Sustainability of Leadership in RP – Making the Changes Stick

Leonard Cheong
Noorzura Amir Noordin
Sustainability of Leadership in RP
Singapore – An Introduction

- Achieved independence 53 years ago
- Population of 5.7 million
- 697 Km² (approximately 70 000 ha)
- 14325 times smaller than Canada
Sustainability of Leadership in RP Singapore – An Introduction

Multi-racial society – Chinese, Malay, Indian
Diversity is celebrated
Sustainability of Leadership in RP
Singapore – An Introduction
Sustainability of Leadership in RP
Our Journey

- Start of RP Journey
- Established RP Culture
- Merger with another Secondary School

WHERE DREAMS TAKE FLIGHT
Sustainability of Leadership in RP
Our Journey

- Fertility Rate of 1.16
- Falling Enrolment rates

**Impact of falling births on secondary school landscape**

- SCPR Live Births
- Corresponding Year in Secondary One

Source: Department of Statistics, Singapore
Sustainability of Leadership in RP
Our Journey

• Fertility Rate of 1.16
• Falling Enrolment rates
• Decline in overall demand for school places
• Mergers to ensure schools have a ‘critical mass’ to give students a good range of educational programmes and co-curricular activities
Sustainability of Leadership in RP
Our Journey

2005
- Start of RP Journey

2010
- Established RP Culture

2016
- Merger with another Secondary School
- Deepening RP@Ping Yi (merged)

Pre-Merger

Post-Merger
Sustainability of Leadership in RP (Pre-Merger)
Our Journey

The Edict

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Pre-Merger)

Our Journey

Successful Organisations: McKinsey 7S Framework

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Pre-Merger)

Understanding the Context

Initiated as a **Disciplinary Tool** for disengaged pupils in 2005

Aligned to Student Management objectives - to develop responsible and caring students

**Reflective Question that led to the RP Approach:**

*Has the punitive approach worked thus far?*
Sustainability of Leadership in RP (Pre-Merger)

Understanding the Context

- Students in welfare homes
- Dysfunctional Families
- Students on Financial Assistance Scheme

In many cases, there is an absence of Family Structure and Significant Adult Figure.
Sustainability of Leadership in RP (Pre-Merger)

Understanding the Context

MISSION

VALUES

INTEGRITY
RESPECT
CARE

Academic Excellence

Character Excellence

People Excellence

To nurture and develop our students to be strong and upright in character, passionate about learning, innovative in spirit so as to serve the community.
Sustainability of Leadership in RP (Pre-Merger)

Understanding the Context

Ping Yi’s Journey of Excellence

Vision:
A School of Distinction in Learning and Service

Mission:
To nurture and develop our students to be Strong and Upright in Character, Passionate about Learning, Innovative in Spirit so as to Serve the Community

Values:
Integrity: our Foundation
Respect: our Core
Care: our Culture

To be an RP School by 2010

Long-Term Goals:
- SAA Academic Value Added
- OA/CCE
- BPA Staff Wellbeing

Stretch Goal:
- RP School by 2010
  - To be a School of Choice with a cut-off of 215 by 2015

Achievements:
- Academic Value Added
- SAA Sports
- SAA Aesthetics
- Lotus Award (sustained)
- OA/CCE
- OA/NE
- RP School (entered 2008 in RP Culture)
- Nichie Status in Design Ed
- LHL Award for Innovations in NANT
- COE for Design Ed
Sustainability of Leadership in RP (Pre-Merger)

Driving and Sustaining Changes at Systemic Levels

- Restructure of School Organization
- Redesign of Curriculum and Programmes
- Changes in Time-Table
- Protecting the time for RP
Sustainability of Leadership in RP (Pre-Merger)

Driving and Sustaining Changes at Systemic Levels

1. School Organization – Appointment of Year Heads

- Support students and teachers across the levels
- Serve as champions for RP
- Facilitate RP between S-S, T-S

