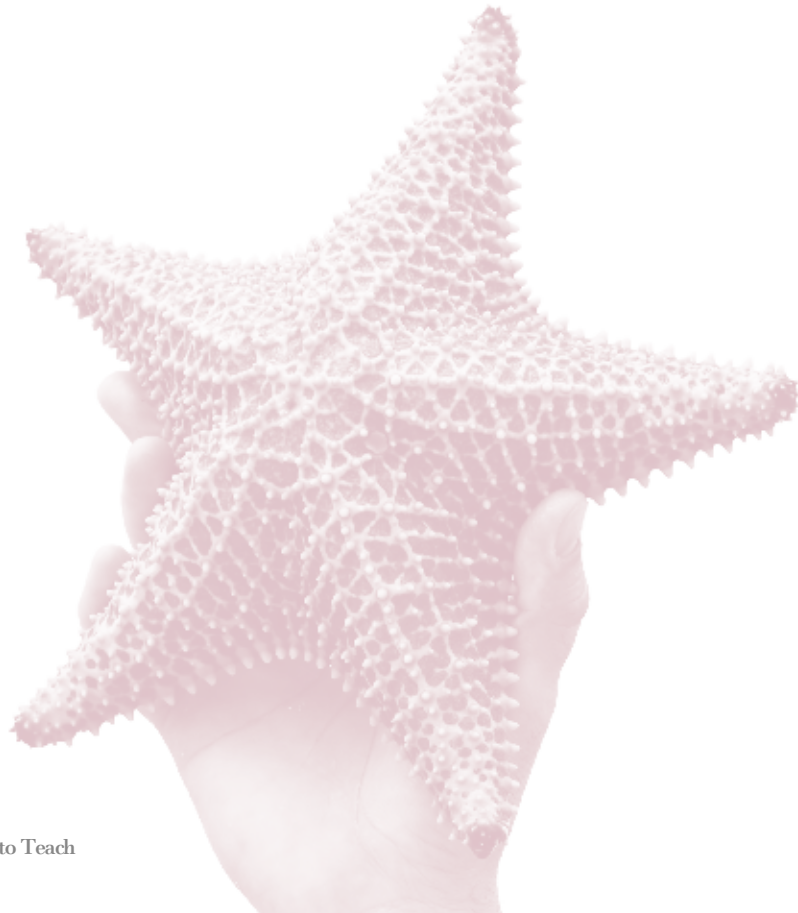
*We will be true to our mission to bring out the best in our students.*

*We will be exemplary in the discharge of our duties and responsibilities.*

*We will guide our students to be good and useful citizens of Singapore.*

*We will continue to learn and pass on the love of learning to our students.*

*We will win the trust, support and co-operation of parents and the community so as to enable us to achieve our mission.*



## Desired Outcomes of Education

The Desired Outcomes of Education are attributes that educators aspire for every Singaporean to have by the completion of his formal education. These outcomes establish a common purpose for educators, drive our policies and programmes, and allow us to determine how well our education system is doing.

The person who is schooled in the Singapore Education system embodies the Desired Outcomes of Education. He has a good sense of self-awareness, a sound moral compass, and the necessary skills and knowledge to take on challenges of the future. He is responsible to his family, community and nation. He appreciates the beauty of the world around him, possesses a healthy mind and body, and has a zest for life. In sum, he is

- a confident person who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
- a self-directed learner who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;
- an active contributor who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence; and
- a concerned citizen who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.



*“My teacher saw me as a seed that will grow a new sprout. Today, I see myself as a gardener, one who nurtures a new plant.”*



## Mdm Tham Hau Wan Jennifer

**Head of Department (Science)**

**CHIJ Secondary (Toa Payoh)**

### Getting to the Heart of Students

*Mdm Tham Hau Wan Jennifer believes in the potential of her Normal (Academic) students to contribute to the community as concerned citizens. She shares how she inspires her students to learn and pick up tools of the trade with her A.S.P.I.R.E programme.*

The lyrics of a Spanish song *Sois la semilla* have been my compass as an educator for the past 34 years: “You are a seed that will grow a new sprout. You are the life that will nurture the plant”. It stems from the most inspirational person in my life – my former Primary Six Form Teacher. She planted a seed in me. Not only did she impart knowledge to me but she saw me as an individual with the potential to change others’ lives. She gave me experiences beyond the boundaries of the classroom. She had a clear purpose in teaching and loved what she did – teaching from the heart and opening minds. As she reached out to me, she laid the foundation for my personal growth and my perspective as a teacher. Students must see that when they are helped, they must have the desire to give back to the society. She inspires the work I do today. I seek to INSPIRE:

- Inculcate values in students
- Never give up on a student
- Strengthen relationship with students
- Provide opportunities for learning
- Ignite a love for learning
- Raise expectations
- Embrace aspirations



### Leading by Embracing ‘INSPIRE’

I work with Normal (Academic) (N(A)) students, with a number of them coming from families of disadvantaged backgrounds. I firmly believe in making my students feel confident about themselves by embracing their aspirations. Work with the heart first, then the brain will follow. When the heart starts to beat, the brain will be interested to set goals and eventually the hearts will sing a song. One of my most satisfying experiences as an educator was leading a team of teachers to develop a customised enrichment programme known as A.S.P.I.R.E (Achieving Student Potential through Inspiring and EnRiching Experiences) to make winners out of students in the N(A) stream in my school. I wanted the programme to get to the hearts of the students so that it would spur them on to do well in their studies and lives.

I feel that schools should give students a head-start in helping them acquire



knowledge and skills that are relevant to the industries that they are likely to enter in the future. Some examples of these industries include Business and Enterprise, Beauty, Culinary, Fine Arts, Performing Arts and Digital Media. To instil interest among my students, I started grooming courses for students to learn how to do make-overs and hairstyling. Such interest-based activities provided the students with authentic experiences and gave them a taste of success and fun while learning. In this A.S.P.I.R.E programme, the lower secondary students will go through a journey of self-discovery through exploration. As they proceed to the upper secondary, they are empowered to take charge of their learning.

We also created platforms for them to apply their learning in a meaningful way. One example is Project Caritas, a community outreach project for students to serve and interact with the elderly from the Care Corners in Toa Payoh. This programme integrates learning from the A.S.P.I.R.E programme, values from the Character and Citizenship Education (CCE) programme and ideas from Consumer

Education and Design & Technology (D&T) lessons. We communicated our expectations to the students so that they can achieve their own learning targets.

Project Caritas has raised the self-esteem of our N(A) students as the programme had effectively tapped on their talents and strengths and affirmed them as individuals. The programme has been effective in developing empathy and compassion for the elderly as well as promoting teamwork among the students. They learnt that in meeting standards, they must believe in themselves and persevere.

One student shared with me: "Project Caritas allowed me to think about others before self. At first, I thought that Project Caritas is a waste of time. I would rather stay at home to sleep instead of rehearsing for the dance to perform for the elderly. However, after the performance when the elderly folks smiled and clapped, I felt really happy as I had made their day."

The students also took charge of their own learning as they enrolled themselves in elective modules and attachment

programmes conducted at the Polytechnics. This exposure gave them an insight into a course of study that they might want to pursue after completing their Secondary Four education. My hope is that the students will be equipped to make informed decision with regard to their post-secondary education options.

My joy is in seeing students get motivated to set goals in their studies and chart their career aspirations after going through the A.S.P.I.R.E programme. Only then will they put effort in their academic work so as to achieve their dream.

### Never Give up on a Student

"Thank you for loving and caring for me." This note that my student, Mary, wrote to me filled my heart with warmth. She is a constant reminder to me never to give up on a student. My first encounter with Mary was when she was singled out for a sub-standard piece of work she submitted to me. She failed countless tests in many subjects and it was worrying as she would be graduating that year. During the many chats I had with her, I came to know about her family background.

She had no parents to guide her since young and made many decisions on her own. Although she was staying with a relative, there was a lack of rapport and support given to her. Given the little that she had, I applauded her for her resilience and discernment that had brought her well thus far.

Teachable moments took place during these chats. She faced inner turmoil trying to make sense of living. There were times when I had to redirect her thinking because her perspectives about life

situation were distorted. Her perceptions about life challenges needed to be rectified. I dispelled some of her fears and encouraged her to be optimistic.

Eventually, Mary passed the General Certificate of Education (GCE) 'O' level examinations and is currently pursuing a Chemical and Biomolecular Engineering diploma. Her letter of gratitude is an affirmation to me that time spent building relationships with my students and not giving up on them can be so rewarding.

### I am Now a Gardener

The words of Jacques Barzun, a distinguished historian, resonate with me. He said: "In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years." That is what education is about – to prepare and empower students so that they could be employed, live life meaningfully, and in return, give back to society. I work in faith believing that in time to come, every seed will bear its fruit. I provide the environment for the plant to grow, pruning and shaping it, and adding fertilisers to strengthen it. My teacher saw me as a seed that will grow a new sprout. Today, I see myself as a gardener, one who nurtures a new plant.

*“Science is a subject that can be injected with lots of fun; a subject where students experience the most ‘A-ha!’ moments. It is also a subject which best exemplifies what we mean when we say ‘Seeing is believing!’”*



## Mdm Lim Yen Peng Linda

Head of Department (Science and Action Research)  
Chongzheng Primary School

### Making Learning Fun

*Mdm Lim Yen Peng Linda heads the Science Department, trailblazing the way for her colleagues to pick up strategies to teach students in a fun and meaningful way.*

I believe that children must enjoy learning to be able to embrace it as a life-long process. Having taught for 15 years, the question I reflect on when I do my weekly lesson planning is, “Will they be engaged and enjoy these lessons planned?” This personal belief of making learning experiences fun and meaningful for students guides me in my relationships with my students, colleagues and parents all my years as an educator.

