

Assessing Character Development and National Education – The Holistic Development Framework

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Abstract:

In developing our students to be good and useful citizens, one common problem that practitioners of Character Development and National Education face is that of finding out if the students have developed certain competencies. Often, due to the affective nature of the content, it is difficult to measure whether deep learning has taken place. As such, using the work of Lickona and Davidson (2005) as a basis, Henderson Secondary School has developed the **Holistic Development Framework (HDF)** in an attempt to guide students to achieve the desired outcomes of education and to **assess the transfer of learning**. The HDF is aligned to the school's vision, mission, values, **21st Century Competencies** and encompasses the goals outlined in the Character and Citizenship Education Programme. The HDF also guides the school in the planning and execution of the **total curriculum** and serves as an evaluation tool of students' personal attributes. This paper aims to explain the conceptualisation and implementation of the HDF and how we have used it to assess and recognise our students, and ultimately, realise the desired outcomes of education.

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1. INTRODUCTION

Broadly, the desired outcomes of education of the Ministry of Education (MOE) emphasises the importance of the character and moral values of a person, other than the academic achievement. Under the Singapore education system, one should develop to become a confident person, self-directed learner, active contributor and a concerned citizen. This is underpinned by the six core values—respect, responsibility, integrity, care, resilience and harmony (Singapore Ministry of Education, 2011). Our school, like others in Singapore, attempt to realise these desired outcomes by tapping on the programmes of both the core curriculum and the co-curriculum. The latter comprises platforms such as the CCAs, student leadership programmes and *aLife* Programme, which is the school's version of Character and Citizenship Education (CCE).

To develop our students to embody the attributes spelled out in the outcomes is a challenge for most practitioners of Character Development and Citizenship Education (CCE) is finding out if the students have developed certain values and attributes. Often, due to the nature of the CCE, it is difficult for one to assess whether or not students have indeed developed the desired values and competencies the programme had intended to nurture. Still, having such an assessment is important as it will inform not only the student, but also the parents and school of a child's developmental progress in the social, physical, emotional and mental domains. Moreover, it will also serve to guide the school in the implementation of its curricular programme.

As such, Henderson Secondary School has tapped on the work of Lickona and Davidson (2005), to develop a Holistic Development Framework (HDF), in an attempt to guide students to achieve the values and characteristics outlined in the desired outcomes of education. The HDF encompasses the MOE's desired outcomes of education, as well as the school's vision, mission, values, in its conceptual framework and behavioural indicators.

In this paper, we would discuss how as a school, we have come together to create and implement an assessment tool for students, staff and key stakeholders to assess the transfer of learning. Furthermore, we would also discuss how the application of the tool has assisted in communicating a common set of values within the school and how the school has benefitted as a result of the HDF.

2. CONCEPTUALISATION

In the past, there was little evidence that the school had articulated defined student outcomes to be achieved through its co-curricular programmes and mapped them against the CCE. The assessment approach adopted to evaluate whether students have acquired the desired values and attributes through the co-curriculum was arbitrary and teacher-centred.

In 2011, a team of Key Personnel consisting of various Heads of Department led by the Vice-Principal was tasked to develop a framework, which could encapsulate our school's vision, mission and values; MOE's Desired Outcome of Education and CCE Learning Outcomes; as well as the 21st Century Competencies. The purpose of the framework was to provide a structure and guide our academic and co-curriculum programmes, as well as to serve as a tool to measure the development of our students' holistic development and set criteria for character and student leadership awards. A review of the literature on the role of schools in character development revealed that the school had much it could do in order to improve its character education programme. While Character Education is a planned, comprehensive, and systematic approach for teaching self-respect, responsibility, trustworthiness and citizenship (Wood and Roach, 1999), the question of who should be responsible for taking up this mantle is the subject of much debate. Towards this regard, Thomas Lickona and Matthew Davidson (2005) have conducted much in-depth research into

this issue of the role of schools in delivering robust character education. However, the school held the belief that character education is both the responsibility of the home and the school.

