

Espoir

Freshman Issue

A publication of Kuo Chuan Presbyterian Secondary School
Issue 1 2014



**KCPSS—A New
Beginning**



**Graduating
with Pride and
Celebration**



**Crossing the
Border:
Korean Trip**

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Welcoming New Teachers to KCPSS

Publishing Team:

Editors: Mrs Debbie Chua, Mrs Ravi, Mrs Jasmine Chong, Mdm Fazliana Pairin, Mr Ambrose Goh, Ms Tessie Tan

Reporters: 1 Faith, 1 Love, 1 Patience, 1 Truth, 1 Joy

Contributing Editors: Achievers in English (ACE) students

Photography: Mr V S Muthucumar and Infocomm Club and Photography Club

Design & print: The Print Lodge Pte Ltd

Principal's Message

Every new thing begins with a curious mind

"Behold, I will do a new thing; now it shall spring forth; shall ye not know it? I will even make a way in the wilderness and rivers in the desert."

(Isaiah 43:19)

'Keeping the Flame Alive, Connecting Hearts for Life', the theme for the year at KCPSS, reflects the school's desire to ensure the passion to learn and grow as strong individuals for every KCPian. This year, KCPSS sees a 'revamping', 'reenvisioning' and 'refreshing' of the exciting programmes organized for students to grow as learned individuals. Espoir itself has gone through a massive transformation! From this issue onwards, aptly titled as The Freshmen Issue, Espoir writers from the Secondary One cohort have brought us articles with deeper insight and fresh perspectives. There are new categories including one that showcases creative prose from the ACE (Achievers in English) writers, who will be recognized as contributing editors to the magazine! Espoir is just one of the many examples of greater student participation in school life and in influencing school improvement at KCPSS. It was Walt Disney who famously said that, "We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths." Indeed, being curious is a key disposition that we want all KCPians to develop. So what does it mean to "keep the flame alive"? It means to ensure that our passion to learn, the passion to grow never fans out.

New Avenues for Student Engagement

The Student Development Team that was put in place in 2013 has begun to go all out to expand the spaces for greater student voice in school improvement. Teachers are actively engaging in one-on-one conversations with



students as well as getting feedback from their classes to create a more conducive learning environment for all KCPians. Based on student feedback, teachers have increased opportunities for students to contribute more actively through participation in school-wide events such as the Cross-Country run, Earth Week initiatives and the 90th Founders' Day Walkathon cum class picnic. In every instance, KCPians never failed to surprise their teachers with their talent and commitment to excellence. Year Heads have also been actively engaging with class committee members to sense the heartbeat and better understand the needs of the classes so that timely support may be given.

The school is also implementing the Learning for Life Programme (LLP) in the area of community and youth leadership this year. Students will be given opportunities to hone their leadership competencies through active and meaningful service to the community as we strive to nurture servant leaders who will remain true to the spirit of our founding fathers who established the Kuo Chuan schools to cater to the needs of the most neglected in society. It is indeed meaningful that we are launching this programme in conjunction with our 90th anniversary as it causes us to pause and reflect on the distinctive role our school was established to play and challenges the current generation to once again adopt that adventurous and resilient spirit that would lead us to chart new territories and experiment with new ways to improve the lives of KCPians and members of our immediate community.

Fresh 'eyes', fresh perspectives

"The only real voyage of discovery consists not in seeking new landscapes, but in having new eyes" (Marcel Proust, author of "In Search of Lost Time"). Let us brave this year and beyond, not just creating new things, but impacting lives in new and meaningful ways. Let us view and reflect on our experiences with a pair of fresh 'eyes' – 'eyes' that are filled with hope, optimism and courage for our future, eyes that will enable us to see the new thing that God is doing in our midst.... "making a way in the wilderness, and rivers in the desert!"

Graduating ^{with} Pride and Celebration

Our Graduation Ceremony was held on October 11, 2013 for the graduands of 2013. That afternoon, all graduands gathered in the hall for a final official school ceremony before they broke off for their study break to prepare for the upcoming 'O' level examinations. It was a day where heartfelt words were exchanged between teachers and students, as they knew that parting of ways was inevitable thereafter.

The theme of last year's Graduation Ceremony was "Carry the Torch." The students were called to be the shining light for their community when they leave the sheltering walls of KCPSS. The Guest of Honor was the Senior Pastor of Adam Road Presbyterian Church (ARPC), Pastor Christopher Chia, who shared with the graduands from the book of Ecclesiastes. The author of the book, King Solomon, discussed about the futility of life; how everything in life is meaningless unless we fulfill God's purpose for us and be a blessing to others. We pray it blessed them as they reflect on what life is truly about.



4E 5NA Form Teachers performing a song for the graduands



A time to rejoice and fellowship with class

Lester Lee: A KCPian who overcame the odds

Lester Lee from Secondary 4 Joy 2013 was not always an outstanding student; he did well but did not excel. When it came to academic achievement he was often dogged by comments that he was not working to his fullest potential. However, put him in front of a group of junior student councilors and he morphs into a competent leader who inspires his juniors to do their best. Like a seed, when planted in the right type of soil with sufficient sunlight, water and nutrients will grow into a strong plant, KuoChuan has provided the academic rigour, instilled Christian values and moulded Lester to not only succeed in his GCE 'O' Level examination but blossom into a leader who is resilient in the face of challenges.

Our school had plenty to celebrate with 96.6 per cent of the students qualifying for polytechnic courses and 90.7% for pre-university courses. Lester was one of these graduands with stellar results. He scored four distinctions; namely in Additional Mathematics, Mathematics, Chemistry and Combined Humanities. He was proud to achieve 11 points for his GCE 'O' Level examination and he qualified for his dream course, Accountancy in Ngee Ann Polytechnic. Like many others, he was no exception in having to face a notoriously rigorous academic life and balance his heavy commitment in CCA and other committee work. However, beyond his academic achievements, Lester, an exemplary KCPian with a great spirit, learned to accept challenges and persevere through difficult times to achieve success.

On 13th of January, like many other Secondary 4 and 5 students, Lester was nervous about his results. He was overjoyed though when he was recognised as one of the top performers and was called on stage. A few months ago he would not have dreamt of standing on stage being recognised for achieving academic excellence.

Brick walls are there for a reason

"There were definitely times when I really struggled, and times when I stayed up all night. I had to learn the importance of balancing my academic work and other commitments. Most of all I felt alone in this struggle," said Lester. His grades, as he proceeded into Upper Secondary, were far from being those expected of him. His lack lustre results during the Preliminary examinations were a sad reminder that he was not performing up to expectation. For many of his subjects, he managed to scrape through by a few marks but he didn't lose hope and persevered.