It is easy to engage and excite students about Science. My Primary Six students squealed with delight when a two-dollar wound-up black toy mouse was used as a starter to a lesson on energy conversions. It was a simple yet fun way to set the students thinking and asking questions: How was the toy-mouse able to move? Did it move by itself? Why did it finally stop moving? And there you are, we have the start of a Science inquiry lesson!

### Seeing is Believing ...

When I was deployed to teach Science, I made the effort to read up and learn from colleagues. My love for the subject grew and it became clear to me that Science is a subject that can be injected with lots of fun; a subject where students experience

the most ‘A-ha!’ moments. It is also a subject which best exemplifies what we mean when we say ‘Seeing is believing!’

Students are generally curious and they learn best when they experience or witness things first-hand for themselves. One of the most exciting things that I did with my students was to cook using the solar cookers that they made. These solar cookers were used to sizzle sausages, sear crab meat sticks and melt marshmallows. I witnessed how these hands-on experiences could beat any YouTube video to teach the students about solar energy.

The fun in Science lessons goes beyond the classrooms. With the hands-on learning stations at the Solar eHaven (a self-sustaining eco hub) that I had helped to develop for the school, Science learning comes alive! At the hub, students can hop onto a bicycle to experience





how the energy in the food they ate is converted to power up a fan. Along with like-minded colleagues who believe in injecting the element of fun in learning, we also customised a school-based digital trail for the hub and the school's eco-garden to teach students about being friendly to the environment.

However tough and arduous the going may be, it is all worthwhile when my graduating Primary Six students told me, "I really enjoyed your Science lessons!"

### Getting Colleagues on Board

As the Head of Department (HOD) of Science, I know my job could make an impact on my students. I found that the use of Information and Communications Technology (ICT) could make a difference in my students' learning. Hence, one of the key initiatives of the department was to drive the use of ICT, in particular,

the use of data loggers during Science inquiry lessons. To ease the teachers' anxiety and apprehension about using data loggers, I opened my classroom for my colleagues to observe my lessons when I used data loggers.

I also organised training sessions on the use of data loggers. These just-in-time sessions allowed the teachers to build their confidence in using the equipment in class and experience success along the way. I assured the teachers that even if things did not turn out as ideally as expected, it would be alright. I told them, "Let's go through this together." I was heartened to see a change in my teachers' attitudes. Be it the stethoscopes used for students to count their heart rates or the light kits to measure the intensity of light, my colleagues have now no qualms about using these data loggers to conduct lessons.



In my early years of teaching, I was grateful to be supported as a beginning teacher. Now I am paying it forward by mentoring my younger colleagues who need help in the planning and delivery of their Science lessons. To quote Mr Lim Siong Guan from his book *The Leader, The Teacher & You* (2014), "The most important question for great leadership is 'How can I help you do your job better?'" If every teacher can do a better job, we can impact more students. That's the power of the multiplier effect of great leadership, great teachers!

### Partnering Parents

Besides the teachers, it is also important to convince parents of the importance of making learning fun for their children. At a workshop entitled 'Learn With Your Child' that I conducted for the parents in my school, I shared the following quote with them:

"What do most Nobel Laureates, innovative entrepreneurs, artists and performers, well-adjusted children, happy couples and families, and the most successfully adapted mammals have in common? They play enthusiastically throughout their lives."

—Stuart Brown, *Institute of Play*

During the workshop, I showed parents how learning could be integrated with play time. I demonstrated to the parents how folding paper aeroplanes could assist in the learning of Science. Thereafter, there was a friendly competition among parents to learn about aerodynamics by seeing whose paper aeroplanes could fly the furthest. The parents had fun and

learnt how learning could be made fun for their children.

I believe strongly that through a robust relationship among the school, teachers and parents, together we can bring out the best in our students.



*"I want each and every student I interact with to feel special, and at the end of the day, they should have the opportunity to experience success as each of us has a Great Warrior within us."*



## Miss Rezia Rahumathullah

Head of Department (Character and Citizenship Education)  
Da Qiao Primary School

### Shine a Light on What is Right

*Miss Rezia Rahumathullah experienced first-hand how life-changing it can be for a child to have just even one positive example in his life. Today, she is a role-model in the attitude of positivity to her students and colleagues.*

"Never mind, Miss Rezia, we have never passed. So, it's OK."

A group of my graduating students told me this. They felt they could not pass English because they did not believe they could do so. They have given up and they reminded me of myself on my first day of school in Singapore.

### My First Day in School

"I remember seeing the word 'compulsory' on the whiteboard; it was totally foreign to me." I was a new student in Secondary Two and was feeling anxious and lost. At fourteen years old, I did not know what the word meant. I felt small. At that moment, I didn't think I would survive in a secondary school in Singapore because I had received my primary school education in Penang. That was the lowest moment of my life because I felt that I could not achieve anything.

However, with the encouragement of caring teachers and a supportive school environment, I quickly overcame this feeling of helplessness. I remember my

Form Teacher in Secondary Five who was always warm towards me. She gave me a lot of confidence as she taught me English in ways that were engaging and fun. She once looked me in the eyes and assured me before I sat for my General Certificate of Education (GCE) 'O' levels examinations that, "You're going to do well." I was impressed with her dedication especially during journal-writing because she would reply to each entry of mine. She made me feel that I was important through her words of encouragement.

The first thing I did when I was posted out as a full-fledged teacher was to write to her to thank her for inspiring me to join the teaching profession. I was determined to be a positive influence to others just as she had been to me. Her dedication had impacted me so much that even as a teenager, I resolved to dedicate my life to ensure that my students would feel valued. I want to help them to experience success.

### My English Warriors

I once had students in my class who thought they were "not good enough" to pass their English. Joshua felt that whether he did "good or bad", it would not matter. Aida was a soft-spoken girl who had no confidence to speak up in class. Sean felt that he was "lousy" in his studies and he "could not even speak English well."

I saw their potential and I had faith in all of them. I wanted them to fight the fear within themselves and to face the

challenge of learning the language. To me, it was about changing their perspectives and working with them individually. I called them my English Warriors because I wanted them to realise that they had the strength to overcome the challenges they faced.

In Joshua, I saw a creative writer. Aida was skilled at analysing her comprehension texts and Sean had the perseverance and patience to keep on trying. I worked with each of them after school hours and updated their parents of their progress every step of the way.

In time, I saw Joshua making more effort in writing his compositions. Meanwhile, Aida consistently received outstanding marks for her comprehension assignments and Sean made significant improvements in his grammar and vocabulary exercises. The day before the release of the Primary School Leaving Examination (PSLE) results, they were anxious as they texted one another over the mobile phone. Yet, in these text messages, I saw their hope and the determination to do well. That

was heartening! When I saw their results, I was overwhelmed with pride. My English Warriors saw the worth within themselves. They had passed!

### Lighting that Spark

As I look at the faces of my young charges, I see individuals who have the potential to thrive in many aspects of their lives. The most defining moment for me was when I became a Discipline Head.

When you have a group of children who need greater attention, the teacher becomes the game changer. For example, when a child misbehaves, I will investigate and try to find the reason for such behaviour. I will counsel him and help him see that what he did was not right and simultaneously try to bring out the best in him. I believe that a child must have at least an adult in his life who believes that he is capable of changing for the better.

As teachers, we have that opportunity to make that change. However, before we can make that change, we need to develop a



strong rapport with our students first. As a Discipline Head, my students will assume that I am “all serious” with them. But they soon realise that I can be a fun person in the classroom. The “Talking Point”, “Chit Chat” and “Debate” sessions I create to get them interested in language, are lively yet, thought-provoking activities.

These activities gave my students an opportunity to share their opinions with their classmates. My students surprised me when they took their learning forward. They amazed me with the cuts and thrusts of the arguments they came up with as well as how they delivered their speeches with zest and passion. I was extremely pleased when I see students like Darren who was once quiet and reserved delivering his speech with style. During a debate, just to prove his point, he called out my name to show his opponents that teachers reacted much faster than a computer! I thought it was pretty ‘cheeky’ yet clever of him to do that just to prove his point!

### Role Model

The experience of teaching my students has reaffirmed my belief that it is important to tap on the strength of every child. Hence, it has been an honour to

lead a team of teachers in my school in our quest to teach the skills of well-being. Through Positive Education, the school is embarking on a new phase with the staff and students practicing the How of Happiness. This includes living out the tenets of Positive Education by savouring positive emotions, involving students in activities that would engage their strengths, building strong relationships, making experiences meaningful and purposeful and ensuring that everyone feels a sense of accomplishment.

All these resonate with my philosophy that every child matters and that he should be able to see his value within himself. To live out the tenets of Positive Education, I work together with my teachers and leverage their strengths to achieve the outcomes of holistic education. By seeing the best in each teacher and working on their strengths, I firmly believe that they too can thrive as educators.

My passion for learning comes with the desire to be able to make a difference and be the change agent. I want each and every student I interact with to feel special, and at the end of the day, they should have the opportunity to experience success as each of us has a Great Warrior within us.

*"If a student comes to me without knowing how to draw, but leaves my lessons knowing how to draw, he deserves an 'A' for effort."*



## Miss Tee Ngah Loui

Head of Department (Information Communication Technology)  
Evergreen Primary School

### A Heart in Art

*Miss Tee Ngah Loui firmly believes that it is the process not the product that matters in the teaching of Art. Today, her heart is in Art. But no matter what portfolio she takes on, her main goal is still her students' learning.*

I believe that, with guidance, encouragement and opportunity, every child can learn and excel. This belief influences my day-to-day interactions with my students and my willingness to go the extra mile to help them realise their potential. When the students know that I care enough to help them achieve, they will put in the effort to succeed.