Vertical & Horizontal Integration:
HOUSE + YEAR HEAD
Systems

WHERE DREAMS TAKE FLIGHT
2018 - CRUISING HIGH
Sustainability of Leadership in RP (Pre-Merger)

Driving and Sustaining Changes at Systemic Levels

2. Programmes to Drive the Desired Culture

Circle Time

- Group size of 10 – 40

- Raising Awareness
- Discussing of Issues
- Relationship Building
Sustainability of Leadership in RP (Pre-Merger)

Driving and Sustaining Changes at Systemic Levels

2. Programmes to Drive the Desired Culture

Circle Time

- Circle Time Lessons within the Curriculum

A real life story about Fred and Alan...

Fred is a student leader in ABC secondary school. He was on duty during recess when he saw his schoolmate (Alan) entering an empty class. He followed behind and saw Alan taking a wallet from a bag. Fred approached Alan and Alan admitted that he stole the wallet.

What is Moral Courage to you?

What would you do if you were Fred? Why?
Sustainability of Leadership in RP (Pre-Merger)

Driving and Sustaining Changes at Systemic Levels

2. Programmes to Drive the Desired Culture

Circle Time

• Circle Time Lessons within the Curriculum

<table>
<thead>
<tr>
<th>Level</th>
<th>T3W1</th>
<th>T3W2</th>
<th>T3W3</th>
<th>T3W4</th>
<th>T3W5</th>
<th>T3W6</th>
<th>T3W7</th>
<th>T3W8</th>
<th>T3W9</th>
<th>T3W10</th>
<th>T4W1</th>
<th>T4W2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec 1</td>
<td>Circle Time</td>
<td>The right way to resolve a conflict</td>
<td>FT Time</td>
<td>Circle Time</td>
<td>RHD: How to react to anti-social behaviour</td>
<td>FT Time</td>
<td>Circle Time</td>
<td>I Love My Nation and I'll defend it</td>
<td>FT Time</td>
<td>Circle Time</td>
<td>Rights and Responsibilities</td>
<td>FT Time</td>
</tr>
<tr>
<td>Sec 2</td>
<td>Circle Time</td>
<td>The right way to resolve a conflict</td>
<td>Circle Time</td>
<td>How we can foster Racial Harmony in our community</td>
<td>Circle Time</td>
<td>I Love My Nation I'll contribute to it</td>
<td>Circle Time</td>
<td>Rights and Responsibilities</td>
<td>Circle Time</td>
<td>Giving as Friends (Peer Support)</td>
<td>FT Time</td>
<td>FT Time</td>
</tr>
<tr>
<td>Sec 3</td>
<td>Circle Time</td>
<td>The right way to resolve a conflict</td>
<td>Circle Time</td>
<td>RHD: Is Racial Harmony a given?</td>
<td>Circle Time</td>
<td>I Love My Nation and I'll build it</td>
<td>Circle Time</td>
<td>Rights and Responsibilities</td>
<td>Circle Time</td>
<td>Giving as Friends (Peer Support)</td>
<td>FT Time</td>
<td>FT Time</td>
</tr>
<tr>
<td>Sec 4/5</td>
<td>Circle Time</td>
<td>The right way to resolve a conflict</td>
<td>Circle Time</td>
<td>RHD: External Threats</td>
<td>Circle Time</td>
<td>I Love My Nation and I'll represent her proudly</td>
<td>Circle Time</td>
<td>Rights and Responsibilities</td>
<td>Circle Time</td>
<td>Giving as Friends (Peer Support)</td>
<td>FT Time</td>
<td>FT Time</td>
</tr>
<tr>
<td></td>
<td>Circle Time</td>
<td>The last lap</td>
<td>Circle Time</td>
<td>Giving as Friends (Peer Support)</td>
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WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Pre-Merger)