“*I feared judgment,
I feared expectations,
I feared disappointments.*”

Lester felt that he was often left out in class and did not have many friends. It was a challenge keeping up with his classmates because the class was very competitive and highly motivated to do their best. Being weak in Physics and the languages did not help. “I was a small fish in a big sea.” He also had to cope with the rigour of training for the Singapore Youth Festival (Guzheng) and preparing for student council activities such as planning for the 2012 year end council camp. “It was highly stressful as it was not easy to get approval for the proposal that I crafted for Student Council. I also put pressure on myself to plan for a meaningful camp for my juniors.” Amidst the tight deadlines and high expectations, Lester had to face another struggle in his personal life. His grandmother, who was the pillar of support, fell terminally ill and passed on after his Preliminary examination. It was a huge blow and suddenly he felt like his floorboards were removed from where he was standing.

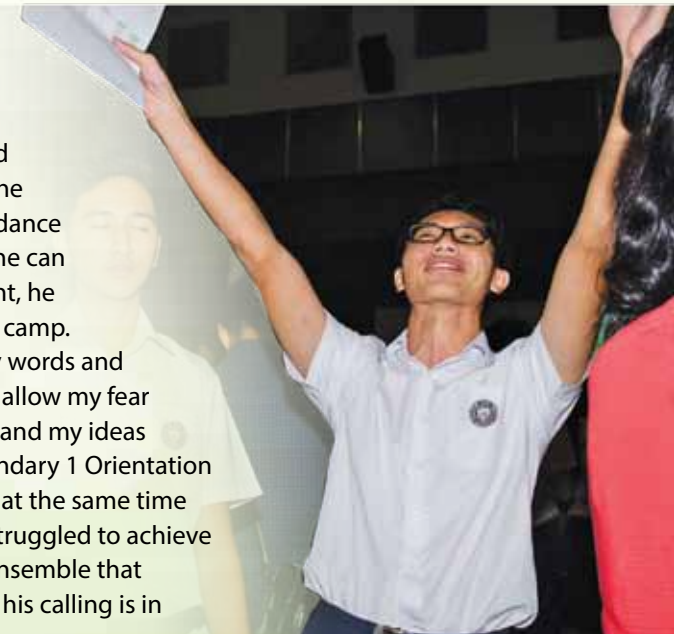


All excited to chart the next course of their education journey



Overcoming the Odds

His teachers were there to help him through this bleak period. Their words of encouragement and their belief in him helped him to overcome his self-doubts. Striking a balance between academic and non-academic commitments is no mean feat, but Lester learned that the only way to face a challenge is to take it up. He is grateful for the abundance of opportunities given to him to excel and perform and to prove who he can be in Student Council. He recalls how, as a shy and unassuming student, he had a hard time convincing others of his ideas for the year end council camp. “Despite the sniggers and cynical remarks, I learned how to choose my words and be more coherent when I presented ideas in front of people. I did not allow my fear of speaking in public to hinder my goal. I had to first believe in myself and my ideas before I showcased it to others. I learned this when I planned the Secondary 1 Orientation Camp. I enjoyed interacting with people of differing opinions and also at the same time learned to respect and grow from these differences.” Even though he struggled to achieve academically, it is these platforms like Student Council and Guzheng Ensemble that allowed Lester to fulfill his potential as a student. He began to see that his calling is in serving as a student leader.



Ming Shu of 4 Truth celebrating the success of hard work

“*I could tell my teachers were all worried about me and they were afraid that this personal loss would affect my studies and my attitude towards work. The truth is - it did. But brick walls are there for a reason. My teachers made me realise that everything I had to go through was for a purpose.*”

Believe in yourself; don't be afraid to fail

He advises students to “pace yourselves”, and more importantly, to not completely give up doing what you love simply due to the ‘O’ levels, but to know when to relax and take a break. He loves listening to soothing music. He enjoys classical music as it helps him unwind at the end of the day. As a member of the Guzheng Ensemble, he was able to foster his love for music.

Lester Lee shared that in KCP, he learned that students are not just meant to be passive learners but active solution seekers. “The teachers in KCP make an effort to understand our dreams and aspirations. Mr Serwin Leong’s encouragement when I was at my lowest point, gave me the confidence to pursue my dreams and make them realities. “My teachers made me feel unique and created a nurturing environment for me to grow as a person.” He fondly recalls the time when his English essays were returned to him. “It seemed like getting an A grade for English was like trying to move a mountain. The sea of red ink on my marked essays did not crumble my spirit, instead I had to try to find how I can stay afloat and be a more competent writer.” His teachers did not spoon-feed and destroy his spirit of inquiry, instead he is thankful for the multitude of opportunities to write, read and even present in front of the class. These learning experiences affirmed his effort to improve and made him continue to aspire and excel.

Whenever your morale starts flagging — when you start to feel like the world is against you, the obstacles in your path are insurmountable, or the goals you have set for your self-esteem unachievable — take a moment to reflect on those who have faced even more impossible odds just to achieve something. Lester Lee’s story is every KCPian’s story.

Sharing the joy of success with a friend

KCPSS ^A New Beginning



Belting out their cheer during campfire

Kuo Chuan Presbyterian Secondary School (KCPSS), organizes the annual Orientation programme to welcome Secondary One students like us to the KCPSS family. We learn about the school culture and the exciting programmes available as well as get to know our cool school facilities better. Three highlights of our Orientation included the Orientation Programme, Walk cum Water Trail @ MacRitchie Reservoir, the CCA Orientation and the Campfire.

Orientation Walk cum Water Trail

The Orientation Walk cum Water Trail at MacRitchie Reservoir was one of the most memorable parts of our orientation. It achieved the dual objectives of familiarizing us with the nearby lush natural surroundings (especially since we would have our Cross Country at MacRitchie later in the term) while offering us a hands-on way to learn about environmental science.

As a collaboration between the PE and Science departments, we got to stop at several points around MacRitchie Reservoir and conduct science experiments on water quality. This was quite new to us, but our teachers were encouraging and guided us very well, and we were able to complete the experiments accurately.

"In my opinion, the school should organize more of these events as it helps to open students' minds instead of just staying in the classroom," Jerrell of 1 Faith shared. "I really appreciated the walk as I got to have a taste of nature." The Orientation Walk really made us look forward to our time in KCPSS, as our impression of the teaching and learning in our school was that it was not only fun but also relevant to the world!

Mr Tan Kok Lum, the PE teacher who organized the Walk, remarked, "By the end of the morning, it was quite evident that the Orientation Walk had greatly increased our students' awareness of safety, outdoor confidence, ruggedness and resilience. At the same time, it provided an introduction to our KCPSS curriculum, which is designed to encourage authentic learning and active participation."



By this ring, I pronounce that we are bound as one.

CCA Open House

During the Co-Curricular Activities (CCA) Open House, all CCAs set up booths to showcase their activities, benefits and achievements. There were exhilarating moments when the seniors from different CCAs were so passionate about their CCAs, that they kept inviting and persuading us to visit their booths. As a result, all of us had a great time exploring the CCA booths around the entire school, hearing about and experiencing the full range of CCAs in KCPSS in the aesthetic, sports, uniformed groups, clubs and more.