I find great satisfaction from students in their "Aha!" moments, the grins on their faces and that sense of accomplishment when their peers, teachers and parents look at their work and go "Oh wow, did you make this? How did you do that?"

### Listen to the Child's Inner Voice

To some, a piece of artwork may look ordinary or not pleasing to the eye. But when you understand the thought processes of the child behind the creation of his artwork, you will hear the child's inner voice. Every piece of artwork has a story to tell.

I introduced the idea of getting every child in the school to keep a process diary to document their art-making journey. They respond to questions such as: "What type of colours would you use? Why do you

make that choice? Do you have a message you want to convey about your artwork? How do you convey it?"

As I read through the responses from the students, it helps me to better understand them. Through the responses I receive, I learn how my students see, feel and think.

### Reflective Learners

Getting students to reflect on decision-making, problem-solving processes and the ideas presented in their work have become a daily routine in my Art classes. I will get my students to reflect on questions such as "If you were to use a different colour/ material, how would it change the way your work looks? If you are given a chance to do these all over again, what will you do differently?"

Art is not just about the impact of an artwork created by the child; the learning process the child goes through is very important. "If a student comes to me without knowing how to draw, but leaves my lessons knowing how to draw, he deserves an 'A' for effort." I remember sharing this with my Art teachers in the very first workshop I conducted. I told them that all students come with different sets of skills at different levels. It is the process that the students undergo that makes the difference and not the product.

Whenever I come across students who throw their artwork into the bin, I will say this to them, "Do you know that nobody





else in this world can create the piece of work which you have just thrown into the bin? Even the most famous artists cannot produce what you have just created." I recalled the number of students who would pause and look at me as though I was kidding. "Treasure every piece of work you create even if it is just a sketch. Someday, you will find it useful." The students understood the point I was making when I got them to compare their first painting with their last painting that they did. They discovered for themselves how much they have developed in using specific technique in their masterpieces.

### Inculcating Values through Art

The beauty about Art is that it makes students learn that they can accomplish anything. Students develop resilience, perseverance, self-discipline and teamwork through the art-making process. Other than sharing about the works of various artists, I emphasise how there are some artists who continue to create art despite facing adversities in their lives.

I also make deliberate efforts to infuse values into my Art lessons. For example, I emphasised the school's shared values, to raise my students' awareness about intellectual property prior to the start of the Digital Art module. I also inculcated

global environmental issues and related the importance of reduce, reuse and recycle in their daily lives.

### Learning through Community Involvement

In 2012, I led a group of Art club students and youth volunteers to put up a public display entitled "Creativity in Bloom". This was made up of bright colourful waves of floral prints and several silhouettes of children having fun to depict the blooming of creativity in our vibrant youth to brighten up the community. The students were given the opportunity to showcase their artistic talent through the creation of this public display that indirectly added vibrancy to the neighbourhood.

Many of these students who have graduated still continue to be involved in many other meaningful community works.

I strongly believe that involvement in community work plays a valuable role in developing the skills and values in empowering my students to become active citizens. Seeing how they inspire one another to give back to the community has kept me going despite my busy schedule.

### Ardent Pursuit of Learning

Over the years, I must say that engaging in continual learning has always been something that keeps me motivated and excited. Having the opportunity to be part of the Teacher Work Attachment, Singapore-Wuhan Exchange Programme, School Attachment, the National Institute of Education Masters Programme, and Postgraduate Diploma in Arts have certainly widened my perspectives and



outlook beyond the school environment. During the Singapore-Wuhan Exchange Programme, I was posted to a Middle School in Shuiguohu to teach English Language for four months. Other than the rich cultural exchange that took place, I had the opportunity to lead and guide the teachers in the English Department in designing interesting English lessons for the seventh and eighth graders.

I discovered that many of these teachers relied heavily on the textbook as the only teaching resource. I recalled there was a topic where students had to learn how to answer questions posed by a tourist who visited their neighbourhood. To make their learning more authentic, I created a map of Shuiguohu and went around taking photographs of the facilities such as the police station and supermarkets around the neighbourhood. These photographs were then compiled into a PowerPoint presentation. It was heartening to see the teachers using these resources during the oral practice with their students. The students could now learn vocabulary more effectively

when they saw the photographs of the actual places in their neighbourhood.

During my time in Wuhan, I also seized the opportunity to learn more about Chinese Cultural Art and took up a module on Chinese Calligraphy.

I spent two hours, three times a week, after school to practise the strokes. The module changed my perception about the art form and taught me to be patient and disciplined. I mastered the basics and brought home a more finely-honed skill to impart to my students.

My personal journey as a teacher and leader has extended beyond the classroom into areas that I had never imagined. I have had many humbling opportunities working with many passionate and committed teachers. In fact, I have learnt a great deal from many who are more experienced than I am. Without the guidance, support and affirmation of the school leaders, mentors, peers and parents, I will not be who I am today.



*"We may not get to choose our students, but we can choose how we respond to them and nurture them. I believe every child can be helped."*



## Miss Wong Yoke Chan Wendy

Senior Teacher (Mathematics)

Geylang Methodist School (Secondary)

### My Rewarding Journey as a Teacher

*As the Captain of the Girls' Brigade for the past 14 years, Miss Wong Yoke Chan Wendy has also been the Captain in her students' lives, guiding them through their difficulties. She builds strong relationships with her students so as to develop values in them such as resilience and having a positive outlook in life.*

As a shy girl who possessed little confidence and hardly spoke, I was nicknamed the "Golden Mouth" in Secondary One. Thankfully, I was blessed with teachers who devoted time to nurture and guide me. In time, I learnt to speak up for myself. My teachers were always encouraging and took time to help me discover my strengths. They also gave me numerous opportunities to lead. Most importantly, they had grounded me in sound values. Having been richly blessed by my teachers' attention and care, my desire is likewise to nurture my students to become men and women of good characters so that they would be enabled to use their gifts and talents to achieve their own success and to bless others.

### There is Hope in Every Child

We may not get to choose our students, but we can choose how we respond to them and nurture them. I believe every child can be helped.

Cassie was an unmotivated and impertinent student when I first met her. She tested my patience by sleeping in class while I was teaching. She would also respond rudely to me when I woke her. Once, instead of reprimanding her, I walked to her table, stooped next to her and told her my desire to help her succeed in her studies. I also explained how I hoped she would work together with me. From that day, her attitude and behaviour towards me changed for the better. Although I no longer teach her, she continues to confide in me. In her words, "Miss Wong is not only my Math teacher, but my friend and big sister."

Jane was a member of the Girls' Brigade (GB), the co-curricular activity that I was in charge of. When she first joined GB, she was an introvert and was thinking of hurting herself. I spent time counselling her and continued to do so even after she graduated. We eventually lost contact. I was surprised when I received a message from her a decade later, thanking me for having been there for her and guiding her when she was at the lowest point of her life. Now, she has many friends and is leading a happy and fulfilling life.

These testimonies remind me that I should never give up on any of my students. Every day, I am sowing seeds of success in my students as I strongly believe in them as we walk this journey of life together.

### Building Leaders of Tomorrow

As the Captain of GB in my school for over 14 years, I lead, care for and inspire my girls to become women who are both strong in leadership skills and good in character. To achieve this, I focus on building strong relationships with the girls, equipping them with skills, empowering them with opportunities to plan, lead and serve.

Andrea was a natural leader who often led the younger girls during GB activities. However, behind the confident nature was a girl who struggled with many emotional issues. She had to deal with many problems at home and that stress has resulted in her losing her temper often. Her behaviour created rifts amongst her fellow leaders in GB. As their Captain, I had to step in to advise them how to resolve their conflicts. During the counselling sessions, tears flowed as Andrea shared her problems and the rest expressed their concern and care

towards her. Even though these sessions were long and emotionally draining, it ended well with the girls committed to supporting each other and determined to be better role models for their juniors. Till today, this group of girls are still close friends. They have also become impactful leaders at their work places. Andrea is now enjoying a loving relationship with her family as she worked on the advice that I have given her over the years.

### Helping Students Achieve Success

Dave Thomas, the founder of Wendy's Restaurant once said, "Support is the boost you can give someone who can help himself but who needs a partner to open a window or push aside a roadblock." Many students who progress slowly in their learning just need that someone to prompt or guide them to bridge their learning gap before they can continue to be independent learners. With that belief, I introduced peer-coaching in my

classroom to encourage my students to take an interest in helping their peers learn and succeed. It also helped them to take ownership of their own learning.

Morgan was weak in Mathematics and often unmotivated. After I paired him with a peer coach, he received the support that he needed and became more engaged during lessons. His peer coach encouraged and guided him patiently and this had boosted his confidence and interest in the subject tremendously. After his graduation, I often see him and his peer coach still studying together in the neighbourhood. It is indeed heartening to see my students learning happily together while developing life-long friendships.

### Leading and Inspiring Teachers

As a Senior Teacher, I mentor and inspire my colleagues to become caring and skilful teachers. I developed my school's Structured Mentoring Programme to train and mentor our Beginning Teachers (BTs).

Also, I lead the teachers in our curriculum level meetings. During these level meetings, we spend quality time exploring interesting strategies like the use of Information and Communication Technology (ICT) and manipulatives to engage our students. We also spend time analysing our students' works to find out areas of concern. These areas of concern are then addressed through collaborative lesson planning and more sharing to find out the success of our intervention.

To guide our younger teachers, I partner with the BTs and Allied Educators in my school to plan and conduct sharing



sessions during Teachers' Conference. Our sessions on 'Harnessing Information Technology to Engage Students' and 'Peer-Coaching' have received positive feedback from students after the teachers used the new teaching strategies during lessons.

