



**HOW DID WE TRANSFORM THE
CULTURE IN PING YI
WITH RP?**

How did we build & sustain a restorative culture?



- **As ONE**
 - School Leaders, Heads of Departments, teachers, non-teaching staff
 - School management did not present RP as a silver bullet
 - Message: We are on a journey, together, to seek out a way to build positive relationships with our students and to instil a sense of responsibility in them.
- **Hardware**
 - Structures & processes set in place
- **Heartware**
 - Getting buy-in
 - Changing mindsets & attitudes



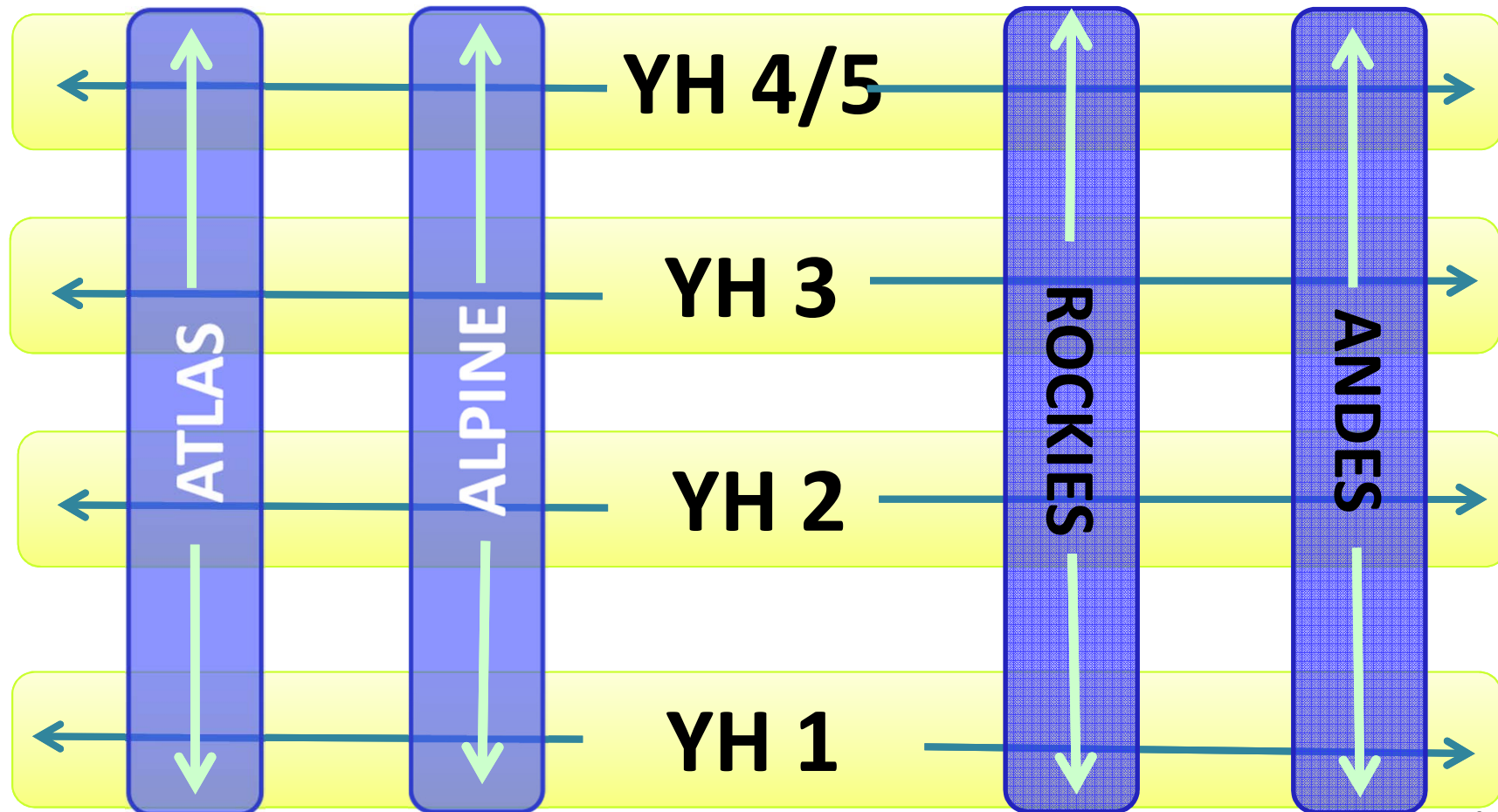
TRANSFORMING THE CULTURE IN PING YI WITH RP





How did we build a restorative culture?