As we had just come from primary school, many CCAs were new to us, so it was helpful that the CCA booths had set up games to let us have a taste of CCA life. For example, the netball booth conducted mini-sessions of captain's ball and then debriefed on our ball sense and teamwork strategies, while the NCDCC cadets let us try their water hose on the field to teach us about civic responsibility and total defense. In addition, we came away from every CCA booth that we visited with a painstakingly-crafted souvenir, personally handmade by seniors, to remind us of and encourage us to take up that CCA.

Honestly speaking, all the CCAs seemed so exciting and enriching that we had a hard time

deciding which CCA to pick! What struck us was that all CCA members seemed very united and committed despite being of different ages, races and backgrounds. We were amazed that some of our seniors were only one year older than us, yet displayed so much skill and passion for their chosen CCA. They really inspired us to choose CCAs that would develop our interests and preferences, while giving us another community in school (besides our class, which we really like) that we could truly belong to.



CCA Orientation—NCDCC Cadets putting out fire



Art Club members selling their wares

Orientation Campfire

The school's spirit was on full display when teachers, parents, student councillors and even alumni members came together on this special occasion to help us new Secondary One students feel at home.

Mrs Mavis Low, SH/ Student Leadership, observed, "I was quite impressed as the Secondary Ones were enthusiastic and disciplined. Not only did they take guidance from the student councillors and Orientation Group Leaders well, the classes also grew united by the end of the Orientation."

The Secondary Ones responded well to the cheers and performances with smiles plastered on their faces and loud applause for our seniors. The campfire was also a fun and fitting way to kick-start our journey in KCPSS, our school of choice. During the class cheers segment and mass dance, the



Cheering for the class!



We can put eiffel tower to shame



Singing campfire songs

enthusiasm was overwhelming. It was clear to all that the objectives of the orientation programme had been achieved as the Secondary Ones had not only bonded with their classmates, but also with their teachers and seniors.

"I had a fun time and feel that I'm right to have chosen this school as my first choice!" Jerrell exclaimed.

Wallace of 1 Faith agreed, and also thanked all the KCPSS seniors who had helped make it happen, "I felt that the student councillors did a good job in the planning of the campfire. It is definitely something I wouldn't forget."

The moment the Secondary One batch did the mass dance together in front of the blazing campfire symbolized a bright and promising new beginning to our secondary school lives. We will hold this moment dear to us for a long time. Thank you KCPSS for welcoming us Secondary Ones into the KCPSS family and giving us a wonderful start to our secondary school journey!

By 1 Faith



Playing Blind Mice is no easy feat



Making new friends is fun



We are having a ball!

Crossing the Border: Korean Trip

“
How can she think she can blend in? Only her skin and her hair are Chinese. Inside—she is all American-made.”

This is a quote from my favourite novel, “Joy Luck Club”. Lindo, the mother regrets not having taught her daughter enough about her Chinese heritage. I can identify with the daughter in the story who is the product of a mixed cultural identity. Like the daughter in this story, though Asian on the outside, many of us are influenced by diverse world views and beliefs. We have globalisation to be thankful for this melting pot of cultures and beliefs. Unlike the mother in the novel, I don’t see diversity as a threat but more of an opportunity to expand our world view and, share knowledge, experiences and innovative ideas to solve problems and live together.

My trip to Korea made me think about some of these issues and made me learn that embracing diversity does not mean giving up one’s own identity. Last December, a group of KCPians visited Suncheon Maesan Middle School in South Korea for a school immersion programme. Some of the key objectives of this trip were to create global awareness, encourage international ties and to learn about the host country’s culture.

The experience offered me the opportunity to gain new cultural knowledge while experiencing the vibrant everyday life and unique traditions of South Korea. One of the most memorable experiences was when we savoured Korean food at the school cafeteria. Besides the mouth-watering spicy beef broth and kimchi, I was blown away by the Korean students’ social etiquette. Not only did they line up in an orderly manner to get their food, they did not take what they could not finish and ensured that they did not waste food. For many, the guilt of throwing away uneaten food is only until we discard that offensive thing in the bin, but the Koreans made me reflect that having food itself is something we should be thankful for. Also, the Korean students were very respectful. They greeted all teachers with a bow and a greeting as they walked past them in the hallways. It is ironic how simple gestures like these impress us but these have become a part of their daily routine.

Bonding with the Korean buddies

We don’t learn until we make mistakes

My buddy and I went to a tea house for tea appreciation ceremony. Over there, I learnt how to properly serve the tea in the traditional tea cups and how to warm the cup before pouring the tea in. I was corrected when I bent at the waist to offer a tea to my buddy as the polite body language was to kneel. Although these faux pas are mildly embarrassing, they didn’t offend our Korean hosts; we were expected to learn by making mistakes along the way. I admired the graciousness of my hosts and understood that social acceptance begins with respecting each other. This experience made me reflect on how I treat my friends from other countries and even other races in my class. Remarks about skin colour, accents or even appearances can slip into derogatory comments if we don’t make the effort to learn about one another’s differences. Learning about Korean culture and etiquette has also made me reflect on how I need to be sensitive to some of these inevitable differences that are amongst us.

Welcoming the Korean visitors

Not a society of plastic but steel

Korea is known as a society of plastic but it is steel that has made a mark in this nation. Korea’s steel industry is one of the country’s most successful industries and is a symbol of Korea’s industrial power. Pohang Iron and Steel Company (POSCO) which was set up in 1968, is, today, the fourth largest steelmaker in the world. Indeed, the domestic steel industry is one of Korea’s critical industries, having played an instrumental role in building up Korea’s highly-successful automobile and shipbuilding industries with its supply of low-cost steel. Also, Korea has a plan to make a 5G wireless network available throughout Seoul. That would mean passengers on high-speed trains would be able to access the internet even at speeds of 500kmh (310mph), compared with the current limit of 300kmh. As I admired Korea’s advancements and successes, I was also humbled. Our teacher, Mr Serwin Leong who accompanied us in this trip explained, “Countries like Korea and Japan are more advanced than us in terms of many things such as technology. Although Singapore is well-developed, we should not be complacent.” For POSCO, innovation is the very heartbeat of the company and is very much embedded in its corporate culture. In KCPSS, our teachers are constantly reinventing lessons and programmes to give us the competitive edge. We as students need to shut down the little voice of resistance in our heads that shuts us down at the first sign of possible derision or the first hint that we might be ostracized. Although on the surface, Korea seems like a plastic society producing “factory made” pop idols, I learned that its success is really due to how it leveraged on its diverse pool of talents and its constant effort to reinvent itself.

I watch Hollywood movies filmed by European director, study Chinese and English and listen to new pop music from Korea and Japan on my American-made iPod. Like me, we all benefit from globalisation but with meaningful overseas immersion programmes like this we can learn to embrace diversity.