### Passion for Student-Centric and Values-Driven Holistic Education

Our current goal in education is to focus on character development. This is something I applaud. I am convinced that when we are able to help our students develop qualities such as resilience, respect, discipline and teamwork, they will naturally be able to do better in their studies. I believe a strong emphasis on values education will better prepare our students to succeed in life, and I endeavour to explore new ways to help them develop their hearts along with their heads.



*"I wanted to show these students their true potential and to debunk the general public perception that Normal Technical students are not 'cut-out' to do well."*



## Dr Muhammad Nazir Bin Amir

**Lead Teacher (Science)**

**Greenview Secondary School**

### **Inspired by My Normal Technical Classes**

*Dr Muhammad Nazir Bin Amir pursued a Doctor of Philosophy because he was inspired by the academic and inventive potentials of his young students. His heart for the Normal (Technical) students has sustained the passion he has for teaching.*

I was on my way to pursue a post-graduate course in engineering but a relief teaching stint with Normal (Technical) (N(T)) students at Greenview Secondary got me onto a different journey. It was initially challenging but my interactions with these students confirmed my love for teaching. I decided, then and there that I wanted to be a teacher.

I enjoy working with my N(T) students. They have helped me discover the talents I never realised I had. My N(T) students also taught me the importance for a teacher to be inspiring, which led me to prove to these students that they have the potential to be better than what they believe they can achieve. At the same time, I wanted to show these students their true potential and to debunk the general public perception that Normal Technical students are not 'cut-out' to do well.

### **Being a Teacher-Researcher**

I feel that as teachers, we can do more to instill a love for learning in N(T) students.

As a result of this belief, I initiated a research study to develop instructional approaches for N(T) students through the adoption of innovative strategies. I thought of ways to provide avenues for them to showcase their scientific creativity in lower secondary Science and Design & Technology (D&T) subjects.

I realised the importance for teachers to have a good understanding of the interests of N(T) students. I was curious to find out more about these interests through my interactions with the students, fellow teachers and readings from the literature. From the information I collected, I was able to devise the 'Relevant, Appealing and Personal' (RAP) strategy. This strategy helped me make my lessons relevant to the real world, appeal to them, and connect to their personal experiences.

### **Infusing Character and Values Education within Curriculum**

The 'RAP' approach formed the foundation of a values-driven 'Toy Story-Telling Project' in 2005. I was motivated to spearhead this project since I noticed how teachers in several nurseries and special schools had struggled to engage young children during story telling time. I noticed that the story telling aid that were being used by many teachers lacked the mechanics and 'elements of surprise' that would capture the attention of these children. I felt that both these factors were



crucial to trigger the kinesthetic senses of young children and make them curious about the scientific operations of a toy.

This inspired me to get my Secondary Two N(T) students to design and fabricate simple toys that work on scientific principles, which could be suitable as teaching aids to engage young children during story-telling time. I recalled how one of my N(T) students designed a simple toy tower that used a small pulley system and a magnet to lift a prince up to Rapunzel's room situated at the top of the tower. Through this Science project, I observed that my students exhibited high levels of enthusiasm and engagement in their learning. They felt a strong sense of achievement through this project, which also provided them with opportunities to exercise school values such as respect, responsibility, resourcefulness and resilience.

### Starting Small but Thinking Big

The toy story-telling project started off as a classroom project. Over time, I saw how this project could cut across other

subjects, so that students could see the relevance of gaining knowledge and skills as a coherent whole and not just be limited to the subject Science.

Today this project has become multi-disciplinary in nature. Teachers in my school contribute enthusiastically because they can see the value in cross-disciplinary learning for our N(T) students. We also believe that immersing our students with such problem-solving processes that require them to weave content knowledge and design skills across various domains is relevant to our students because this is the real-world setting that they will face in time to come. I can see how the positive recognition by members of the community for the work of my students has instilled a sense of pride and self-worthiness in them.

### Debunking Pre-Conceived Perceptions

I believe that positive outcomes resulting from these projects, such as the toy story-telling project will, in turn, contribute to a positive change in the way society views N(T) students – from students



who are looked upon as unmotivated in school to ones who have the potential to be developed as future inventors. In addition, I am always on a lookout for other platforms to showcase work from N(T) students. I encouraged and supported them in their participation in the Amazing Science X-Challenge and the Raffles Junior College Toy Inventors' Challenge. Participants in these competitions are usually dominated by the more academically-inclined students. When my N(T) students won, they challenged the societal perception that N(T) students lacked the ability to win national Science competitions. Receiving praises from the judges strengthened the N(T) students' beliefs in their own ability. They knew that they too could succeed through knowledge gained in their academic subjects.

### Turning a Child Around

Mary was a disruptive and disengaged student who hated Science since primary school. When I realised that she was interested in Korean pop culture, I leveraged her interest to build rapport during the conversations I had with her. This gradually helped her to develop an interest in learning. The 'RAP' projects injected fun and ignited her interest in Science. Her self-confidence increased with each project and eventually she topped her class by the end of Secondary One. She scored a distinction in 'N' level Science and has since moved on to complete a Science-based course at the Institute of Technical Education.

### Sharing My Work with Fellow Teachers

I believe that my research has sharpened my competencies as a reflective practitioner. I am a better teacher now.



I have gathered much insight from the feedback from fellow teachers and experts during the sharing of my 'RAP'-infused lessons in both local and international conferences. The positive feedback has spurred me on to read widely so that I can further improve my teaching practices.

I also mentor teachers and get them to believe in the effectiveness of 'RAP' and to infuse the strategy into their classroom instructions. I encourage them to come up with their own 'RAP' teaching approaches. By doing so, they do not feel overwhelmed as they take ownership of their own lessons.

I always feel encouraged when I see my colleagues infuse the principles of 'RAP' into their lessons. I feel a sense of joy and satisfaction when I hear their stories about how they have successfully managed to engage students who are otherwise unresponsive to traditional teaching methods. I have seen the positive results of 'RAP' and it has become my goal to share the benefits of 'RAP' amongst teachers in schools across Singapore. With 'RAP', I believe many N(T) students can have an enjoyable learning experience.



*“Every child is talented in his or her own way and it is my duty as a teacher to help the child to discover the hidden gems within him or her.”*



## Miss Sim Lucy

**Lead Teacher (Chinese Language)**  
Guangyang Primary School

### **Touching Hearts with Positive Strokes**

*Miss Sim Lucy, Lead Teacher for Chinese Language, makes students eager to learn Chinese and they dance, sing and draw during her Chinese lessons. Through the use of innovative teaching strategies, she has all her students up on their feet learning during her lessons.*

Every child is talented, and this belief has guided the way I have taught over the last 26 years. Teaching is my calling and I am passionate about educating young minds. I see it as my duty and responsibility to impart values and equip my students with appropriate skills so as to prepare them for the challenges of the changing world. I believe teachers should never give up on any child. My goal is to develop all children holistically to help them become good citizens.

I strongly adhere to my philosophy in life that education begins with the heart. As a teacher, I treat my students as my very own children, and hence, I put my heart and soul into nurturing them as much as I possibly can.

To me, education is likened to passing a torch to the next generation. This torch represents continuity of my work. I hope this torch will burn bright and ignite others' passion towards learning. It is something we, as teachers, can do for our students and the teaching fraternity.

### **I Lead**

Every child is talented in his or her own way and it is my duty as a teacher to help the child to discover the hidden gems within him or her.

I always try my best to help my students learn. Even after many years of teaching I do face many challenges when it comes to imparting the importance of learning Chinese. This is because nowadays many families only speak English at home. I believe that as a Chinese Language teacher, I have the responsibility to help my students appreciate how Chinese Language can anchor us in our Asian cultures and values. With this in mind, I was motivated to design innovative teaching and learning strategies to ignite my students' interest in the learning of Chinese Language.

I believe students can learn Chinese Language in a fun way through kinesthetic movements. Hence, I started to develop a new way of teaching and learning Chinese through body movements to illustrate the strokes used when writing the Chinese characters. Though I do not know how to dance, I was inspired by the hands and body gestures the Village People used when they performed their 'YMCA' song. In order to gather more ideas, I roped in three other Chinese Language teachers. Through our collaborative effort, we managed to create a learning programme where aerobic movements were infused during



writing practice called 'Chinese Character Aerobics'. We devised a series of gestures to represent the various strokes used in the writing of Chinese characters. For example, a 'dot' stroke was signalled by a punch, while the 'horizontal break' stroke was represented by a salute. Through this initial modelling and demonstrations, we learned to teach 'Chinese Character Aerobics'. With the support from my teachers, we were determined that we should try to improve our teaching pedagogy so that it could benefit our students. We were happy that our efforts paid off! We were encouraged to see how the students were able to write countless Chinese characters through our 'Chinese Character Aerobics' programmes.

My team was further heartened when other schools showed an interest in this programme. We were more than happy to share this programme to as many schools as we could. Together with my teachers,

we conducted a Teacher-Led-Workshop on 'Chinese Character Aerobics' at the Academy of Singapore Teachers (AST) in 2013. In the same year, we also travelled to Kunming and Chengdu to share this innovative teaching pedagogy.

### **I Care**

I believe that education involves much more than just imparting knowledge. It demands that teachers go that extra mile to care for the child. This is a lesson my students taught me.

A new female student was transferred to our school in 2012. She was not doing well in her studies because of some family circumstances. When she failed her Primary School Leaving Examination (PSLE), she had to repeat the year and was offered four Foundation subjects. I saw her potential and felt that she should be offered Standard Chinese Language. Hence, I spent time coaching

her and encouraged her to strive hard to overcome the difficulties she faced. When I found out that she needed a pair of glasses, without hesitation I bought her a pair because I knew it was difficult for her family to purchase the glasses for her. Our efforts paid off when she did very well in her PSLE and was promoted to a secondary school to the Normal (Academic) (N(A)) stream. I recalled vividly how both of us shed tears of joy when the PSLE results were released.