In “Smart and Good High Schools” (Lickona and Davidson, 2005), the authors opine that there are eight strengths of character, which make up the performance character and moral character. Performance character here refers to qualities needed to realize one’s potential for excellence in a particular setting, such as in a school or work place setting. Moral character, on the other hand, consists of qualities needed for successful interpersonal relationships and ethical behaviour. Lickona and Davidson (2005) defined the eight strengths of character as:

1. Lifelong learner and critical thinker
2. Diligent and capable performer
3. Socially and emotionally skilled person
4. Ethical thinker
5. Respectful and responsible moral agent
6. Self-disciplined person who pursues a healthy lifestyle
7. Contributing community member and democratic citizen
8. Spiritual person engaged in crafting a life of noble purpose

Based on these eight strengths, the school identified five strengths, which we believe would set our students on the path towards future success. Using these five principles, the school then sought to contextualize these concepts into terms, which students and staff were more familiar with in order to bring about a greater sense of clarity and purpose. For example, the strength “Socially and emotionally skilled person” was renamed to Moral Uprightness, which is aligned to the school’s mission.

Table 1: Linkage between “Strengths of Character” and the Domains in the HDF.

No.	Strengths of Character	Domains in HDF
1	Lifelong learner and critical thinker	Lifelong Learning
2	Diligent and capable performer	Pursuit of Excellence
3	Socially and emotionally skilled person	Moral Uprightness
4	Self-disciplined person who pursues a healthy lifestyle	Mental, Emotional and Physical Health
5	Contributing community member and democratic citizen	Social responsibility

From the domains, a set of learning outcomes and behaviour indicators were crafted to unpack the terms in the domains. These indicators clearly indicate to students the set of attitude, values and skills that they should possess at the end of their Hendersonian journey. In crafting these outcomes and indicators, the team used the triple ‘A’ principles of ‘Awareness (Cognitive), Attitude (Emotional) and Action (Behaviour) in performance and moral character as highlighted by Lickona and Davidson (2005). In this triple ‘A’ principle, several key traits were identified for each ‘As’, which provided guiding in crafting our own behaviour indicators for each domain. These indicators serve as examples of how students should exhibit the learning outcomes. Key considerations in crafting these indicators include alignment with MOE’s desired outcomes of education and the school’s mission, vision.

In engaging the whole staff in this development and for greater ownership, several rounds of brain-storming and discussion sessions with staff were carried out. The invaluable inputs were taken into consideration and the framework was fine tuned.