Driving and Sustaining Changes at Systemic Levels

2. Programmes to Drive the Desired Culture

**Values for Breakfast**

- School-wide Platform for inculcating values
- Themes include values of Integrity, Care, Respect
- Encourages Students to articulate their thoughts and feelings
### 2. Programmes to Drive the Desired Culture

**KnowingU : 1-on-1 dialogue**

- Teachers are guided to find out more about students’ family backgrounds, social support as well as coping mechanisms

<table>
<thead>
<tr>
<th>1. Information on the Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ What are the pupil’s interests and hobbies?</td>
</tr>
<tr>
<td>➤ What are the pupil’s goals?</td>
</tr>
<tr>
<td>➤ Short-term – academic, CCA, interests, relationships, personal matters</td>
</tr>
<tr>
<td>➤ Long-term – career, ambitions, relationships, personal matters</td>
</tr>
<tr>
<td>➤ What opportunities does the pupil wish for to help him/her achieve his goals?</td>
</tr>
<tr>
<td>➤ How does the pupil feel about himself/herself in the following areas:</td>
</tr>
<tr>
<td>➤ Strengths and Weaknesses</td>
</tr>
<tr>
<td>➤ Appearance</td>
</tr>
<tr>
<td>➤ Ability to relate to others</td>
</tr>
<tr>
<td>➤ What kind of support or help does the pupil require in response to the needs shared?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Pupil’s Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Who does the pupil live with?</td>
</tr>
<tr>
<td>➤ What is the pupil’s relationship with the family (i.e. parents / guardians / siblings / caretakers)?</td>
</tr>
<tr>
<td>➤ To whom does the pupil confide the most in?</td>
</tr>
<tr>
<td>➤ Are there any problems that the pupil faces? If any, what are they e.g. divorced parents, interaction with parents, parental expectations, and financial status of family?</td>
</tr>
<tr>
<td>➤ How does the pupil feel about his/her difficulties? What are his/her coping strategies?</td>
</tr>
<tr>
<td>➤ What kind of support or help does the pupil need?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Pupil’s School Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ How does the pupil feel about school (i.e. studies, CCA, classmates, teachers)?</td>
</tr>
<tr>
<td>➤ What are some struggles or challenges that the pupil faces in school e.g. stress related to academic expectations, difficulty in communicating with CCA schoolmates?</td>
</tr>
<tr>
<td>➤ What are the pupil’s coping strategies? What kind of support or help does the pupil need?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Pupil’s Social Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Who are the people in the pupil’s social circle?</td>
</tr>
<tr>
<td>➤ How does the pupil describe the extent of his/her relationship with them? E.g. acquaintances, close friends who study together on weekends.</td>
</tr>
<tr>
<td>➤ Does the pupil face any relationship problems? If any, what are they?</td>
</tr>
<tr>
<td>➤ What are the pupil’s coping strategies? What kind of support or help does the pupil need?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Other Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ What are some other concerns and fears that the pupil has?</td>
</tr>
<tr>
<td>➤ What kind of support or help does the pupil need?</td>
</tr>
</tbody>
</table>
2. Programmes to Drive the Desired Culture

**Project Discovery**

- Alternative Education for At-Risk Students

Students discover new interests and skills and are affirmed for their successes
Sustainability of Leadership in RP (Pre-Merger)

Driving and Sustaining Changes at Systemic Levels

2. Programmes to Drive the Desired Culture

Project Discovery

- Alternative Education for At-Risk Students

Individual Counselling, Group Sessions and Teaching of Social Skills Integral to the Intervention Process
Sustainability of Leadership in RP (Pre-Merger)

Engaging Staff

- Honest, Open Communication
- Tangible Support
- Involvement in Decision Making
- Updates on development for ‘buy-in’ and greater understanding
- Appreciation and Recognition
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Enabling Staff

- Training – core RP Team and Staff
- Providing Resources
  Eg. Circle Time / RP Script
- Ensuring Support
- Creating Space
Sustainability of Leadership in RP (Pre-Merger)