By Olivia Chong Hui Qi of 3 Joy

Teaching my Korean buddy about Singapore cuisine

KCPSS Gives Back to the Community



An Interview with Miss Elaine Tan, VIA Coordinator

Values In Action (VIA) is an initiative that aims to develop students into socially responsible citizens who will contribute meaningfully to the community. This is achieved by providing students with the opportunity to work closely with various community partners. Through these learning experiences, students learn to be selfless when helping others by always putting others' needs before their own. Students also acquire important practical skills such as teamwork and being on task, when planning and organising activities for their VIA. The various benefits of the programme will hopefully motivate them to continue making a difference in the community and in other's lives even after graduating from the school. In this issue of *Espoir*, we are very honoured to interview Miss Elaine Tan, the teacher-in-charge of the VIA programme, to find out how KCPians are engaged in giving back to the community.

Can you share any specific examples of VIA programmes that had left an impact on both the students and the school?

Miss Elaine Tan: The Youth Day Carnival (YDC) that is organised by the Student Councillors is a good example of how a student-initiated VIA programme has impacted all the students and the school. It all started out when the Councillors of 2012 wanted to have a vibrant event in school to celebrate Youth Day and at the same time, raise funds for the appropriate beneficiaries. Through that event, students got to learn about entrepreneurship and to run their stall as a social enterprise - not profit-driven, but keeping in mind that the funds will go to a worthy cause. Till today, the YDC is run yearly as a commemoration of the youth spirit and the potential each youth has in creating a change in the community.

Our other VIA programmes are just as memorable. The trip to Bishan Home for the Sec 4s not only provides the students with a chance to come up with creative games and arts and crafts demonstrations for the residents, but also gives them that opportunity to interact with these individuals who are intellectually-disabled. For the Secondary 3s, their VIA project known as 'Project Homework'. This 'homework' is a pun which means that students are required to clean the homes of the elderly and the needy. Besides this, they are also tasked with packing and stocking

of necessities for these households. Not only do these activities make them see the world from a more empathetic viewpoint, they also make the students realise just how fortunate they are.

How is the VIA programme in KCPSS unique?

Miss Elaine Tan: At KCPSS, the students are expected to plan for the activities and run them on their own. Through their 4 to 5 years in school, they will be exposed to a progressive array of projects that will serve to develop them in their leadership skills as they contribute to the community. At the same time, they are continually encouraged to take on projects of their own and to do reflections to anchor their learning.

What is your biggest challenge being the VIA teacher-in-charge?

Miss Elaine Tan: Although my experience has been enriching and rewarding, there are challenges that come with this role. The biggest challenge for me is to manage the schedules between the organisations and the classes. Our plans are sometimes disrupted by unforeseen circumstances. For example, there were a few instances where the upper secondary classes were unable to go down to the Bishan Home for their VIA programme due to the flu outbreak in the home. The coordinator would call in the morning to inform us that they couldn't have

us over. As a result, we would need to make the necessary changes and reallocate our manpower to accommodate to their schedule.

Nonetheless, I am grateful that I get to meet many coordinators from various types of organisations and get to see how they go about with their roles and duties. I have indeed learned a lot from them.

How do you think the programme can be further refined in order to achieve its objectives?

Miss Elaine Tan: I hope to encourage students in KCPSS to take more initiative in identifying social needs in their community, and providing means and help to meet those needs. It is my wish that students will recognise that VIA is not confined to the yearly projects they do in school, but it is a lifestyle of service to others that they should adopt. Hence, I think that the programme can be refined to allow for more students' autonomy in order to achieve its objectives of developing servant leaders among KCPians.

Any word of advice for the Secondary One students who are new to the VIA programme?

Miss Elaine Tan: VIA is about learning how to respect and care for others, and put others' needs before yourself. The experience may sometimes be tiring and difficult. However, if you embrace the learning experience with an open heart and mind, you will find this learning journey special and fulfilling. I believe that every student of KCPSS has the potential to be a very compassionate being. After all, the school's vision is 'Every KCPian a servant leader'. Thus, students need to know that one essential characteristic of being an effective leader is their willingness to serve others.



Let's wash these shoes clean



This is how we told the paper...

An origami a day, keeps the blues away

THESE ARE SOME OF THE REFLECTIONS SHARED BY SOME OF THE CLASSES REGARDING THE VIA PROGRAMME:

Visit to Bishan Home for the Secondary 4s

We felt that Bishan Home is a very special place. It is an abode that was special because it was so full of love and patience. The caregivers showed their love and care, and the patients were also special in their own ways. Even though some of them could not speak as coherently as us, they could still participate in our games and interactions. It was an eye-opening experience.

(4 Joy)

Project Homeworks for the Secondary 3s

Helping the elderly and less fortunate to clean their flats helped us realise the good living conditions that we enjoy. We learnt to have more compassion for those in need, and be ready to help them despite our discomfort.

(3 Faith)

We learnt not to take the comforts of our home for granted. There are many in Singapore who require help. It is important for students to step out of our comfort zones to help others.

(3 Love)

An Interview with ECHA Award Winner:

The Choice to Serve



“Winning the award does not mean anything, but helping others does.”

Our educational landscape has moved away from solely focusing on academic achievement. The importance of character development and values is now on par with achievement in the academic domain. The Edusave Character Award (ECHA) was introduced by the Ministry of Education in 2012 to reward and recognize students who demonstrate exemplary character and outstanding personal qualities through their behaviour and inspire others as role models.

In this issue, Espoir interviews 1 of the 8 award winners from 2013, Derek Chua from 4 Faith. This is his second time winning the award and our readers are keen to know what his secret is. Espoir had also managed to secure an interview with Mr Joseph Chen, Head of Character and Citizenship Education(CCE), to tell you more about the award.

Derek Chua (4 Faith)

Derek's peers will describe Derek as a trustworthy and reliable friend who counsels others when they are down. His teachers will also agree that he is an excellent and diligent student who is always motivated to do well. As an exemplary role model in his words, thoughts and deeds, Derek has earned the respect of those around him. This is his second time winning the award.

What are some things that you have done in school that had helped you in your character growth?

Derek: When I was in Secondary One, my CCA, the Boys' Brigade, organised a Community Involvement (CIP) trip to Cambodia. That experience had taught me the true meaning of one of our school values: Empathy. We went to Widows' Island and gave the locals bundles of food and helped to repair some huts. When we first arrived at the island, we were given a quick tour of the place. It was obvious how scarce their amenities were. Electricity was supplied by gas-powered generators which could only be used for several hours a day to preserve resources and running water was nearly non-existent on the tiny island. The younger boys, myself included, were shocked as we could not imagine staying in a place like that. There was so much we took for granted in our daily lives. Over the next few days, we were introduced to the locals and we managed to know more about them. We all felt for these people as, other than electricity and running water, they also lacked food and basic cooking tools. This experience humbled me and taught me to open my eyes to the reality of poverty and to know more about the world. When I was back in primary school, I would not have cared less about these people. This significant event sparked the change in me and made me the person I am today: a person who cares about the people around me.

How have the school values helped to shape your character?