### **I Inspire**

I believe every child can learn and experience success when they are loved and nurtured. These beliefs have influenced and inspired my fellow colleagues and I to teach and care for our students.

Over a span of nine years at Guangyang Primary School, I have led and inspired my teachers to take part in many professional sharing. I also encouraged my teachers to participate in innovative pedagogical competitions such as the National Innovation and Quality Circle (NIQC). I believe in mentorship because all of us need support to be the best that we can be. I take pride in my role in mentoring a young teacher to assist him to take up the position of Head of Department. Through our interaction, I advised him on how he could develop himself to lead his team to use innovative pedagogies. I make it a point to avail myself to offer advice and support to young teachers whenever the need arises.

I hope to continue to make a positive change to my students' lives through my love and care. In addition, my passion for



the Chinese Language will motivate my fellow colleagues to keep on learning and to innovate in their teaching and learning strategies. I sincerely believe that if we constantly reflect on the way we teach, every child will be able to experience positive learning.

*"A teacher's heartbeat lies in shaping lives and moulding the future generations for greater success ahead."*



## Mdm Lim Ai Lian

**Subject Head (Social Emotional Health)**  
**Holy Innocents' Primary School**

### **Celebrate Every Child**

*Mdm Lim Ai Lian is grateful for the opportunity given to her to teach children from disadvantaged backgrounds. She works at creating a safe and inclusive environment to give these children the space to grow. Seeing how her students have learnt and flourished energises her.*

It has been my privilege to teach children from disadvantaged backgrounds. Teaching low-progress and special needs students have been a rewarding journey for me because I can impact them both in and out of the classrooms. I believe that every classroom presents a unique community of learners. Therefore, education should not be a "one-size-fits-all" approach.

### **A Privilege to Teach**

I believe in imparting these essential skills to my students: personal mastery, self-awareness and responsible decision-making. Throughout my teaching experience, I became aware that some of my students came from homes where their parents had not given much attention to them. These students often come to school wearing crumpled shirts. The onus is on me to teach them how to iron their shirts even if their mums or dads cannot do it. I believe that if they know how to take care of themselves, they will be equipped to make decisions well and I make these points explicitly.

I once had a student who was part of the Wishing Well project. I remember her

asking for two things: an altar and a sofa. I found them to be unusual requests and asked her why she wanted them. The girl wanted an altar for her father who had passed on. The sofa was for her mother who would come home tired after work every day and had to sit on the floor to rest.

When I asked her why she had not asked anything for herself, her reply was, "Others before self." This made an impression on me because earlier that year, I had shared the story of *The Giving Tree* by Shel Silverstein with the class. I ended the story by saying, "Others before self." My student has internalised this lesson and lived it out in her life.

### **No Child Left Behind**

Susan, a student with learning difficulties, was initially advised to attend a special school. However, her family thought otherwise and had her remain in a mainstream school. At Primary Five, her reading ability was still equivalent to that of a seven-year old child. Besides her learning difficulties, she had to grapple with the challenges of having a weak family support. Her mother, a single parent, was unable to work as she was suffering from several health problems. She confided in me that she might want to stop sending Susan to school, since she could not cope in a mainstream school. I explained to Susan's mother the implications of her decision and assured her that I would help Susan to continue her education.

I worked closely with my team of Allied





Educators customised a learning plan to suit her learning ability and needs. With sheer determination and the support provided, Susan overcame all obstacles and completed her primary education. Today, she is a Student Councillor at her secondary school. I am delighted to see how Susan has grown. I believe strongly that once we awaken the latent potential in our students, they will become unstoppable.

### An Inclusive Classroom

I believe in creating a safe and inclusive environment for all children to learn. It is important to give space for the children to grow and discover their gifts and talents. I see myself as a bridge in making connections for these students who come from disadvantaged backgrounds. Three elements I strive to bring about in class – social awareness, class acceptance and class rapport.

Last year, when I taught my Primary Six Foundation class which comprised special needs students, my primary goal was to establish a safe classroom environment and to remove the “labels” which stereotyped these students. In order to develop an inclusive classroom environment, I observed the class

dynamics and strategically grouped the students with special needs with their other peers to create platforms for them to interact with one another. I reinforced life skills such as perspective-taking and incorporated communication skills into group work to promote collaboration. I gave every child the opportunity to lead by having them taking turns to take up leadership roles.

Johnson, a boy with Asperger’s Syndrome, had difficulties during social interactions and often got into arguments with his classmates. When he was appointed as a group leader, there was initially tension that emerged among his classmates. They perceived him as an ineffective leader because he could not clearly articulate his thoughts and ideas. As a result, I often had to step in to manage the group’s conflicts and used these incidents as teachable moments for the class to learn about self and social awareness.

Over time, the students picked up the positive behavioural traits and learnt to resolve their conflicts without my intervention.

To make this work, I also needed the buy-in from parents. What I did was to share their children’s little successes and encourage them to reaffirm these successes at home. I make an effort to establish an open communication with the parents so that we can trust each other.

### A Holistic Approach to Education

I believe that a school-wide effort is pivotal in supporting students with special needs. To foster greater inclusion, I led the Allied Educators and teachers trained in Special Needs to provide



transition support sessions to induct teachers on the profile of the special needs students. The sessions aimed to equip teachers with strategies to model caring and inclusive dispositions to nurture these students and help them grow. To level up their learning, the VIP CLUB provides a customised programme whereby their learning needs are catered to using differentiated instructional strategies and resources. Every child can learn and experience success.

While it is important to help students find success in their academic subjects, it is even more critical to equip them with good heart-ware and a moral compass to help them to navigate life’s challenges. The shift to a more student-centric and values-driven education signals the importance placed on the holistic education of students. I conceptualised the ‘HIPS Hurray!’ programme with this emphasis in mind. It is a whole-school approach to character education which is conducted at the start of the school term to create learning platforms for value-inculcation. It also promotes team building and enhances teacher-student rapport through their interactions during

the activities.

I collaborated with the Aesthetics Department to pilot the Music Therapy for Learning Motivation Project for students. This project explores music therapy as a tool to promote positive change in behaviour and motivate learning beyond the music classroom. The music activities are geared towards therapeutic goals to improve students’ self-esteem and to increase their motivation. The most significant impact is students’ improved ability to modulate behaviour, thus developing their social-emotional competencies. The project was shared at the Ministry of Education’s (MOE) ExCel Fest in 2013.

### A Teacher’s Heartbeat

Education is a life-long pursuit and our students must be equipped with the skills for success to meet the challenges of an ever-changing global society. They are the pillars of our future. A teacher’s heartbeat lies in shaping lives and moulding the future generations for greater success ahead.

I am proud to be a teacher.



*“...as long as we place the interest of the child at heart, no matter how hard it may seem there and then, the decisions made based on our professional discretion will pay off.”*



## Mr Ng Kok Wing

School Staff Developer  
Mayflower Secondary School

### Staying True to My Beliefs

*Mr Ng Kok Wing treasures his role as an educator and has a strong belief that he can make a difference in his students' lives. He does his best to bring out the best in every child and influences fellow teachers to do the same.*

As a teacher, I have made countless decisions that affected my students' lives. I know such decisions can make or break a life and I admit that these are never easy decisions to make. My guiding principle therefore is to make careful choices that are values-driven and not to give up on any child.

I had a student, James, who was involved with some bad company. As a result, he began to pick up numerous undesirable vices. As a Discipline Master then, I warned, reprimanded and counselled him over many occasions. Apart from managing the issues with him, I worked closely with his mother, a single-parent, to help him get back on the right path. While he treated me with respect in school, he was an insolent child at home, often defying his mother. Finally, we decided to engage the help of the Boys' Home, as we had hoped that he would reflect on his life and learn from his mistakes.

Despite a few setbacks, I continued to believe that his life could be transformed

if his attitude changed. I visited him at the Home. It was a heart-wrenching moment because he was in tears and begged me to get him out from the Home. I encouraged him to take time to reflect and turn over a new leaf. Several months passed and finally he was released from the Home. Unexpectedly, both the boy and his mother came to school to look for me one day. I recalled feeling a little nervous and apprehensive about what they were going to say to me. Instead, the mother thanked me for the support I had provided over the past few years. Instead of blaming me, the boy expressed his gratitude that I had not given up on him. He also assured me that he would not go back to his old ways again.

Recently, I chanced upon him. Now a young adult, we spoke a lot about his current status and how he was taking care of his mother. I realised that I had made the right decision not to have given up on him.

I remember yet another incident that happened more recently. I happened to walk past a class during the Meet-the-Parents session and overheard a boy being extremely rude to his helpless parents. I instinctively called the boy out, reprimanded him and explained to him the importance of respecting one's parents. It was a moment that I had decided to seize and I was glad I did. In another Meet-the-



Parents session following this incident, the same mother insisted on meeting me. She personally thanked me as her son is now a changed boy. I spoke to him and was comforted that he now understood the importance of respecting his parents. Today, he still greets me when I bump into him along the school corridors.

Such incidents assured me that as long as we place the interest of the child at heart, no matter how hard it may seem there and then, the decisions made based on our professional discretion will pay off. The belief in the worth of others and the willingness to spend time building up healthy relationships with students are two key elements that have helped me sustain my belief not to give up on any of my students.