Empowering Staff

- Staff Sharing at International and National Platforms

**International Conferences**
3. IIRP Conference, Pennsylvania, USA (2012)
4. SEASPF, Indonesia (2013)
5. IIRP Conference, Pennsylvania, USA (2015)
6. IIRP Conference, Toronto, Canada (2018)

**Local Conferences**
1. RP Conference (2011)
2. RP Conference (2012)
3. RP Conference (Keynote - 2013)
4. RP Conference (Plenary – 2014)
5. NIE Redesigning Pedagogy International Conference (2017)

- Empowered to build School Culture and Partner Parents in the RP Journey
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Leadership – Walking the Talk

“Teachers may not know the words in the school’s formal vision statement, but they do know what is important to the Principal.”

- Joanne Rooney

• Core Values and Beliefs
• Personal Practice
• Learning – creation of time and space
• Resources – deployment
Sustainability of Leadership in RP (Pre-Merger)

Leadership – Walking the Talk

**RP SCHOOL**

- What did you do?
- What were you thinking about when you did that?
- Did you do the right/wrong thing?
- Who has been harmed/affected?
- How are they affected?
- What can you do to make things right?

DOING THE RIGHT THING EVEN WHEN NO ONE IS WATCHING

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Pre-Merger)

Leadership – Listening to the Ground

Concerns over Time

• Modification of Process – Blue Form adopted for students to have their “time out” for reflection

6. How can you prevent it from happening again? And what should happen if you do it again?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

I understand that I have not been exemplary in my conduct and have reflected on my misdeed. I would rather fix things up as mentioned in (6) than to be dealt with differently by the school. I promise to carry out the actions mentioned in (6) and not repeat the same misdeed again. I promise to be a more responsible and disciplined Ping Yian and not affect people by doing the wrong things.

Student’s Signature ___________________________ Date: ________________
Sustainability of Leadership in RP (Pre-Merger)

Leadership – Listening to the Ground

Concerns over Expectations of Outcomes / Hidden Fears

- Reassurance that RP for us does not preclude Punishment, but **precedes** it

![Diagram]

- If RP fails, the process goes through the Restorative Process and leads to a Consequence / Punishment.
- If RP succeeds, the Student reflects, takes responsibility and agrees on consequences.

*Style*

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Pre-Merger)

Outcomes That Matter

- Lee Hsien Loong Award for Innovations in the Normal Course
- Academic Value-Added Award
- Best Practice Award for Teaching and Learning
- Character Development Award
- National Education Outstanding
- Excellence in Partnership Outstanding
- Sustained Achievement Award Staff Well-Being
- AESTHETICS
- CHERISH

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Pre-Merger)

Outcomes That Matter

Average Daily Attendance

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Pre-Merger)

Outcomes That Matter

Number of Students with Prolonged Absences

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Post-Merger)

Our Journey

- **2005**
  - Start of RP Journey

- **2010**
  - Recognised as a “RP School”

- **2016**
  - Merger with another Secondary School

- **2017 and beyond**
  - Deepening RP@Ping Yi (merged)

**Pre-Merger**

**Post-Merger**

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Post-Merger)

Our Journey

2016 - The New Context and Challenges

• New Leadership
• 1/3 of new students
• Assimilation of different styles and cultures:
Sustainability of Leadership in RP (Post-Merger)

A Re-visit of Processes

- Buy-in from New Leadership
- Buy-in from Staff

Culture of Continuous Improvement in RP

- Sharing and Learning
- Training and Induction
- Applying
  - CircleTime
  - KnowingU
  - TSR
- Reflecting
- Refining

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Peter Senge’s Domain of Enduring Change

- Awareness and Sensibilities
- Skills and Capabilities
- Attitudes and Beliefs
- Behaviours
- Action

Knowledge
Skillset
Mindset
Behaviours
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Understanding the Current State