1. House + Year Head Systems



How did we build a restorative culture? Hardware



2. Circle Time

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



INDIVIDUAL CLASS TIMETABLE

CLASS : Sec 211A

FORM TEACHER : Chua TW CO-FORM TEACHER : Boon CJ,

		MON	TUE	WED	THU	FRI
1	0730	MRP	MRP		MRP	MRP
2	0800	EL Zura,C Tan,Zhan	EL Zura,C Tan,Zhan		Music M Chia	MTL Tee PP,Loke JL,
3	0830	EL Zura,C Tan,Zhan	EL Zura,C Tan,Zhan	MRP	Music M Chia	MTL Tee PP,Loke JL,
4	0900	Recess	Recess	PAL	Recess	Recess
5	0930	Math J Lim,Chua TW,	LSS Boon CJ	PAL	Math J Lim,Chua TW,	CT&FTT Chua TW,Boon
6	1000	PE 1 Zhang GS	LSS Boon CJ	Recess	Math J Lim,Chua TW,	CT&FTT Chua TW,Boon
7	1030	PE 1 Zhang GS	LSS Boon CJ	LSS Boon CJ	EL Zura,C Tan,Zhan	LSD&T Tan BS,J Wee
8	1100	MTL Tee PP,Loke JL,	Geog D Tan	LSS Boon CJ	EL Zura,C Tan,Zhan	LSD&T Tan BS,J Wee
9	1130	MTL Tee PP,Loke JL,	Geog D Tan	Math J Lim,Chua TW,	EL Zura,C Tan,Zhan	Hist Tan YH
10	1200	LSLit C Tan	PE 2 Zhang GS	Math J Lim,Chua TW,	MTL Tee PP,Loke JL,	Hist Tan YH
11	1230	LSLit C Tan	PE 2 Zhang GS	Math J Lim,Chua TW,	MTL Tee PP,Loke JL,	
12	1300	CCE Chua TW,Boon	Assembly	VArt Rafi	LSD&T Tan BS,J Wee	
13	1330	CCE Chua TW,Boon	Assembly	VArt Rafi	LSD&T Tan BS,J Wee	



Class discussing about rights & responsibilities



Class discussing about bullying in Circle Corner

Circle Time lessons
in both **curricular** and
co-curricular programmes



How did we build a restorative culture? Hardware



Example of curricular Circle Time lessons for values inculcation

No nursing home in our neighbourhood please: Bishan residents



Photo: ST

[AsiaOne](#)

Monday, May 28, 2012

SINGAPORE - In the latest case of Singaporeans raising a ruckus over eldercare facilities being built in the vicinity of their homes, a group of [Bishan](#) residents are petitioning for an upcoming nursing home to be built elsewhere.

According to The Straits Times (ST), the 260-bed nursing home, which is to be six to eight [storeys](#) high, is to be built on an empty grass patch facing three blocks of flats in [Bishan](#) Street 13.

Discussion Question: “I agree/disagree with the residents because _____”



National Cadet Corps students rounding up the school year with reflections



Circle Time lessons
in both **curricular** and
co-curricular
programmes



Infocom Club students sharing their feelings about the club programme



In the last of a three-part series on schools with good disciplinary programmes, *The New Paper* looks at Ping Yi Secondary

Circles help shape Ping Yi students

By Liew Hanqing

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AT Ping Yi Secondary School, the circle is an important shape. Students and teachers form one when they meet for group discussions.

It is part of a school-wide initiative, known as restorative practices, at the school.

The idea of sitting around in a circle is used in class conferences, often to resolve conflicts at the class level.

A "talking stick" is passed around, and whoever is passed the stick is given a chance to speak up.

Everyone in the circle gets a chance to speak, including the teacher facilitating the conference.

The school first introduced the practice last year, after the guidance branch of the Ministry of Education (MOE) introduced it in four pilot schools.

The three other pilot schools are: Woodlands Ring Secondary, Jun Yuan Secondary, and St Andrew's Secondary.

Said Hafiz A'alely Mohd Zahid, a Secondary 1 student: "In the circle, we get to share our experiences with each other.

"I had a friend whom I didn't like much in the beginning because I thought he was quite scary.

"But after talking to him, I found out he was actually a nice boy. We're good friends now."

The school also uses "circles" to allow students to suggest improvements for the school.

Said Secondary 4 student Muhammad Hafiz Manaf: "We get to contribute ideas on how to make our school better. Not all our ideas are accepted, but we get to understand why."

LOCKERS

He gave the example of a suggestion to introduce lockers so that students wouldn't have to lug around heavy bags.

"That idea was rejected because our principal was concerned we would just leave our books in school all year and not study," he said.

"But the school introduced lockers for Co-Curricular Activities groups so

they wouldn't have to carry their heavy equipment around."

Another facet of restorative practices is helping students reflect on their wrongdoings.

Errant students are put through a thinking process after they have committed an offence.

They are given a self-reflection form to fill up — they must write about their offence and why they did it.

At the end of the questionnaire, they must make a commitment to the school not to repeat the offence, or face a penalty they themselves propose.

Said principal Julia Woo: "Usually, the commitment should be tied to the student's wrongdoing.

"For example, if the student is caught for littering, then he can right the wrong by volunteering to pick up litter in school."

She added, however, that some students find it hard to say what they

should do to make amends.

In such cases, the school proposes corrective measures.