### **Leading Teachers to Become Teacher-Leaders**

In our efforts to provide quality educational experiences to our students, I believe that an educator should collaborate with others to build our own teaching and learning capacity. Hence, I see that it is crucial for me to continuously seek to learn from others and to share my knowledge and experiences with other teachers within the teaching fraternity. I took ownership of my own learning as a School Staff Developer (SSD) so that I could be a better role model and went on a recent work attachment at the Academy of Singapore Teachers (AST). The attachment renewed my passion in teaching as I worked alongside the Master Teachers who were ever so willing to share their expertise. My current

involvement in the Science Teachers Association of Singapore (STAS) and the Lower Secondary Science Subject Chapter provide me with a repertoire of pedagogical skills to make Science relevant and come alive for my students.

With the same belief that the teacher is key to quality education, I, as an SSD, have put in place processes in the school to level up my fellow colleagues' competencies in teaching and learning pedagogies. I am privileged to be able to provide an array of platforms for the teachers to collaborate and learn from one another. Just last year, I was given the opportunity by my Principal to initiate and lead a team of teachers to visit some schools in Hong Kong. Such exchanges with our overseas counterparts had allowed my teachers including myself to observe and experience the education landscape beyond Singapore. Through this experiential learning, we also renewed our passion to provide a holistic education, one that instils resilience in our students and fosters a culture of innovation.

### **Holding Fast to My Convictions**

As I continue in this profession, I became more aware of the influence that I have in bringing out the best in every child. This has made me more committed to providing a wide range of opportunities for the growth of each child. I am grateful to my school leaders, colleagues, students and their parents for affirming me in my work for the past 21 years. Their words of affirmation had constantly motivated and inspired me as a teacher. I would like to encourage fellow teachers in the



fraternity with this quote by Helen Keller: "The world is moved not only by the mighty shoves of the heroes, but also by the aggregate of the tiny pushes of each honest worker."

Believe in the good work that you are doing, and believe in the people you are working with.

*"The turning point is when parents tell you: 'I trust you.' This is when the parents realise that I value and love their child, and I am acting in his best interest."*



## Mdm Hadzar Bte Misiri

Senior Teacher (Special Needs & Lower Ability Learners)  
Seng Kang Primary School

### The Art of Caring

*Mdm Hadzar Bte Misiri has the special touch to work with students with special needs. To bring out the best in them, she delicately balances the children's needs with their parents' readiness to accept and support their child's condition.*

"Mdm Hadzar, do you still remember me?" I received this email from my ex-student, Ali, last year.

Ali had struggled with reading even after working with me for two years in the Learning Support Programme (LSP) when he was in his lower primary. At the end of Primary Two, he was still unable to recite the alphabet or spell his name accurately. Although Ali is a bright boy, I could see that he was slowly losing interest in his studies.

After discussions with my colleagues, we had him assessed by the Ministry of Education's (MOE) psychologist at the start of Primary Three. The results showed that Ali had severe dyslexia. For the next four years, I worked closely with Ali to boost his reading ability. As the teacher in charge of Scouts, I also honed his interest in Scouting which boosted his confidence. After his Primary School Leaving Examination (PSLE), Ali moved on to study in Northlight School. That was five years ago. Currently, Ali is pursuing his

National Institute of Technical Education Certificate (NITEC) at the Institute of Technical Education (ITE) Central. His email cemented my belief that 'Every child matters and every child can learn.'

As teachers, we are in a privileged position to touch the lives of our students. We can make a difference in the lives of our students – to impact and mould them in relation to their interests, talents and readiness to pursue their dreams. Hence, we need to evolve our roles to suit today's educational landscape. Teaching is more than just educating an individual. A teacher has to play a plethora of roles – a mentor, guardian, disciplinarian, friend, and even a confidant.

### Fulfilling My Passion

My drive and passion has been shaped by my own life experience and exposure to the reality of life. I always had a heart to render help to those who need it. These are the students with special needs and students who often struggle to perform well academically.

I am glad that my influence and passion have an impact on my peers especially the school's Case Management Team which comprises the Head of Pupil Development, the Allied Educators and the School Counsellor. Basically, the role of the team is to ensure that all students receive prompt and adequate help. We





take on a holistic approach that looks at students' needs through a multi-pronged approach of learning, behavioural and emotional aspects. We believe that if these needs are not addressed soon, they will invariably affect the quality of these children's learning.

### Strengthening the Foundation

As a Learning Support Coordinator (LSC), I work closely with the Primary One and Two teachers and parent volunteers to increase literacy among the Lower Primary (LP) students. Intervention at this stage is critical because it can effectively boost the students' learning capacity.

To help the emergent readers from the LP classes, I conducted the Learning Support Extensive Reading Programme thrice a week with the help of parent volunteers and the student readers from the Primary Three to Primary Five classes. I acted

upon the LP teachers' feedback to create chunked texts, where information was broken down into manageable pieces for these LP students. With the assistance from the parent volunteers, I packaged these texts for dissemination. This programme has been so successful that teachers are requesting that the lower progress students in the upper primary classes participate too.

I believe it is important to inculcate a love for reading in these students and to scaffold their learning well so that they can experience success along the way throughout their development.

### Flying a Kite

Building good relationships with parents of these students with special needs is very important as they are the caregivers who need our support to nurture their children.

Being an empathetic teacher is to know when to push or pull back when working with these parents. This means not to impose on the parents and their child, especially when the parents are not ready to accept their child's condition and place him/ her in a non-mainstream school. I do not push them. It is a delicate balance.

I remember having one student, Peter, who has autism. For three years, I patiently worked with his parents before they realised that his potential would be enhanced if he was in a special school, where his needs could be better catered to. My team and I often met up with Peter's teachers and parents to update and review the support that we could provide for him. Peter's parents saw our sincerity in helping them and knew that we have Peter's best interests at heart. At the end of the day, we want to give Peter the best opportunity to succeed.

The turning point is when parents tell you: 'I trust you.' This is when the parents realise that I value and love their child, and I am acting in his best interest.

Working with parents who have children with special needs is akin to kite flying. The child is like the kite and the line is the support that you give to the parents. There are times when you need to pull the line and direct the parents every step of the way. At other times, there is a need to loosen the line and allow these parents to digest the information and think through how they can provide support for their children. The important thing is never to let go of the kite. When the conditions are suitable, with the proper



support from school and home, I believe the kite will soar.

### Working Together

To ensure that the teachers are sufficiently competent in helping the students, I hold sharing sessions to heighten the teachers' awareness of the diverse needs of the students with special needs. This is one way to help the teachers to identify students who have not been diagnosed, so that timely and appropriate intervention can take place.

In addition, mentoring new LSCs from other schools is something that I truly enjoy. I feel that I can nurture my younger colleagues and influence them positively by highlighting how their work will impact a child's life. At the same time, it helps me hone my pedagogy. Like a candle, if I can influence even a single teacher positively, the flame will spread and ignite others.

### Listening to the Child

Many people have asked me if dealing with special needs students requires patience. To this, my reply is, "It's empathy we need more of, not patience. If we're not listening to the students, it's of no use."

*"I see myself as an enabler to ignite my students' passion for learning so that they can reach their fullest potential. Inspiring them to love the subject is more important than merely getting them to pursue good academic grades."*



## Mr Varella Alan Joseph

Lead Teacher (Physics)

Temasek Junior College

### Teaching, My Calling

*What started off as a love for Physics for Mr Varella Alan Joseph has led him to be passionate in teaching students and teachers alike to appreciate Physics concepts from primary level to junior college.*

It was during my full-time National Service that I was inspired to be a teacher. After my Basic Military Training stint, I served in the General Education Department of the Singapore Armed Forces, teaching Mathematics to our regular servicemen. It felt great knowing that I was helping them not only to expand their knowledge, but also to further their careers. I felt that this was my calling and deliberately chose Physics as my major in the university because I wanted to spread the love for the subject. My aim is to make the learning of Physics fun for my students.

### Teaching for Life

I remember the job interview I went through for temporary work after my General Certificate of Education (GCE) 'A' levels. I realised how unprepared I was for the working world; I could not even wire an electrical plug! When I started teaching, I was resolved to prepare my students better for the challenges of the real world.

My first few years in teaching were spent compiling resources to make my lessons more interesting and engaging. I brought newspaper articles, videos, gadgets and even magic tricks to spice up the lessons

and added a touch of real-life relevance to the concepts I taught. I infused magic tricks into my lessons as these tricks would captivate my students and get them to think about how these tricks were done.

I enjoy seeing their faces brighten up during their Eureka moments, such as when I lighted up a fluorescent lamp with my bare hands. When I revealed that it was actually caused by a hidden plasma lamp, my students became intrigued with the lesson. I also found that asking trigger questions could encourage deep thinking among my students. In addition, I get my students to be actively involved in these Physics demonstrations. If they help me during the Physics lectures, they will get a chance to win an 'ang pow' (red packet) which has a fifty-dollar note. This is just an additional perk to get them interested in the lesson. However, the catch is that they have three 'ang pows' to choose from. Needless to say, I use my sleight of hand to ensure they only get the one with a dollar coin. It was hilarious when one student actually brought with him a metal detector to scan the 'ang pows'!

### Teaching to Inspire

I see myself as an enabler to ignite my students' passion for learning so that they can reach their fullest potential. Inspiring them to love the subject is more important than merely getting them to pursue good academic grades. I was delighted when my student Kah Boon emerged as one of the top students for the GCE 'A' level





Physics and won the Institute of Physics Award. He was a quiet and hardworking student who hardly participated in class discussions. However, I spotted his flair for the subject and built his confidence by getting him to be more involved in leading group discussions. Kah Boon subsequently won a Public Service Commission (PSC) Overseas Teaching Scholarship Award. I was elated when he named me as the teacher who inspired him to read Physics in university. He made my day when he shared how he wanted to follow my footsteps to become a teacher and spread the love for Physics.