Derek: Resilience is about bouncing back after a setback or a failure, or willingness to press on despite numerous defeats. These are things that I and many of my peers have experienced regularly. Tests that we do badly in may set us back: but many times, we always get up and try harder. One experience that taught me this was BB Blaze. BB Blaze is an annual competition where boys from different Boys' Brigade companies all over Singapore form teams of 4 and represent their school in a national race. The race is extremely gruelling, often consisting of different segments such as kayaking, archery, rock climbing, navigation and running over a distance of about 40 kilometres in total. I had my first experience with the race last year and I was in a team made up of mostly Secondary 2 boys. We did not have a senior boy to guide us around. During the race, I was the navigator who had to guide my team correctly from checkpoint to checkpoint until we reached the end point. While this sounds easy enough in theory, the pressure and fatigue got to me after a while. We took several wrong turns and as a result, we were lagging behind the other teams. Though our morale was low, we did not give up. I tried out different routes each time and tried to find the best one for each checkpoint. Soon, we were catching up with the top teams, and eventually ended the race in the 10th position among more than 150 teams who entered the race. This experience had really taught me the true meaning of resilience as I had to get up to my feet as quickly as I could and work harder in the face of defeat, hoping for success.

After winning this award, what are some of the changes that you would like to bring about in the school or your community?

Derek: One thing I would like to change about the school, or rather add to it, is a Community Service CCA/Club. The idea for a Community Service club was introduced to me by a close friend, who is also interested in it but neither of us have pursued it yet. The idea of this club is to get people inside and outside of it to contribute more to the community and get people to be more caring towards others. Our advancement in mobile technology has also restricted many people to their own devices and I wish to get these people out under the sun, not only to lead a healthier lifestyle but also to be a servant leader and help others too. The club can also take charge of some events like the level-wide VIA programme for a specific level, and take the initiative to plan more events that can both encourage class-bonding while providing students with the opportunity to serve the community.

In your opinion, what can the school do to encourage students to demonstrate exemplary behaviour?

Derek: I think that the school can introduce more extra-curricular programmes other than CCE (Character and Citizenship education) lessons that will allow students to better develop good values so that they will demonstrate better behaviour. Simple team building games or games that are fun and teach people about values are also a good way to get students to learn more about themselves so they can improve and in turn be a better role model for others to follow. Other than the ECHA award, perhaps the school can consider starting a school-based award that allows students to vote for their peers if they think that he or she deserves it. Alternatively, awards can be given to the "Best Behaved Class". Teachers from other classes can sit in on lessons to observe how the class works together or how they motivate others and reward the class with the best overall behaviour that best exemplifies the school values.



Handing out hampers in Cambodia



Making the walls of a hut in Cambodia

Mr Joseph Chen, do you think that there is a need to further encourage and motivate the award winners, even after they have won the award?

Mr Chen: Yes! The reason is that we do not want them to feel discouraged when they do the right thing. We want them to continue to be good role-models who will do the right thing, no matter what obstacles they face. Even for students who did not win, they should not feel disheartened. To receive a nomination for this award is already in itself recognition of their good character. It should encourage them to continue to display exemplary character.

As the Head of CCE, do you have any advice for our readers?

Mr Chen: I would like the students of this school to have confidence in themselves as I feel that many here are lacking that trait. You guys have a lot of potential to do well; do not give up on yourselves. Have the confidence to exhibit this potential.

Make it a point to change for the better. After all, school is not all about grades. In society, we should be someone who has empathy and be a blessing to others, and that's what KCPSS wants every student to be: a Servant Leader. Being successful is one thing, but being a blessing is another.

By 1Patience

The Camp that Changed it All

Our army of kayakers all ready for battle

As we travelled on the rickety road towards Kota Tinggi Rainforest Adventure Centre, various questions plagued our curious minds. Will we be able to survive without the daily comforts that we are so used to? Will we be able to get along with our classmates, some whom we have never spoken to? Will we gain anything from all the physical activities we have to endure? Indeed, we had no answers. The Secondary 3 Level Camp aims to bond students through the various fun and educational group activities planned over the four days. We were sure that some students had their doubts whether this objective would be met.

It Is the Journey that Matters

One of the first activities we did was to build a raft. People who had experience in rafting and tying knots, naturally took charge and instructed the rest to help out in different aspects. Finally, after a while under the blazing sun, the raft was completed and ready for a test drive. Now, everyone was looking forward to watching the "test subjects", who were the people selected to paddle on the raft, attempt to reach the endpoint and arrive back safely with the raft in one piece. Many fell off but each time, they climbed back up without fail. While many of them grumbled, it soon became clear to them what the objective of the activity was. We started to understand that it was not so much about building the perfect raft but rather learning to never give up and adapting to the situation when faced with obstacles. This was definitely relevant to our learning in the classroom. We realise that as much as we yearn for good grades, it is ultimately the learning process that makes the entire experience worthwhile.

I may not be Superman, but I sure can fly!

All on Board to success

The second activity on the first day was the "Trolley Challenge", which basically was a game where students had to step on two wooden planks and coordinate between themselves to successfully move to their destination without a person's leg touching the ground. Right after the briefing, the classes began to split themselves into groups in accordance to height, deciding who should be at the front or back. This was to ensure that the group could balance themselves properly on the planks. Strategizing was vital in order to succeed.

The highlight of this activity was however when the instructors got the teachers to join in the fun. It was a hilarious sight, watching teachers trying to coordinate themselves and figuring out the mechanics of the game. Nevertheless, the students all cheered for the teachers and eventually, the teachers had fun playing the game. As clichéd as it sounds, it was undeniable that the "Trolley Challenge" promoted precise coordination and teamwork among the students. Not only did we have to synchronise with one another to reach the destination as efficiently as possible, we also had to polish up on our communication skills to ensure instructions given were relevant and succinct.

I cannot wait to get out to the waters!

Going Against the Current

Later on that night after dinner, there was a buzz of excitement as we were briefed on the kayaking expedition the next day. It was indeed hard to sleep that night as everyone was too excited.

The kayaking expedition started uneventful enough. We were firstly taught the basics of how to handle the kayak. Many flailed helplessly, paddles in hand as the inexperienced kayakers tried to paddle straight into the river. The experienced students however were in a greater dilemma, trying to teach others how to paddle properly as they crashed into their inexperienced peers.

The first attempt at kayaking was very relaxing and enjoyable as the current worked in our favour, pushing us towards our destination. The second time however, was tricky.

The current now pushed us in the opposite direction and this proved a challenge for everyone. We struggled to even paddle forward as the current grew stronger and stronger every passing moment and some kayakers were even pushed so far back that the rescue boats had to tow them to the front. This incident really emphasized to us the value of teamwork and resilience. It was difficult not to

feel like giving up in such hardship but we soon realised how important it was to motivate others to stay positive in times like these.

By the time we left the camp, there was no doubt in our minds that we had gained so much from the 4-day camp. Although we were physically drained, we relished the fact that we had learned to work as a team, be resilient and most importantly, to never give up. It is not too farfetched to say that the camp indeed is a life-changing experience.

Oh no! Hold on tight!

Exercise RHINO

On 13 February 2014, Kuo Chuan Presbyterian Secondary School, together with support from the Ministry of Education (MOE) and relevant Home Team Agencies, conducted a School Emergency Training and Exercise (SEMTREX).