Table 2: Holistic Development Framework

DOMAINS	LEARNING OUTCOMES	BEHAVIOURAL INDICATORS
Moral Uprightness	<ul style="list-style-type: none"> • Display good behaviour • Take responsibility for actions • Have moral courage 	<ol style="list-style-type: none"> 1. Follow school rules. 2. Uphold school values. 3. Acknowledge wrong decisions made. 4. Accept consequences. 5. Take remediation actions to mitigate the wrong decision made. 6. Take appropriate actions to prevent or stop negative behaviour. 7. Influence others positively.
Social Responsibility	<ul style="list-style-type: none"> • Be aware of roles and responsibility • Be informed about social & environmental issues • Respect & relate well with others • Be inspired to contribute & involved in making a change 	<ol style="list-style-type: none"> 1. Recognise role and responsibility each individual plays in the family, school, nation & world. 2. Show awareness and understanding of issues affecting self, family, school, nation & world. 3. Consider others' perspectives. 4. Communicate effectively. 5. Work well with others (collaborative learning). 6. Show care & concern. 7. Take ownership for improving the lives of others.
Mental, Emotional & Physical Health	<ul style="list-style-type: none"> • Be mentally fit • Possess a healthy self-esteem • Able to manage emotions • Be physically fit • Able to appreciate the aesthetics 	<ol style="list-style-type: none"> 1. Possess a positive outlook. 2. Possess a right mindset on social issues (e.g. sexuality and cyber-wellness). 3. Accept & respect themselves for who they are. 4. Acknowledge & manage one's feelings appropriately. 5. Meet the physical demands of an active growing youth. 6. Do not engage in substance abuse/addictions (e.g. alcohol, tobacco & drug) 7. Maintain a healthy diet. 8. Enjoy & express themselves through the arts.
Pursuit of Excellence	<ul style="list-style-type: none"> • Embrace the spirit of excellence • Able to innovate • Inspire & lead others to achieve their potential 	<ol style="list-style-type: none"> 1. Show initiative, self-discipline and hard work. 2. Display resilience in the face of challenges. 3. Make connections, integrate knowledge & generate alternative solutions. 4. Influence & impact others to excel
Lifelong Learning	<ul style="list-style-type: none"> • Be aware of personal interests & aspirations • Approach learning as an on-going process • Possess the attitude, skills and knowledge to engage in lifelong learning 	<ol style="list-style-type: none"> 1. Develop an awareness of personal strengths & weaknesses. 2. Set personal goals and monitor progress, reviewing strategies where appropriate. 3. Take initiative in self-directed learning. 4. Be curious, open and discerning towards learning. 5. Demonstrate reflective, critical & creative thinking. 6. Harness technology.

3. IMPLEMENTATION

The implementation of the HDF into the entire school's programme took place in three phrases. In the first phrase, the CCE programme was mapped according to the HDF. In the second, the instructional programme was mapped accordingly. The curriculum mapping process was helpful for the school to align its programmes with the learning outcomes of the HDF. In the third phrase, the students used self-assessment tools to set goals and teachers begin to use it to evaluate the students as part of the continual and semestral assessment.

3.1 HDF in CCE work plan

As shown in Annex A, the school has developed a work plan to execute designated CCE programmes at the different levels. The work plan includes a set of level-specific behavioural indicators. The indicators were selected based on the values and curriculum focus. For instance, in Secondary One, the behavioural indicators focuses on three HDF domains and is aligned to the school value of "Honour" and curriculum focus "Personal Mastery". These HDF level behavioural indicators focus allows the various staff and students to plan CCE programmes in such as Values-in-Action, where students are engaged in serving the school and community through either teacher or student-initiated projects. These platforms allow the teachers to observe the students and builds teacher-student relationship, which is vital is the holistic assessment of the child.

3.2 HDF in Academic Programme Framework

As part of developing the whole child and with the emphasis that character and citizenship education is taught throughout the school curriculum, the school has also mapped its teaching and learning framework to the HDF. This is known as the Academic Programme Framework as shown in Annex B. Similar to the CCE Work plan, each level adopts the same HDF domain. This provides consistency in the values emphasis for the students of the level. Teachers would also weave in teachable moments to teacher these values as stated in the learning outcomes for the specific domains.

3.3 HDF Assessment - Engaging Students

The school adopted a whole school approach in using the HDF ratings in assessing students. Incorporated in the student handbook is a section on HDF assessment (self-assessment & parents' assessment) as shown in Annex C-1. As part of the assessment for learning process, students go through the list of indicators and set target for the different domains at the start of the year. To promote personal responsibility and greater ownership of learning, students evaluate their own progress against the targets they have set for themselves every term. Form teachers will do a periodic check on the child's assessment form during CCE lessons. This is to provide the necessary support to encourage or help students to achieve their desired target should they have fallen short of it.

3.4 HDF Assessment - Engaging Parents

Lickona asserts that even if schools can improve student' conduct while they are in school, the likelihood of lasting impact on the character of a child is diminished if the schools' values are not supported at home. (Lickona, 1991) This is also emphasised by Minister Heng who spoke about the importance of engaging parents and the community to help instil values in students. "Many teachable moments occur in activities outside the classroom environment; outside schools. And values need to be augmented and reinforced by the community and parents," he said.