I worked with a team of teachers to design the Physics curriculum for the Integrated Programme (IP) to incorporate higher level thinking skills, authentic hands-on tasks and formative assessment based on the College's copyrighted THINK© Cycle pedagogy.

Priya and Meiwen were two Secondary Four students who participated in the IP. They initially found Physics a challenge and were too afraid to seek help. After teaching them using this customised teaching package, they became more interested in learning Physics and would meet me outside classroom time to clarify their doubts. I saw an improvement in their confidence and eagerness to learn.

In the Secondary Four promotional examinations, they were ecstatic when they passed the subject with good grades. Although they did not take up Physics in junior college, they send me a Teachers' Day card every year thanking me for changing their perceptions about Physics. I still keep their cards as a reminder that no student is beyond hope.

### **Making a Difference**

As a Lead Teacher, I conduct training sessions for the teachers in my department on the use of Physics equipment like the water rocket, Physics toys like the Newton's cart and magic tricks related to Physics concepts. Sharing my expertise with the Physics teachers in the fraternity gives me great joy.

One of my concerns as a junior college Physics teacher is the declining intake of students taking Physics. To address this issue, I feel that I need to excite students about Physics at a younger age. Thus, I conducted workshops for teachers at secondary and primary levels so that they could instill the love for Physics among their students.

I remember my first external workshop "Making Physics Come Alive" at Teachers' Network. One of the teacher-participants from a secondary school approached me after the session to thank me for showing her that Physics could be engaging as she became aware of the many manipulatives that she could use. I realised that teachers need to be exposed to the many resources available so that they could better engage their students. This was the spark that would lead me to do more sharing through workshops, open class observations and presentations.



Last year, a Senior Teacher from a primary school shared the difficulties her colleagues faced when explaining some Physics concepts at the primary level. For example, students did not understand the difference between force and energy. Working with her input, I managed to design a teaching and learning package that consisted of more than 40 Physics demonstrations to explain Physics concepts at the primary school level. Subsequently, I conducted a workshop entitled "The Physics in Primary School Leaving Examination" for the Science teachers in her school. It was well-received and when I saw her this year, she asked me whether there was a sequel to the workshop. It was a great affirmation of the usefulness of the workshop and package.

### **Developing Teachers as Reflective Practitioners**

I believe strongly in teachers' reflecting on their practice. As the Deputy Director of the Centre of Excellence for Research in the East Zone, I train and encourage teachers to continually question the way they teach and the way students learn in order to ensure that 'real' learning takes place. If we want the best for our students

then we must look for ways to not only develop their competencies but also inculcate and develop their values and skills to prepare them for the challenges of this volatility, uncertainty, complexity and ambiguity (VUCA) world.

This belief of mine has been reaffirmed time and again. When my form class recently won the College Award for two consecutive terms for showing good values like discipline, integrity and good behaviour, I was glad I was developing students with good character.

I use teachable moments to role model values through personal sharing. When my mother passed away, I used this incident to remind the students to cherish their family and friends. I was surprised when my student, John, came up to thank me for my sharing because it motivated him to go back to Malaysia to visit his grandparents. He told me, "Your words serve as a constant reminder to treasure the people around me."



*"I came to realise that while I may not know why I entered the teaching service, I now know why I stayed. The satisfaction in reaching out to students and teachers and helping them find direction and purpose in education keeps me energetic and recharged in this journey."*



## Mr Chua Chong Guan Roy

Head of Department (Humanities)  
Woodlands Ring Secondary School

### Stumbling upon Teaching

*This History teacher doesn't bore you to tears of tales long past. Instead, Mr Chua Chong Guan Roy believes in using humour to connect with his students and colleagues. This bearer of joy shares his past and present to inspire the future of people that he touches.*

I may not know why I entered the teaching service but I know why I stayed.

I remember the many conversations I had with my course mates during my training days at National Institute of Education (NIE). Many of my contemporaries had professed teaching to be their life-long dreams. Some could even count on the many moments when their teachers touched their lives and made them turn a corner.

However, teaching was not my main career choice. It was not my first option, nor was it my last. I still remember the faces on the panel of those who interviewed me for my pre-entrance into NIE. They asked me if teaching was my dream. I answered point blank that it was not.

What presupposed my choice in choosing teaching as an option was my desire to help others see value in learning History, my favourite subject. I have benefited from the critical thinking and analysis that History has accorded me. I want as many

students as possible to see the value of learning History in terms of training their minds to process information sensibly, helping them form historical perspectives, and having empathy and human capital, so that they can see the world in its full spectrum of grey.

### Seeing What Really Matters

My school philosophy also resonates with my personal belief that every child can achieve and what teachers do can impact the student's learning outcome. Sometimes it is not the knowledge that we teach that matters to our student; it is the values and dispositions we want them to acquire that can help them make their lives meaningful and purposeful.

I often share with my students on how the school examinations parallel real life. I always explain to them that examinations exist not only to test their knowledge, but also to test whether they have inculcated values such as responsibility, resilience and optimism.

How they choose to respond to their weak subjects determines their disposition towards any challenge they faced in their own lives. As a teacher, I have seen two types of students, 'quitters' and 'achievers'. I made it my business to transform the 'quitters' to 'achievers' by encouraging them to be mentally strong and adopting a positive attitude when faced with a challenge. I always emphasised that one



can only become good in something if one continues to work on it every day. In order to achieve this, the students must be taught a wide repertoire of life skills such as being responsible and resilient when faced with a challenge. Unfortunately, these life skills are not assessed and recorded in the report book, but the students' decision to work on their weaker subjects will enable them to live out these values in their everyday life. Hence, examinations can and should be a test of life.

I once had a form class from the Normal (Academic) stream. While I strived to help them improve in their studies, I realised they needed to believe in themselves more. On their Graduation Day in 2011, I prepared a special gift that epitomised my belief and hope in them. I wanted this gift to surprise yet inspire them. The gift was actually a toilet roll! Inside each roll was a class message from me – that if something as unremarkable as a

toilet roll can have its purpose and use, what more every student? I wanted to stress that what determines a person's usefulness depends on one's attitude and perspective towards life. Thus, having the right attitude will guide anyone towards a meaningful life. I want my students to have self-belief so that they can bring value and comfort to others, just like the seemingly uninspiring toilet roll.

### **Humour in Every Corner**

I discovered that throughout my teaching experience, I encountered countless funny moments which I tapped on to make my students' learning more memorable. I use humour to help me build rapport with my students. For example, when I need my students to abide by an instruction such as moving quietly from their groups into their original seats, phrasing this instruction in a non-conventional way sometimes will work better at getting their attention than raising my voice. I will get the students to imagine that they

are all in a safari and lurking in the dark corners are dangerous animals. So, in order to be safe from these animals, they need to move to their respective seats quietly and swiftly to avoid being hunted by these wild animals.

### **Teachers the Key**

When I became the Head of Department (HOD), I was more aware of the importance for my teachers to be competent in teaching and learning so as to value-add to their students' learning. I realised that as an individual I could only touch the lives of the students that I am currently teaching. Hence, as a HOD, I am able to play the role of guiding my teachers so that they could be better educators and more students will come to benefit.

The strong work ethics that both my teachers and I practise enable us to initiate lessons that better engage our students which also cater to their learning needs. To achieve this, we use various platforms to discuss pedagogy and approaches to fine-tune our teaching and learning process. Every year, we set aside time to explore, review and improve our teaching and learning materials to make them more engaging to help our students learn better.

Despite some hits and misses, I take heart from seeing how my teachers have grown professionally as they adopt an optimistic attitude towards change.

### **My Journey Continues ...**

One can certainly say I 'stumbled' into teaching at the outset. I came to realise that while I may not know why I entered



the teaching service, I now know why I stayed. The satisfaction in reaching out to students and teachers and helping them find direction and purpose in education keeps me energetic and recharged in this journey. As the saying goes, "It matters not where we come from, but where we are going", thus I hope through my helping hand, they can find meaning and direction in life so that they can help others do likewise.

*"I assured them that as long as they had tried their best, they will always be winners in my eyes."*



## Miss Ang Mei Ling

Head of Department (English)

Yu Neng Primary School

### Standing up, Toughening up

*Miss Ang Mei Ling builds her students' confidence to host events and engage in debate. She firmly believes in using stories to teach values to her primary school students through her Literature Programme.*

"Oh Miss Ang, I am SO nervous!" those were the words that my Primary Two emcee uttered as her small cold palms held my hand.

Her Primary One co-emcee nodded in agreement as he expressed his concern that he might forget his lines as they had been changed many times.

"Don't worry," I assured him repeatedly. "Both of you have been diligently rehearsing many times. You can do it!" I held both the students' hands and looked them in their eyes to show how much I strongly believe that they will do a marvellous job. Once they were ready, I sent them to the stage to start the school's Speech Day concert.

The two little emcees impressed the audience with their confidence and poise throughout the whole concert. Many teachers were amazed that they could memorise their lines despite the countless changes made to their scripts before the Speech Day.

After the finale, my two emcees ran to me to share their excitement especially



when the school leaders held their hands while they were singing the finale song. Their faces were beaming brightly as they expressed their hopes to be emcees in future events. I was so proud of these lower primary students' achievements and I felt that all the hard work put in during the rehearsals had paid off. I was further elated that they were able to gain confidence despite having to deal with challenging situations such as facing a large audience. More importantly, these children had proven not only to themselves, but also to their schoolmates, that with hard work and the right attitude, all hurdles could be overcome.

### Running Alongside with Students

In nurturing students, I use personal stories to help them conquer their fears when they are facing difficulties. One of my students was under some pressure before one of the debate competitions. He expressed how disappointed he would be if he fumbled which could lead the team to lose the debate.