An explosion and fire was simulated in the Food Laboratories and some KCPians and teachers role played as casualties. Immediately after the alarm was sounded, KCPSS' emergency response system kicked in. Well-drilled teachers and school staff responded by guiding KCPians to the assembly area, while others carried out fire-fighting and rescue operations. These actions highlighted the professionalism and commitment of the teachers and staff in ensuring the safety of KCPians in the event of emergencies, sometimes even at the risk of their own lives.

We must ourselves defend Singapore

Despite not being able to participate in the rescue operations, we still learnt some important lessons when we observed what was happening around us. We learned about how our school responds to an emergency situation. Witnessing all these operations proceeding like clockwork, we knew that all these were definitely not the result of eleventh hour preparations. Teachers and staff were clear and coordinated in their duties and made sure that students were ready for SEMTREX and for other emergencies. They did not solely depend on the Singapore Civil Defence Force (SCDF) coming to the rescue. Instead, they took up the responsibility of controlling the fire and performing first aid, before handing over to the SCDF when they arrived. If teachers and staff had been too dependent on outside help, the task faced by the SCDF would have been greater, and more damage and casualties might have ensued. The preparedness of the school and the responsibility shown by teachers and staff is in line with Singapore's National Education (NE)

message: *We must ourselves defend Singapore. We are proud to defend Singapore, no one else is responsible for our security and well-being.* On that day, we saw how relevant and truthful this message is.



Attendance checking at assembly area



SCDF suiting up



Carrying wounded student to first aid



Student on ambulance



Command post



Counselling of student

United, determined and well-prepared, we have what it takes to build a bright future

We also witnessed the coordinated efforts of the school community and Home Team agencies in ensuring that we were all kept safe in the assembly area and casualties were evacuated to the hospital. All parties were confident that we would be able to overcome the emergency situation together and only if, we worked together. If we are not confident or optimistic about the roles and responsibilities that we have and if we are not united, then the emergency cannot be dealt with in the most efficient and effective manner.

Sensitive and responsive servant leaders

Despite the excitement that all KCPians felt about this simulated emergency exercise, we also had a humbling moment which highlighted how lucky we were to be studying in Singapore. Even though we experience such emergency simulation exercises once every four years, students in other regions might not be so lucky. They can experience emergency situations at any time and have to constantly live under a cloud of imminent and sudden threats to their lives. Reflecting on this, we felt so lucky that we have a safe and conducive environment to learn in, free from worry about our safety or the safety of our family and friends. At the end of SEMTREX, we have definitely learned a lot from this experience to become better servant leaders who are sensitive and responsive at all times.

By: Amanda Toh Zhi Yu, Lim Yu Min, Josiah Ang and Mahadevan Akash of 1 Truth.

Romeo & Juliet Review

In life, we can never escape from love.

On 21 February 2014, a handful of students in the ACE (Achievers in English) enrichment programme along with the Secondary 4 Literature students went to the Drama Centre Theatre to watch the epitome of it all on stage and find out what is this strange thing called 'love'.

We were amazed by the grandeur of the performance and were utterly floored by Shakespearean English used in the play. Not to mention, the stunning and attractive cast of Benjamin Kheng, as Romeo and Ethel Yap as Juliet. To put it simply, the play exceeded our expectations. We particularly enjoyed the scene in which Juliet was seated on her balcony as she conversed with Romeo and her nurse appeared unexpectedly below the balcony to mimic a distant voice as she called for Juliet's presence, drawing a pleasant surprise and eliciting a chuckle.

We felt that the production was fantastic- the acting was wonderful, as the scenes built up to the climax. The transition throughout the production was marvelous and with entertaining song and dance, which we thought was performed terrifically by the talented actors. An incredible vibe was felt because of the atmosphere that had been conjured in the small space of the Theatre and the impeccable acting. At times, the tension, created by the atmosphere and acting, seemed staggering. Even though Shakespearean language was used, some lines were deliberately read with the Singaporean accent to add to the humour.

For most of us, it was our first time attending a play. The play encouraged us to apply what we learned in class. We were able to infer the message actors were trying to communicate through their expressions and the mise-en-scene, which is the setting and the surrounding of the scene. Despite observing all these, we still felt that we could not fully appreciate the play and that we have still more to learn to truly enjoy such a masterpiece.

The foreshadowing of the aftermath of the play, whereby both families will have bad impressions of each other and an absence of heirs, teaches us to be more considerate of those around us. This warns us about the consequences of being too self-centered and urges us to be more self-aware.

This play enabled us to see a different side of young love and in turn also discourages us from getting into relationships rashly. Despite the fact that Romeo was someone she had just met- a complete stranger, Juliet

had fallen head over heels for him. We feel that in Romeo and Juliet the concept of young love was constantly thrust into our faces, making it an excuse for their behavior until it became absurd. For example, they disobeyed their parents and left them to clear up their mess each time they spent time together. In an ultimate act of self-centeredness, Romeo and Juliet committed suicide for the foolish love that they felt for each other without thought for the feelings of their parents. The impetuosity of both Romeo and Juliet's actions shows how teenage romance can affect negatively teenagers who engage too deeply and put too much weight on this type of romantic love that is not bound by life-long commitment and consideration.

The play also touches on the different forms of love. Apart from romantic love which the play revolves around, there is a foreshadowing of a love between friends blooming after Romeo and Juliet died, when the Prince suggested that both families reconcile. This might lead to mental support for both parties since they had been through the same experience of losing their child. This highlights the saying: 'everything happens for a reason'. In the end, we discovered that romantic love is not all there is to life, which Romeo and Juliet failed to realise. Even though we might not have romantic love, we are still loved and can still love. We have with our family members, our friends and our teachers. That is why we call them and are called by them 'our loved ones'.

**By Ong Zheng Ting, Joelle Tan and
Kim Deng Xue Qi from 2 Faith**



An Insight into the Heartbeat of KCPSS Character and Citizenship Education (CCE) in KCPSS

Holistic Development in the 21st Century: Why It's Crucial

In the 21st century, life skills will be as important as our knowledge of English, Mathematics and Sciences. As 21st-century learners, we would like our schools to go beyond the imparting of English, Mathematical or scientific knowledge, and teach us how to lead meaningful lives in areas such as building healthy relationships and civic responsibility.

This notion of schools as places to equip us with future-ready skills, which are not merely knowledge-based, but also comprise intangible soft skills and commitment to our collective future as a nation, was put across strongly by Mr Heng Swee Keat, Minister for Education.

At MOE Workplan Seminar 2013, Minister shared, "Mr Leo Yip, Chairman of EDB, recently alerted me that global companies now think about the world using a framework called VUCA, which stands for volatility, uncertainty, complexity and ambiguity. To quote Leo, "To deal with the demands of a VUCA environment, good grades in school are not enough. In fact they might not even be relevant". Ultimately, education is not what we do to our children. Rather, it is what we do with them, and for them, to bring out the best in each of them, so that they grow up to embrace the best of the human spirit - to strive to be better, to build deeper wells of character, and to contribute to society."