- Establish the gap between the current and desired level of the practice of RP in the school
- Determination of Current RP Culture:
  - Survey of all staff to take into account their Knowledge, Skillsets/Levels of Competency and their Mindset
  - Online Survey with 97 Respondents
  - MRI computed with Results segregated by Years in the School
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Understanding the Current State

• Knowledge of RP

<table>
<thead>
<tr>
<th>Survey Questions</th>
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<tbody>
<tr>
<td>1. How clearly do you understand the elements of RP?</td>
</tr>
<tr>
<td>2. How would you describe your ability in listing the benefits of RP?</td>
</tr>
<tr>
<td>3. How easy is it for you to determine situations where RP would not work?</td>
</tr>
<tr>
<td>4. How confidently are you able to explain why RP works?</td>
</tr>
<tr>
<td>5. How detailed are you able to explain the RP process?</td>
</tr>
</tbody>
</table>

![Bar chart showing survey results for Knowledge of RP](chart.png)
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Understanding the Current State

- Skills for RP

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>MRI (Whole School)</th>
<th>MRI (&lt; 1 year)</th>
<th>MRI (1 - &lt;5 years)</th>
<th>MRI (5 - &lt;8 years)</th>
<th>MRI (8 - &lt;10 years)</th>
<th>MRI (10 years &gt;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication skills (including but not limited to active listening, questioning for understanding, reading non-verbal signals, summarizing)</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>2. Facilitating the RP process between students</td>
<td></td>
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<tr>
<td>3. How effective are you in providing timely and constructive feedback to the parties (students) involved?</td>
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<tr>
<td>4. How detailed are you in recording agreements, decisions, and outcomes?</td>
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</tr>
<tr>
<td>5. How would you rate your ability in working with others?</td>
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</tbody>
</table>
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Understanding the Current State

- Levels of Competency in RP

**Survey Questions**

1. How would you rate your ability in following the RP process?
2. How would you rate your ability in resolving conflicts or issues among students using RP process?
3. How likely are you to escalate complex issues to the next level (e.g. Discipline Master, Discipline Comm, School Leaders, School Counselor)?
4. How would you rate your ability in facilitating the restorative process?
5. How would you rate your ability in following up on the restorative process? (e.g. supervise and monitor the completion of outcome agreements, ensuring closure and providing on-going support, if any)
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Understanding the Current State

• Mindset (Care for Students)

Survey Questions

1. How effective are you at building trust with all parties (students and other teachers) involved?
2. How would you describe your ability to remain impartial, fair to all parties (students) involved, including but not limited to their past histories or records?
3. How would you describe your ability to show care through words and actions?
4. During the RP process, how well are you able to focus on the positive outcome?
5. How would you rate your level of self-awareness?
Conclusions from Survey

- *Care for Students (Mindset)* was a key strength and underpins the current culture of RP in the School.
- MRI for staff < 1 year with the school was low for *Knowledge, Skills and Levels of Competency*. This was expected due to the merger.
- Notwithstanding, for this group, *Care for Students* remained high and was a strong basis for a starting point in engaging staff.
- MRI for staff between 8-10 years with the school was relatively lower across all domains. Sample size in this group was also the smallest (9 respondents) and coincided with staff that were not Form Teachers.
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Deepening RP@Ping Yi

• Establish the **Elements** that make up the RP Advocate:
  ➔ **Identified 11 RP Advocates** across various years in service, including non-teaching staff
  ➔ **Conducted Interviews** with these RP Advocates to distil Mindset and specific Skillset (Competencies), as well as Current and Best RP Practices

• Findings to guide structures and systems to facilitate desired behaviors and action towards the desired culture
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Deepening RP@Ping Yi

Findings from Interviews with RP Advocates

• Core competencies for RP include skills in listening, communicating, facilitating conversations and questioning

• RP in the school is founded on respect, being fair to all parties, and care.