PUNISHMENTS STILL NEEDED

But restorative practices do not mean the end of measures such as caning.

The school feels such punishments are still necessary, especially for recalcitrant students who commit offences such as theft and fighting.

They will still be put through a thinking process to reflect on their wrongdoings.

Said discipline master Martin Chan: "We aren't taking away all punitive measures — we still have those in place.

"We view restorative practices more as an additional measure that will help us to manage misbehaviour."

Mrs Woo said that the focus of these practices is to repair the damage done to relationships as a result of students' offences.

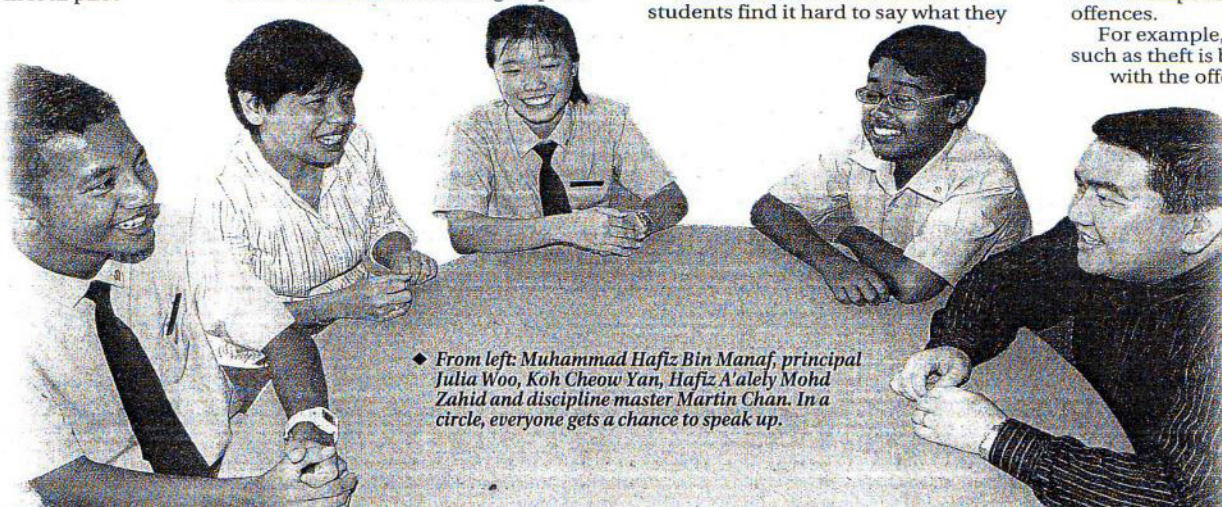
For example, the victim of an offence such as theft is brought face-to-face with the offender.

Said Mrs Woo: "We want to help the child realise the damage he has done as a result of his actions, take responsibility for them and repair the damage."

In the past, offenders were simply punished according to the rules.

Now, they are disciplined, then made to reflect in writing.

Teachers then go through the reflections with



◆ From left: Muhammad Hafiz Bin Manaf, principal Julia Woo, Koh Cheow Yan, Hafiz A'alely Mohd Zahid and discipline master Martin Chan. In a circle, everyone gets a chance to speak up.

How did we build a restorative culture? Hardware



3. Values for Breakfast - encourages students to articulate their thoughts and feelings



How did we sustain a restorative culture? Hardware



4. Morning Reading Period – time for teachers to close loop on issues from previous day

5. KnowingU sessions – 1-on-1 dialogue for teachers to get to know students better



How did we sustain a restorative culture? Hardware



6. Deployment of Form Teachers – FTs follow up with classes for at least 2 years

7. Peer-to-Peer Mentor Programme – peer mentors guide and provide emotional support to students

How did we build & sustain a restorative culture? Heartware




1. Sensitising our staff to our students' profile
2. Constant conversation
3. Getting a few 'champions' to lead and giving others time to ease in
4. Working together to manage students



**CHALLENGES FACED DURING
OUR RP JOURNEY**



Concern	Action(s) taken
1. Time constraint 2. Offender is not ready to talk	Adopted the “Blue Form”

 PING YI SECONDARY SCHOOL
PUPIL MANAGEMENT DEPARTMENT

Self-Reflection & Plan

Name: _____ () Class: _____
Date: _____

1. What did you do?

2. What were you thinking about when you did that?

3. What have you thought about since it happened?

4. Did you do the right thing or the wrong thing?

5. Who has been made to feel sad / angry / bad by your behaviour? How are they affected?

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: _____

Remarks / Comments

Handled by: _____



Concern	Action(s) taken
3. Competency of staff	<ul style="list-style-type: none">• Training sessions – whole school RP training + Circle Time strategies• Induction of new colleagues• Re-visiting RP during subsequent Staff Seminars



Concern	Action(s) taken
4. Managing the expectation of outcomes	<ul style="list-style-type: none">• Constant communication• Sharing of success stories and case studies during staff contact time