The KCPSS Way: Integrating CCE, PC and VIA

KCPSS has done exactly that through our Character and Citizenship Education (CCE) programme, which integrates Pastoral Care (PC) and Values in Action (VIA) for a meaningful and holistic experience for all students to prepare us for the VUCA environment of the future.

CCE is a key platform to foster holistic development in every student of the school. Holistic development means that all aspects of one's character, be it physical, social, emotional, language or intellectual, are intertwined. Therefore, all aspects must be addressed to ensure that we develop to our full potential. MOE's new CCE curriculum was rolled out to all primary and secondary schools just this year, and we enjoy the hands-on activities that have been planned for us and adapted for our school profile. PC enhances and extends CCE by giving more time to share and reflect in a safe environment with our Form Teacher and classmates, while VIA offers opportunities to apply the values that we have learnt.

What we like about KCPSS' CCE and PC programme is that it educates the whole child and does not just focus on our intellectual development. Through our CCE and PC lessons, we have come to reflect on and change our points of view and world views. Simultaneously, we are anchored in values such as respect and resilience, so that we will grow up to be God-fearing, grounded people in a VUCA world.

This is done in an inspiring and real-life way, as our teachers include speeches and video clips from famous people such as Nick Vujicic and Steve Jobs. One of our favourite CCE lessons was on cyber wellness. Our class debate about copyright and illegal downloading of files yielded insights for both sides of the argument. Some of us music and drama serial lovers who admitted to downloading pieces illegally were eventually persuaded by our friends and teachers that we should respect these artistic pieces as intellectual property. Overall, we were convinced that we should be more responsible online users and respect the rights of the creator.

CCE in KCPSS: Growing Every KCPian into a Servant Leader

Through our school's CCE and PC programmes, we get to learn and apply new leadership skills which relate to our school vision - EVERY KCPian A SERVANT LEADER. On aligning the CCE and PC programmes to our school's vision, Mr Joseph Chen, HOD/CCE, adds, "We have customised the MOE CCE curriculum for our school, adding specially selected resources on servant leadership and values education. We hope to inculcate in students a clear understanding of servant leadership, and then giving them varied platforms to apply and grow in servant leadership."

We appreciate that these platforms to exercise our servant leadership skills are available to all KCPians, as every level has a special VIA programme designed to bring out the best in us at every age. The school has established strong and lasting partnerships with institutions in our community, giving us chances to bless our neighbourhood. For instance, the Sec 3s work with Habitat for Humanity to clean one-room flats, while the Sec 4s plan performances and interact with residents of Bishan Home and Hospice Care Association.

The most important thing about participating in VIA is not the product or outcome, but the process. As Mr Joseph Chen stresses, "It is not just the experience of VIA itself, but the values underlying those experiences that we want students to develop in." Our teachers guided us through careful planning before the actual event to meet the needs of those whom we were serving, and worked through our reflections with us after. Having the time to reflect together as a class was crucial in helping us to grow in empathy for the less privileged members of our society. It also helped us recognise that we can contribute to society no matter how old we are or what walk of life we are from!

To summarise, Mr Joseph Chan says that CCE is "planting seeds to give students chances to grow into servant leaders". We could not agree more.

By Amanda Wong Wen Ting and Anica Ong Li Teng of 3Love

Saving^{the} Earth One School at a Time

KCPSS' Efforts to Go Green



Project Apple Tree

What difference does it make?

A cheeky friend once asked me, "What difference will it make if I switch from disposable styrofoam containers to plastic containers to buy food? I will still be wasting precious water to wash my container after I finish the food." I think it is a case of committing the lesser evil. Our school has been putting in amazing effort in educating us about the impact of our actions. Our school, led by the Green Champs, has started spreading the message specifically that saving the earth starts with small acts in school or at home. The Green Champs are student ambassadors represented by all classes. Currently, they carry out canteen inspections as well as recycling projects to promote a greener school environment. The exhibition panels sponsored by World Wide Fund for Nature gave our students invaluable insight on how our actions can make a big difference. We can all be a "Planet Defender" if we spend time to know more about the environmental issues.

It was fun to play the plastic bag vigilante on 23 April. No stall vendors were allowed to sell snacks in plastic bags. Though it was quite a sight to see my friend trying to savour that greasy chicken wing with his bare hands, what surprised me was when I saw our fellow KCPians bringing their own plastic containers to buy food. I was pleasantly surprised to see how we stand true to KCPSS' environmental vision, "KCPians, United to Save the Environment".

Soiled plastic bags can be slipped into the trash with a quick swish but only when we look into the dustbin do we confront our selfishness. 1370kg. That is the weight of the trash an average person generates a year. Of this 1370 kg, only 60 percent is being recycled. To what extent do these figures affect us and what will it take the average KCPian to pledge to go green?



Planet Defenders to the rescue!

"It takes a whole village to raise a child"

Sometimes the cause of inertia to act is the lack of opportunity. In KCPSS, we have a myriad of activities to motivate us to take action. The Green Champs got to participate in different workshops and competitions. For instance, the Secondary 1s took part in workshops organised by **World Wide Fund for Nature** as well as the Green Wave project organised by Sembcorp, where they had to think of innovative ways to reduce or even reverse climate change and pollution. The school has led the environmental awareness charge by implementing school-wide programmes to reduce waste and carbon emissions. KCPians have enthusiastically participated in the recycling bin design, 3R poster design and also the "Return Your Plate" sticker design competition. Students also visited the interactive environmental displays and Polaroid 'Pledge' booth during the Earth Week activities. Even the teachers are on board this journey. Though I will prefer to think that printing lesser notes and forgoing tests is a good way to go green, our teachers have made a concerted effort to save the environment. To minimize paper usage, teachers share soft copies of documents. At staff meetings, teachers are encouraged to bring along their own food and drink implements for the light refreshments, hence reducing the use of biodegradable disposables.

“Our school has been putting in amazing effort in educating us about the impact of our actions.”



Earth Week Photo Booth

Green Champ president, Stephanas Lim of 3 Faith, explains, "KCPSS participates in major movements like World Water Day, Save the Pen and Tree Planting Day where every year, the National Parks Board sponsors a tree to the school. This year we will be planting a mango tree on 22 May. In the run-up to Earth Day, we collaborate with National Environmental Agency, Public Utilities Board and Tetra Pak to speak about being environmentally-conscious." It takes a village to raise a child. It is only with the concerted effort of everyone that we can make a difference to save the earth.



We are not clowning around. We pledge to go green

In conclusion, I will end off with the words of actress Emma Stone, "Earth Hour gives you the power to inspire anyone, even if you're just one person, and Earth Hour is much more than an hour. [It is] for the planet, happening all over the world." Hopefully, this article will have sparked off some ideas for saving the environment, one piece of paper at a time!

By Leong Tzi An and Raymond Lim of 2 Joy

Canteen vendor switching from plastic to paper

KCPSS Green Champs Spreading Green in the Community

In line with KCPSS' efforts to hone every KCPian into a Servant Leader while simultaneously raising environmental consciousness, our school's Green Champs engaged with our larger community to spread the message of going green by facilitating two water trails.