Recognizing that the development of a child is a partnership between the school and the home, from 2014, each parent would have to evaluate their child's level of competencies in the HDF assessment document. This will take place once in every term. This would allow parents to have a better understanding of their children as well as to engage parents to partner the school in providing a holistic development of the child.

3.5 HDF Assessment in Conduct Grade and Personal Qualities

With the use of HDF conduct grading rubrics as shown in Annex C-2, form teachers will assess the students using the rubrics as well as a HDF template that has been designed for assessment purpose. The weighting for each behavioural indicator for the different domains differs according to the level emphasis. The results will be reflected in both the student’s Continual Assessment and Semester Assessment results slips. Teachers will discuss the results of these domains as well as conduct grade during teacher-student conferencing and at the termly Parent-Teacher meeting.

4. RESULTS

This framework has had positive results from the various stakeholders. Importantly, there was consistency in the way each teacher assess the child for the conduct grade and personal qualities. There are several data collected from feedback, to percentage of students attaining the different ratings as well as anecdotal data of students and staff comments on the use of HDF.

The data below shows the percentage of students in the school attaining the different ratings. More than 70 to 80% of the students attained the rating ‘Very Good’ and above for each domain. This encouraging result serves as a proxy indicator of the effectiveness of the school programmes and measures put in place to nurture the whole child.

Table 3: Students rating by teachers for Semetral Assessment.

HDF Domains	Excellent	Very Good	Good	Needs improvement
	%	%	%	%
Moral uprightness	22	55	20	3
Social responsibility	16	60	22	2
Mental, Physical and Emotional Health	12	68	18	2
Pursuit of Excellence	14	56	26	4
Life-long learning	10	63	24	3

Table 4: Feedback from Students and Staff on the use of HDF

Students	Staff
<p>“I will refer to the HDF in the student hand book when I face a challenge. The domain which I am doing well in is Social Responsibility. This is because it reminds me of the roles and responsibilities of a CCA leader and in my family“</p> <p>“The HDF helps us to build our characters be more aware of how we act towards people and how they act towards us. E.g. how we respect our elderly and our seniors. It also helps us to reflect what we have done good in helping others and what we have not done.</p>	<p>“The process is long but it is good as there is standardisation of the criteria. The HDF is also aligned with the school goals. It is good that the students are aware about the HDF. In using the tool, there are some indicators which I may not observe in the students such as harnessing of technology.”</p> <p>“The HDF has a wide range of behavioural indicators. It took some time to complete rating every student for all the domains. I rated the students best for the domain Social Responsibility as they were very proactive during the VIA project.”</p>

Through the processes implemented to operationalize the HDF, students have also become more aware of themselves and more conscious of their actions and behaviour, as shown in Table 4. Similarly, the staff feedback gathered also suggests that the HDF has been

useful in highlighting expectations and attributes that students should possess. This reaffirms the literature review of Hayes and Berkowitz (2007) that character education must become integral to the actions of everyone in the school community. In addition, staff are also more aware of the behaviour indicators in assessing the whole child, thus resulting in a more consistent and holistic approach in raising our students.

5. CONCLUSION

Character Development and National Education is a fundamental aspect of education to develop virtues, which are increasingly necessary in the rapidly changing international landscape. The challenges facing our young people today are vastly different from the challenges from a decade ago. There are numerous decisions that have to be made in every aspect of life. With changing times, our students need to be anchored in values that serve as moral compass in which they could employ to navigate through the complexities of the world. Indeed, meaningful experiences in school lay the foundation for them to internalize these values.

Through the HDF, students are more aware of the desired values and attributes they are expected to develop. The processes adopted to implement the HDF have allowed students to assess their own character development and realise what they need to work on so they can become who they have themselves to be. Through the HDF, the school can assess if our students had internalise the desired values and exhibited the desired attributes. This is critical in helping us not only to evaluate how effective the school programmes have been but also to make refinements to ensure our programmes are able to nurture confident and active citizens of tomorrow.