• Encouragement and support from peers essential for RP environment

• Deep understanding of students is critical in forming the mindset and attitude of the RP advocate
Knowledge

Ability to see how RP helps teachers to gain deeper understanding

Skillset

Competencies -
- listening
- facilitation
- communicating
- questioning

Mindset

Deepest change in organisation culture

Represents Student-centricity and School Philosophy, Culture and Practice

Awareness and Sensibilities

Ability to see underlying structures that drive behaviour

Skills and Capabilities

Attitudes and Beliefs

Action

Sustainability of Leadership in RP (Post-Merger) Culture Building – Deepening RP@Ping Yi
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Deepening RP@Ping Yi

Re-visiting our RP Philosophy

Restorative Practice at Ping Yi is:
• **Respectful** (Distinguishing behaviour from the person)
• **Fair** (engaging, with explanations and clarifying expectations)
• **Restorative** by repairing harm and building relationships

For our students, it serves to:
• **Develop Empathy** (through Reflection, Insight, and Learning)
• **Enhance Responsibility and Accountability**
• **Support** positive behavioural change and the strengthening of relationships

International Institute for Restorative Practices Canada

Alignment with School Philosophy, Mission and Values

RP takes a **long term view** of holistic development, relies on **strong TSR** and is founded on our school core values of **Integrity, Respect and Care**
Every Staff an RP Advocate

- Enabled to facilitate restorative conversations
- Empowered to repair damage done to individual relationships
- Entrusted to build a restorative culture and a healthy school community

“It is easier to build strong children than to repair broken men”
(Frederick Douglass, 1817-1895)

Where Dreams Take Flight

2018 - Cruising High
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Deepening RP@Ping Yi

Our RP Goal:

Every Staff an RP Advocate – Skills and Capabilities

- Listening skills
- Facilitation skills
- Communication skills
- Questioning skills
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Deepening RP@Ping Yi

Our RP Goal:

**Every Staff an RP Advocate – Attitudes, Beliefs and Action**

- To grow in Understanding and Empathy
- To have RP conversations and repair relationships
- To have conversations to tease out the less and least visible
Sustainability of Leadership in RP (Post-Merger)

Engaging, Enabling and Empowering Staff

Training New Colleagues on the Philosophy on RP
**Sustainability of Leadership in RP (Post-Merger)**

**Engaging, Enabling and Empowering Staff**

### On-going Professional Development during Staff Seminars - Facilitation Skills

#### 3 Pillars of Circle Time

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Principles</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Circles are not solving problems</td>
<td>• Solution-focused</td>
<td>• Pedagogy tool</td>
</tr>
<tr>
<td>• Building skills of awareness</td>
<td>• Belief that students have the innate ability to resolve issues</td>
<td>• Route to a more cooperative form of discipline</td>
</tr>
<tr>
<td>• An educational model</td>
<td>• Requires no esoteric leader skills</td>
<td>• Means to building better relationships between staff and students</td>
</tr>
<tr>
<td>• Belong in a school curriculum along with other content areas</td>
<td>• Designed to be done by teachers of facilitators with no special background other than a caring for children</td>
<td>• Restoring relationships through Circles and Conversation</td>
</tr>
<tr>
<td>• Requires no esoteric leader skills</td>
<td>• An appreciation of the role of affective development in a child’s experience</td>
<td></td>
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</tbody>
</table>

**Strengthens our Belief and Deepening our Practice of Circle Time**
Sustainability of Leadership in RP (Post-Merger)

Engaging, Enabling and Empowering Staff

On-going Professional Development platforms – Questioning Techniques

Deepening RP@Ping Yi
Understanding our Students’ Behaviours

Presenting Problem
We need to lower the waterline and ask:
What are some of the underlying factors of students’ misbehaviours?