On 25 March 2014, 10 of our Green Champs facilitated the 'Water Wally' programme for 80 PCF Kindergarten children at the Kallang River Bishan-Ang Mo Kio Park to commemorate World Water Day. For many of our Green Champs, it was their first time interacting with such young children, but they rose up to the occasion and did their best to lead them and keep them interested in the trail. The students effectively explained to the little ones about the importance of fresh water and how they can conserve this precious resource.

After facilitating the trail for the PAP Community Foundation (PCF) Kindergarten children, John of 2 Joy, reflected: "I would like to thank God for giving me a chance to guide the children and build up my self-confidence along the way. The children were active, responsive and found the trail interesting! Hopefully, this experience will allow them to enjoy nature and parks more."



Youth Activation Project Organisers

In addition to the water trail for PCF Kindergarten, KCPSS also co-organised the inaugural Youth Activation Project with the Special Olympics Singapore. On 29th March 2014, we saw more than 120 Special Olympics athletes and their caregivers taking part in a second water learning trail, also conducted by our KCPSS Green Champs.

After facilitating both water trails, Danniell of 4 Faith, reflected, "Serving on these trails has taught me that despite our age, we can really contribute to society and make a difference in the lives of others. It motivates me to take up more of these activities as there are so many life lessons we can learn. Moreover, it helps us to bond and know one another better and it was definitely fun! It just makes me happy to see the kindergarten children and the Special Olympics athletes smile."

By Mrs Chen Soon Shan (Chairman of Environmental Awareness and Education Committee in KCPSS)



PCF Kindergarten Children facilitation

Welcoming New Teachers to KCPSS



Mr Esmond Tay (Physics/Science)

“*Education is the kindling of a flame not the filling of a vessel.*”

- Socrates

The joy in teaching for me is when students apply theoretical knowledge taught in class to solve real life problems. I believe in igniting their curiosity so my teaching style is to use more hands-on demonstrations, computer simulations and interesting videos to discuss about the concepts in Physics. All these should relate to real life activities to allow students to relate to them. To me teaching is about providing a motivational challenge and support to help them achieve success.

Ms Jean Ye (English/Social Studies)

“*It is the supreme art of the teacher to awaken joy in creative expression and knowledge.*”

- Albert Einstein

I grew up learning English in a fun and interactive way. This made me develop a love for the language. I hope my students will develop a passion for the English language as well. I hope to create a dynamic learning environment that allows for healthy discussions and engaging debates. Though my students are young, I believe that I have something to learn from them as well.



Mr Edwin Teo (Math/D&T)

“*Kids don't remember what you try to teach them. They remember what you are.*”

- Jim Henson

Knowing that I can make a difference in someone's life makes teaching enjoyable. It is always heartening when you see students understand the concepts that you try to teach. I hope to share personal stories about myself and show my students that I will also be there to hear their stories. I want my students to know that I care for them and will be there for them when they need me.



Mrs Jasmine Chong (Subject Head, Literature)

“*Thought, creativity and learning arise from experience*”

- Carla Hannaford

My music and English language teacher in Secondary school was a real inspiration. Not only was he excellent in engaging the class, he made time to know individual students and help us to grow in our strengths. It was in large part because of him that I joined the education profession. I tailor my teaching to each class' interests and learning styles where possible. For example, I may screen a latest music video for classes which love music and have them brainstorm points or identify expository features based on the song. I believe in creating engaging learning experiences that will spark learning rather than overloading them with information.



Ms Regina Yip (English and Social Studies)

“*Learning is more effective when it is an active rather than passive process.*”

- Euripides

I enjoy sharing my experiences with the students and making a difference in their lives. I hope to inject fun and competition in my lessons. For instance, I use interesting games that allow students to learn grammar and new vocabulary. Games are disarming. They can engage even the most unmotivated learners to learn.



Ms Carmen Chan (Music)

“*I never teach my pupils; I only attempt to provide the conditions in which they can learn.*”

- Albert Einstein

I was very passionate about music since I was 4 years old. I just like the satisfaction when my students learn to enjoy and appreciate music. I learn new pop songs and play it on the piano for students. I believe music and songs are valuable teaching tools that can be used to explore culture, values and appreciate the arts.



By 1 Praise

A Walk to Remember

KCPSS Founders' Day Walkathon 2014

This year's Founders' Day Celebration in KCPSS was a stark contrast to previous years' celebrations! In the past, we would all gather in the hall to recognise the talents and achievements of our students. I always remember Founders' Day as a grand, prestigious yearly event, akin to the Oscars or Star Awards! However, this year's celebration was not confined to the hall. The school decided to hit the outdoors for a walkathon cum heritage trail! After all, it is KCPSS 90th 'birthday' celebration – the school had to do something special!

We started the day by understanding the legacy that we have inherited – 90 years of history, of hard work and accomplishments, a glorious path paved by our founding principals. Mrs. Debbie Chua collated a photo montage with stirring orchestra music – it was a collage of how KCPSS started as a school. We were shown the perilous yet inspiring journey of our first founding principal – Margaret Dryburgh and how she overcame various challenges during the Japanese Occupation to show us what the 'KCPSS spirit' was all about. Her sacrifice and contributions showed us that one can still triumph and take joy in the Lord, even in the midst of war.

What followed next, helped us to experience what KCPSS went through from its formative years till today. The entire school went through a reflective walk from KCPSS itself to Bishan Park. As we walked to our destinations, student leaders set up stations along the route to engage us in skits featuring snippets of the KCPSS history. Through the roleplay, we began to understand and appreciate our past better. It has taught us at the very least, not to take our present for granted.

What better way to celebrate our school's Founders' Day, than to join hands with our primary school in celebration! We met our adorable juniors at the Bishan-Ang Mo Kio Park and took our very first humugous 'family photo' – that's right! A huge 'selfie' comprising of all teachers and students from the KCPS family! How's that possible? Well, with technology, anything is possible! With the help of a drone mini-helicopter that had a camera lodged on its mechanical body, we were able to take a birds' eye view of the entire KCPS family. And in this photograph, it is suffice to say that we are one 'ohana' (family), and in one 'ohana', no one gets left behind!

Finally, we ended the Founders' Day Celebration by truly having 'family time' with each other. Some of our parents and members of the PSG joined us as we feasted. We relished consuming the wonderful snacks and homecooked food prepared lovingly by our parents and wolfed down the delectable delights in no time! Most importantly, we relished the time we spent with each other. How often do we get to spend time, outside school, enjoying the sun and getting to know each other better?

All in all, it was a day well spent. I am glad that I was a part of this year's Founders' Day. I am saying this not just because it was an absolutely refreshing Founders' Day Celebration this year, but most importantly, I have gotten to know KCPSS, my teachers and friends better. Thank you, KCPSS family, for giving me a chance to draw closer to you.

By Mrs Debbie Chua



Kuo Chuan Presbyterian Secondary School

10 Bishan Street 13 Singapore 579795