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HENDERSON SECONDARY SCHOOL
Student Development Department
TEACHING & LEARNING FRAMEWORK (CHARACTER & CITIZENSHIP EDUCATION)

ANNEX A

Level	21CC Outcomes ¹ + CCE Learning Outcomes ² School Value-in-Focus + HDF Learning Outcomes ³		School Values Focus (CCE Core Values)	Curriculum Focus (Level Emphasis + NE Messages ⁴)	Assessment	Pedagogy + Assessment		Learning Platforms ⁵
						Approaches	Strategies	
Sec 1	Confident Person & Concerned Citizen	<ul style="list-style-type: none"> • MU1: Display good behaviour (LO1) • MU2: Take responsibility for actions (LO2) • SR1: Be aware of roles and responsibility (LO3&5) • SR2: Respect & relate well with others (LO3&6) • MEPH1: Be mentally fit (LO4) • MEPH2: Possess a healthy self-esteem (LO4) 	Honour (Respect, Integrity and Harmony)	Personal Mastery <i>Singapore is our homeland; this is where we belong.</i>	<ul style="list-style-type: none"> • HDF Self-Assessment • Personal Quality & Conduct Grading • HSS Model Student Award • HSS Model Class Award • MOE ECHA 	PETALS	Facilitation (teacher)	<ul style="list-style-type: none"> • aLife Lessons • Assembly • Level Camp • Learning Journeys • NE Days • Visits to polytechnic • Values-In-Action (VIA) • CCA • Glocalisation • T-Games • Elective Modules • Sports Education Programme • Environment Education Programme
		<ul style="list-style-type: none"> • MU3: Have moral courage (LO2) • SR3: Be informed about social & environmental issues (LO6&8) • MEPH3: Able to manage emotions (LO1) • PE1: Embrace the spirit of excellence (LO4) • PE2: Able to innovate • LL1: Be aware of personal interests & aspirations (LO1) 	Helpfulness (Care)	Relationship Mastery <i>We must preserve racial and religious harmony.</i>			+	
<ul style="list-style-type: none"> • SR4: Be inspired to contribute & involved in making a change (LO5,7&8) • PE3: Inspire & lead others to achieve their potential (LO3) • LL2: Approach learning as an on-going process (LO1) 	Hard Work (Resilience)	Servant Leadership <i>We must uphold meritocracy and incorruptibility. No one owes Singapore a living.</i>	+	Gallery walk (group)				
<ul style="list-style-type: none"> • LL3: Possess the attitude, skills and knowledge to engage in lifelong learning (LO1) 	Healthfulness (Responsibility)	Embracing the Future <i>We must ourselves defend Singapore. We have confidence in our future.</i>	+	Project Work				
Sec 2	Confident Person & Concerned Citizen							
Sec 3	Learner & Contributor						Authentic Learning ⁶	
Sec 4/5	Self-Directed Active Contributor						3-2-1 (student)	
							+	Classdojo

¹ [http://www.nie.edu.sg/files/EPD%20Presentation%20@%20TE21%20Summit \(final\).pdf](http://www.nie.edu.sg/files/EPD%20Presentation%20@%20TE21%20Summit%20(final).pdf); ² Refer to 2014 CCE Syllabus (Secondary); ³ Refer to Holistic Development Framework document;

⁴ http://www.ne.edu.sg/ne_messages.htm; ⁵ Refer to Hendersonian Journey for details; ⁶ <http://net.educause.edu/ir/library/pdf/eli3009.pdf>