"I hope we can win," he said to me, his coach.

This became my teachable moment as I shared with the team that when I was at their age, I was not able to speak confidently. I suffered from mental blocks especially when I had to stand and speak to the class. It was with many years of practice and perseverance that I could speak fluently to a crowd. I assured them that as long as they had tried their best, they will always be winners in my eyes.

I always remind my debating team to celebrate small victories because celebrating these little successes would breed confidence. I think my greatest challenge was providing that emotional support when the team did not win. This is the time when I used different strategies to teach the students the importance of being resilient when faced with adversity. I allowed the students to voice their feelings. At the same time, I took the opportunity to inform them that failure is part and parcel of life but how you overcome that failure will determine how successful you will be in the future. Additionally, I get the senior members in the debate team to share with their juniors the values of being resilient and to reflect on life skills that they have learnt during the preparation and process of each debate.

### More than Just Stories

Other than stories, the structured programmes and activities are equally important in inculcating values among the students. I initiated a new Literature Programme which drives the teaching of values in the school. Together with a team of teachers, three novels were

selected for the Literature Programme. These novels portray vivid descriptions of family and school problems that might be entrenched in the students' lives. Issues such as bullying, favouritism, self-awareness and values such as responsibility and resilience are the five major areas identified for reflective discussions in the programme.

Among the major areas discussed during these programmes, 'bullying' resonates most with the students as they had heard or seen many of such cases played on social media. I remember an incident where one of my students confided in another about how deeply hurt she felt when some of her classmates side-lined her online. As a result of this incident, she became very quiet in class. I decided to find out more about this incident and decided to address the matter using characters from a story to discuss the hurt inflicted on the victim by the bully. In addition, I raised the awareness among my students the dangers of being a bully and how to reduce the risk of being bullied.

As language teachers, we can also be prolific storytellers. Through language teaching, important values can be learnt. Even though some students might not grasp the full content of what was taught, they will certainly learn something through these stories. As I reflect, each time I tell my students a story, I learn about life in greater depth. This has helped me to find meaning in my life as an educator.

### Mentoring a Fellow Teacher

I am blessed to have taught in many different schools: a mission school, an international school, a newly established



one, and a school with a long history. By being part of these different schools, I was able to share heart moments for hard moments which not only had made my life as an educator but also the lives of the beginning teachers more meaningful.

One such moment was when a young teacher confided in me on whether she should take up the position as a Head of Department. As much as she wanted to take up the challenge, she felt that her colleagues would resist initiatives started by a young HOD like her.

"I may have difficulties working with some teachers, as they may take longer to adapt to new initiatives," she voiced her predicaments.

I shared the story *Who Moved My Cheese?* by Dr Spencer Johnson with her and encouraged her to share similar stories with her colleagues during her departmental briefings.

"Express your sincerity," I emphasised as I advised her to think about leadership as an avenue to support her fellow teachers.

### Meaningful Journey

To me, teaching is a meaningful job as it is about making a change in someone's life. My journey as a teacher has its ups and downs and it has taken me all these years to really understand the learning challenges my students faced and changing my teaching style to cater to their learning needs. I am still exploring various ways to motivate my students so that they will be able to reach their potential. As teachers, we bear this responsibility of moulding the young lives in our hands, and owe it to the members of the community who place their trust in us. I hope that parents can work hand in hand with teachers so that together we can bring out the best in our children.

## President's Award for Teachers – Finalists 2014



(Left to Right)

Miss Ang Mei Ling, Yu Neng Primary School  
 Mdm Lim Yen Peng Linda, Chongzheng Primary School  
 Mdm Hadzar Bte Misiri, Seng Kang Primary School  
 Miss Wong Yoke Chan Wendy, Geylang Methodist School (Secondary)  
 Mr Chua Chong Guan Roy, Woodlands Ring Secondary School  
 Dr Muhammad Nazir Bin Amir, Greenview Secondary School  
 Mdm Lim Ai Lian, Holy Innocents' Primary School  
 Miss Tee Ngah Loui, Evergreen Primary School  
 Mr Ng Kok Wing, Mayflower Secondary School  
 Mr Varella Alan Joseph, Temasek Junior College  
 Miss Rezia Rahumathullah, Da Qiao Primary School  
 Miss Sim Lucy, Guangyang Primary School  
 Mdm Tham Hau Wan Jennifer, CHIJ Secondary (Toa Payoh)

## President's Award for Teachers – Past Winners

### 1998

Mrs Lim Tai Foon  
 St. Hilda's Primary School

Mrs Geetha Creffield  
 Anglo-Chinese Junior College

### 1999

Mrs Juliana Donna Ng Chye Huat  
 Nan Hua Primary School

Mr Wilfred Philips James  
 Dunman Secondary School

### 2000

Mrs Ng Peng Huat  
 Nan Hua Primary School

Mrs Caryn Ann Leong  
 Ping Yi Secondary School

Mdm Tan Liang See  
 The Chinese High School

### 2001

Mrs Chin Ngan Peng  
 Kong Hwa School

Mrs Nora Teo  
 Punggol Primary School

Mr Lim Chiow Huat  
 Broadrick Secondary School

Mrs Audrey Ting Yee Han  
 Nanyang Girls' High School

### 2002

Mdm Stefane Tan Hugue Hwan  
 Meridian Primary School

Mdm Tong Wai Han  
 Ang Mo Kio Secondary School

Ms Koe Heong Yin  
 The Chinese High School

### 2003

Mdm Long Miaw Ying  
 Jurong West Primary School

Mrs Kheng Samuel nee Chua Mui Yee  
 Lakeside Primary School

Mrs Roger Teng Siok Fun  
 North View Secondary School

### 2004

Ms Goh Siew Hong  
 Admiralty Primary School

Mrs Pramageetha Velmurugan  
 Huamin Primary School

Mr Koh Cher Hern  
 St. Hilda's Primary School

Mdm Rabiathul Bazriya  
 Compassvale Secondary School

Mdm Ranjit Singh  
 Pasir Ris Secondary School

## President's Award for Teachers – Past Winners

**2005**

**Miss Lim Siew Gek**  
*Ahmad Ibrahim Primary School*

**Mdm Noorismawaty Bte Ismail**  
*Jin Tai Secondary School*

**Mr Chew Tec Heng Edwin**  
*Sembawang Secondary School*

**2006**

**Mdm Bong Fui Lian Shirley**  
*Montfort Junior School*

**Mrs Tan Swan Liang Doris**  
*Temasek Primary School*

**Mr Nur Johari Salleh**  
*Deyi Secondary School*

**Mrs Goh Hui Cheng**  
*Paya Lebar Methodist Girls' School (Secondary)*

**Mr Sulaiman Bin Mohd Yusof**  
*Sembawang Secondary School*

**2007**

**Mdm Yip Jee Cheng Jessie**  
*Mayflower Primary School*

**Mdm Parameswary d/o Sundar Rajoo**  
*Montfort Junior School*

**Mr Yeo Leng Quee**  
*Peirce Secondary School*

**Mdm Norlita Binte Marsuki**  
*Sembawang Secondary School*

**2008**

**Mrs Ong-Chua Li Ling Eileen**  
*Haig Girls' School*

**Mrs Lee Kok Hong**  
*Temasek Primary School*

**Mrs Lim-Ng Yee Ping Diana**  
*Coral Secondary School*

**2009**

**Mr Terry Tan Chee Liang**  
*Anglo-Chinese School (Primary)*

**Miss Cardoza Sharon Ann**  
*Farrer Park Primary School*

**Mdm Wong Lai Fong**  
*Anderson Secondary School*

**Miss Lucy Oliver Fernandez**  
*Catholic High School (Secondary)*

**2010**

**Mdm Emelyn Soon Bee Hong**  
*CHIJ (Kellock)*

**Mr Devindra Sapai s/o Indrasapai**  
*Seng Kang Primary School*

**Miss Teh Wan**  
*Townsville Primary School*

**Mrs Mohana Eswaran**  
*Regent Secondary School*

## President's Award for Teachers – Past Winners

**2011**

**Mdm Chua Mui Ling**  
*Woodlands Ring Primary School*

**Miss Serene Han Tui Kin**  
*Montfort Junior School*

**Mdm Dianaros bt Ab Majid**  
*Haig Girls' School*

**Mr Chong Jack Sheng**  
*Woodlands Ring Secondary School*

**Mr Ganesan s/o Raman**  
*Fairfield Methodist School (Secondary)*

**2012**

**Mdm Anwara Khatun d/o Moklis Khan**  
*Haig Girls' School (Primary)*

**Ms Koh Su-Cheng**  
*Da Qiao Primary School*

**Mdm Tan Ying Fong Irene**  
*Telok Kurau Primary School*

**Mr Gejendran s/o V Krishnan**  
*Geylang Methodist School (Secondary)*

**Mr Yap Boon Chien**  
*Tanjong Katong Girls' School*

**2013**

**Mdm Shakila Jamal Mohamed**  
*Da Qiao Primary School*

**Mdm Chee Mui Choo Valerie**  
*Xinghua Primary School*

**Mr Lee Beng Wah**  
*Bedok Green Secondary School*

**Mdm Lee Yee Tyng**  
*Hougang Secondary School*

**Mdm Lim Chye Ling @ Nurul Huda**  
*Kent Ridge Secondary School*

**Mdm Chan Puay San**  
*Innova Junior College*



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**Parents**  
*For acknowledging the efforts of our teachers to bring out the best in your child*

**Students**  
*For showing appreciation to your teachers who care for you*

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MINISTRY OF EDUCATION

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The names of the students and teachers are changed to protect their identity. The views in this book are expressedly those of the individual contributors.