Underlying Issues

Deepening RP@Ping Yi
Understanding our Students’ Behaviours

External Sources
Family
- Recent Death
- Instability (Divorce)
- Overly-high Pressure from parents

School
- Past/Present bad experiences with teachers
- Inability to cope – mismatch between teaching/learning styles

Peers
- Relational Issues
- Victims of Bullying – Verbal, Physical, Cyber

Internal Sources
Psychological Factors
- SEN – ADHD, Autism, ODD
- Depression and Anxiety

Developmental Issues
- Poor Social and Emotional Competencies
- Identity Crisis
Sustainability of Leadership in RP (Post-Merger)

Engaging, Enabling and Empowering Staff

On-going Professional Development platforms:
Looking beneath the waterline – Enhanced RP Script

PING YI SECONDARY SCHOOL
STUDENT MANAGEMENT - LOOKING BELOW THE WATERLINE
Self-Reflection & Plan – Teacher’s Guide

Questions to ask before engaging the student:
- What is the student’s family background like?
- Has there been a family issue recently?
- How is his/her school attendance?

[Teachers can try to gather the above information before/ while engaging a conversation with the student. While Student is having time-out, teachers can do a background check via school cockpit or through Year Heads].

1. What did you do / What happened?
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Looking beneath the waterline – Enhanced RP Script

2. What were you thinking about when you did that?
   - Has a similar incident happened before? When was that?
   - Have you seen someone else do the same thing as you have done? What happened then?

   [It may not be sufficient for students to verbalise how they felt at that point of time. You may want to ask deeper questions to find out what were the student’s prior experiences that led to such feelings/decisions.]

4. Who has been affected by your behaviour?
   - Why are these people affected by your behaviour?
   - In what way are they affected by your action?
   - How would you feel if you were in the same situation?

   [[Link this with your knowledge of the student’s family background or social support. Help students to see that those affected is not limited to the victim or parties directly involved in the incident]]
Sustainability of Leadership in RP (Post-Merger)

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Weekly Time-Tabled PD Time for Teachers to plan and customize lessons on Circle Time and Development of Social Skills
Sustainability of Leadership in RP (Post-Merger)

Engaging, Enabling and Empowering Staff

Other Enhancements

- Student Management Policy for teachers to be directly involved when School Development Team facilitates RP conferencing

- Buddy System for more RP Advocates to partner less experienced staff members (not Key Personnel or Reporting Officers)

- Repository of Case Studies
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Deepening RP@Ping Yi

Making Changes Stick

Make it Stick!
(Step 8 in Dr John Kotter’s 8-step Process)

• Constant reminders that RP has worked and continues to work
• Culture reinforced with new staff, including trainees
• Succession planning
Sustainability of Leadership in RP (Post-Merger)

Culture Building – Outcomes that Matter
Sustainability of Leadership in RP (Post-Merger)

Culture Building – Outcomes that Matter

Average Daily Attendance

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
Sustainability of Leadership in RP

Culture Building – Outcomes that Matter

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<th>Level</th>
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<td>Sec1</td>
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<td>20 (8)</td>
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Sustainability of Leadership in RP

Culture Building – Outcomes that Matter

TSR – Long Term Focus

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<td>Sec 5 (2018) repeat year</td>
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Where dreams take flight

2018 Crossing High
Sustainability of Leadership in RP

Culture Building – Outcomes that Matter

“I was an attention-seeking boy who refused to adhere to all school rules and regulations. RP has helped me to reflect on my behaviour and focus on my studies. It has improved my life.”

*Student whose offences include:*
- Skipping lessons
- Fighting
- Stealing

“I was constantly looking for ways to have fun, and I had problems managing my anger. RP has allowed me to understand how I have affected others through my actions.”

*Student whose offences include:*
- Vandalism of school and public property
- Defiance
Sustainability of Leadership in RP

Culture Building – Outcomes that Matter

“Please be patient with us (students). Don’t give up - sometimes we take a longer time to turn around.”

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH
THANK YOU!