HSS Teaching & Learning Framework for Academic Programme

Level	Sch Value-in-Focus + HDF Learning Outcomes + 21CC Outcomes	Curriculum Focus	Policies		Pedagogy + Assessment		Programmes		
			Homework	Assessment	Approaches	Strategies	Study Skills (Scaffold)	Enrichment (Enhance + Stretch*)	Supplementary (Bridge)
SECONDARY ONE	<p><u>Honour</u></p> <p><i>Moral Uprightness</i></p> <ul style="list-style-type: none"> • Display good behaviour • Take responsibility for actions • Have moral courage <p>“A confident person with a strong sense of right and wrong ...”</p>	Discipline (e.g. classroom SOP) + Discovery (e.g. plagiarism)	<p>Definition + Purpose</p> <p>Types (e.g. practice, preparatory)</p> <p>Principles (e.g. purposeful, reasonable amount, <u>AFL</u>, + feedback, independent study, prep for new topic, consolidate learning)</p> <p>3 hrs max per day for all subjects</p> <p>Allocate <u>hwy</u> according to duration guideline for each subject</p>	<p>Categories (e.g. formative, summative)</p> <p>Types (e.g. check for understanding coursework, <u>hwy</u>)</p> <p>Principles (e.g. diverse, valid, reliable, consistent, communicate criteria for assessment, <u>AFL</u>, + feedback)</p> <p>Moderation within subj (at least 65% passes), for CA & SA</p>	<p><u>PETALS</u> + <u>AFL</u></p> <p>+ CCLIPS¹ & ACoLADE² (LAP)</p> <p>+ IBL (LS Science)</p> <p>+ Patchwork Assessment (S1 Geography)</p> <p>+ Project Work (LS NT; S2 Homec)</p> <p>+ Design Thinking (LS D&I)</p> <p>+ Authentic Learning Experiences (LJs)</p>	<p>Traffic lights</p> <p>+ Framing the Learning</p> <p>+ T-P-S (COL)</p> <p>+ Gallery walk (COL)</p> <p>+ ICT Strategies (COL)</p>	<p>Collaborative learning + conflict resolution (COL)</p> <p>+ Mind-mapping (SDL+COL)</p> <p>+ Note-taking (SDL)</p> <p>+ Design Thinking³ (creative thinking)</p> <p>S1-2 IT Enrichment</p>	<p>Incorporate 20% <u>Exp</u> materials for NA stream*</p> <p>+ Offer <u>Exp</u> subjects for higher-ability NA students*</p> <p>+ Offer NA subjects for higher-ability NT students*</p> <p>+ Competitions</p> <p>+ Department-based initiatives⁴</p>	<p>MHW</p> <p>+ EL IS Sup Programme</p> <p>+ Maths NA Foundation</p>
SECONDARY TWO	<p><u>Helpfulness</u></p> <p><i>Social Responsibility</i></p> <ul style="list-style-type: none"> • Be aware of roles and responsibility • Be informed about social & environmental issues • Respect & relate well with others <p>“A concerned citizen who is rooted to Singapore, has a strong sense of civic responsibility, is informed about Singapore and the world, and takes an active part in bettering the lives of others around him”</p>	Discovery + Foundation	<p>Vacation = 50% of what has been assigned during term time</p> <p>Reasonable deadline</p> <p>Flexible arrangement</p> <p>Use of <u>sch</u> handbook to record</p> <p>Use whiteboard/ Google Doc to track</p>	<p>No re-exam. Valid cases will be given a proxy mark based on CA1 or SA1 performance</p> <p>Devote 5% of CA marks to instil desired value(s)</p>	<p>3-2-1</p> <p>+ 10:2</p> <p>+ NHT⁵ (COL)</p> <p>+ PWR⁶ (critical thinking) (SDL)</p> <p>+ ICT Strategies (SDL)</p>	<p>Active learning strategies (SDL)</p> <p>+ Mnemonics (SDL)</p> <p>+ Visual imagery (SDL)</p>	<p>As above</p> <p>+ Banding</p>	<p>MHW</p> <p>+ Banding</p> <p>+ EL IS Sup Programme</p> <p>+ Maths Algebra Programme</p>	

Note: The framework includes all four levels from Secondary One to Four. As a sample, shown above is the table on two levels.

ANNEX C-1

SELF-ASSESSMENT FORM		Set your target and rate yourself with the scale: 1-poor, 2-fair, 3-good, 4-very good, 5-excellent.					
DOMAIN	LEARNING OUTCOMES	BEHAVIOURAL INDICATORS					
		TARGET	JAN	MAY	OCT		
Moral Uprightness	<ul style="list-style-type: none"> Display good behaviour Take responsibility for actions Have moral courage 	<ol style="list-style-type: none"> Follow school rules. Uphold school values. Acknowledge wrong decisions made. Avoid consequences. Take remediation actions to mitigate the wrong decision made. Take appropriate actions to prevent or stop negative behaviour. Influence others positively. 					
Social Responsibility	<ul style="list-style-type: none"> Be aware of roles and responsibility Be informed about social & environmental issues Respect & relate well with others Be inspired to contribute & involved in making a change 	<ol style="list-style-type: none"> Recognise role and responsibility each individual plays in the family, school, nation & world, understanding of issues affecting self, family, school, nation & world. Show awareness and understanding of issues affecting self, family, school, nation & world. Consume things responsibly. Communicate effectively. Work well with others (collaborative learning). Show care & concern. Take ownership for improving the lives of others. 					
Mental, Emotional & Physical Health	<ul style="list-style-type: none"> Be mentally fit Strive to healthy self-reliance Be able to manage emotions Be able to resolve conflicts Be able to appreciate the aesthetics 	<ol style="list-style-type: none"> Protest a positive outlook. Possess a high mindset on socio issues (e.g. sexuality and cyber-wellness). Accept & respect themselves for who they are. Acknowledge & manage one's feelings appropriately. Meet the physical demand of an active growing youth. Do not engage in substance abuse/obstacles (e.g. alcohol, tobacco & drug) Maintain a healthy diet. Enjoy & accept themselves through the arts. 					
Pursuit of Excellence	<ul style="list-style-type: none"> Embrace the spirit of excellence Be able to innovate Inspire & lead others to achieve their potential 	<ol style="list-style-type: none"> Show initiative, self-discipline and hard work. Display resilience in the face of challenges. Make connections, integrate knowledge & generate alternative solutions. Influence & impact others to excel 					
Lifelong Learning	<ul style="list-style-type: none"> Be aware of personal interests & aspirations Approach learning as an ongoing process Expand the attitude, skills and knowledge to engage in lifelong learning 	<ol style="list-style-type: none"> Develop an awareness of personal strengths & weaknesses Set personal goals and monitor progress, reviewing strategies where appropriate. Take initiative in self-directed learning. Be curious, open and discerning towards learning. Demonstrate reflective, critical & creative thinking. Harness technology. 					

ANNEX C-2

HENDERSON SECONDARY SCHOOL
STUDENT DEVELOPMENT DEPARTMENT
Guidelines for Grading Personal Qualities & Conduct

Domain	Learning Outcomes	Behavioural Indicators	Rate	Evidence
Moral Uprightness	<ul style="list-style-type: none"> Display good behaviour Take responsibility for actions Have moral courage 	<ul style="list-style-type: none"> Follow school rules. Uphold school values. Acknowledge wrong decisions made. Accept consequences. Take remediation actions to mitigate the wrong decision made. Take appropriate actions to prevent or stop negative behaviour. Influence others positively. 	Excellent - displays BI all the time	- No record of any offence i.e. no demerit points - Considered for Model Student Award - Hold leadership roles
			Very Good - displays BI most of the time	- Less than 10 demerit points - Considered for Model Student Award - Good influence to peers
			Good - displays BI sometimes	- 10-19 demerit points
			Fair - hardly displays BI	- 20-29 demerit points
			Poor - BI are not observed	- 30 or more demerit points