



Achieving Singapore's Desired Outcomes of Education Through Restorative Practices: A Case Study of Ping Yi Secondary School





2000 km

Singapore City



Montage



SHARING for the DAY

- What are Singapore's Desired Outcomes of Education?
- Overview of Ping Yi's RP journey
- Lesson Study
- Research Findings
- Q&A Session



Mr Abdul Malek Bin Osman

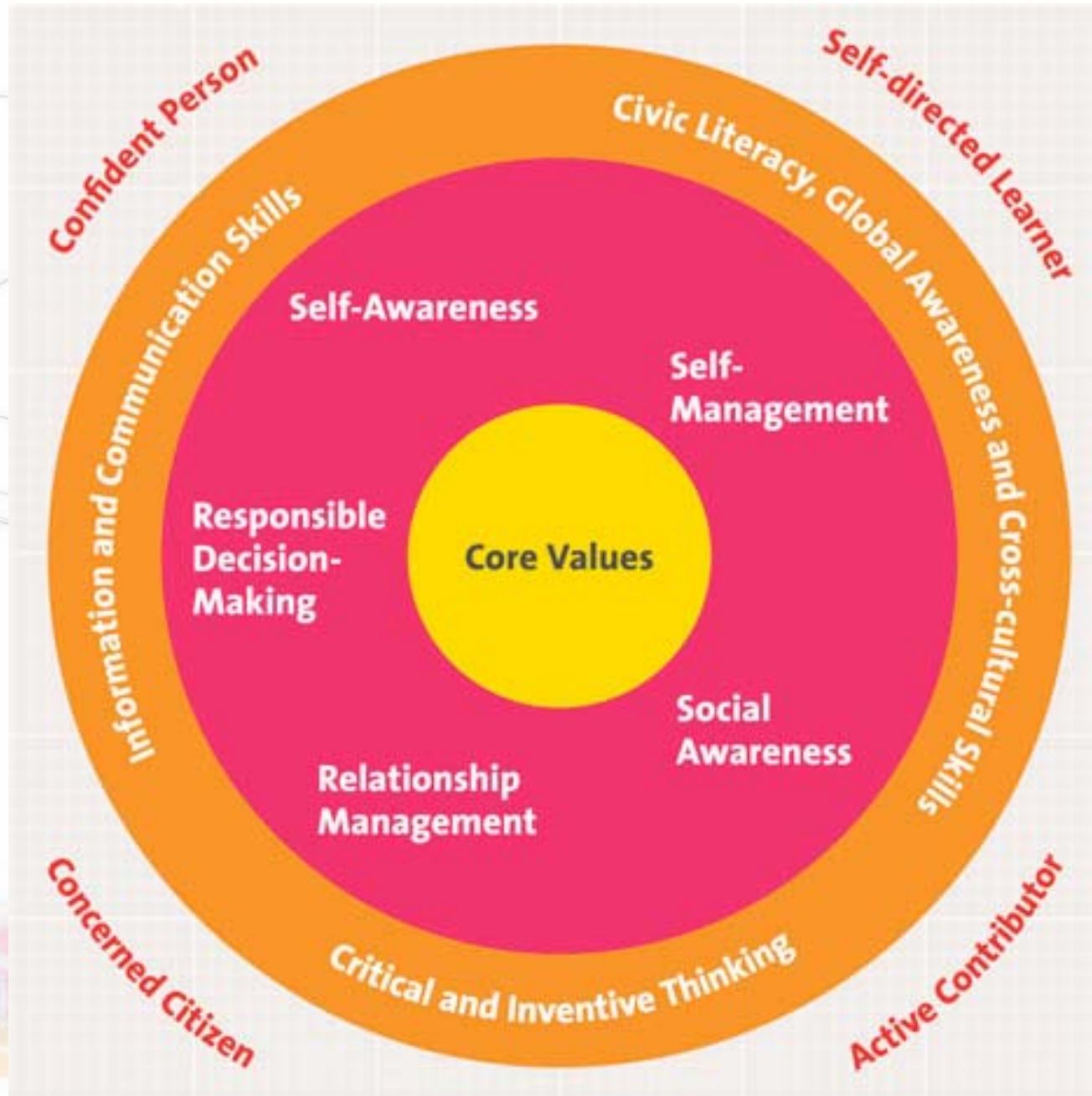
- Currently, teaching in Ping Yi Secondary School, Singapore
- Head of Department (Mathematics), School Staff Developer (Covering)
- Bachelor of Engineering (Hons), National University of Singapore
- Diploma in Education (National Institute of Education, Singapore)
- Diploma in Departmental Management (National Institute of Education, Singapore)

Mr Ryan Neo

- Currently, teaching in Ping Yi Secondary School, Singapore
- Head of Department (Pupil Management)
- Bachelor of Engineering (Hon), Nanyang Technological University
- Diploma in Education (National Institute of Education, Singapore)
- Experience working as Civil Engineer in Private Sector

[MOE Video](#)

21st Century Competencies and Outcomes



C2015 Student Outcomes

Confident Person

Thinks independently
Communicates effectively
Has good inter-personal skills

Self-directed Learner

Takes responsibility
for own learning
Questions, reflects, perseveres
Uses technology adeptly

Concerned Citizen

Is informed about
world and local affairs
Empathises with and
respects others
Participates actively

Active Contributor

Exercises initiative
and takes risks
Is adaptable, innovative, resilient
Aims for high standards

Singapore's Desire Outcomes of Education

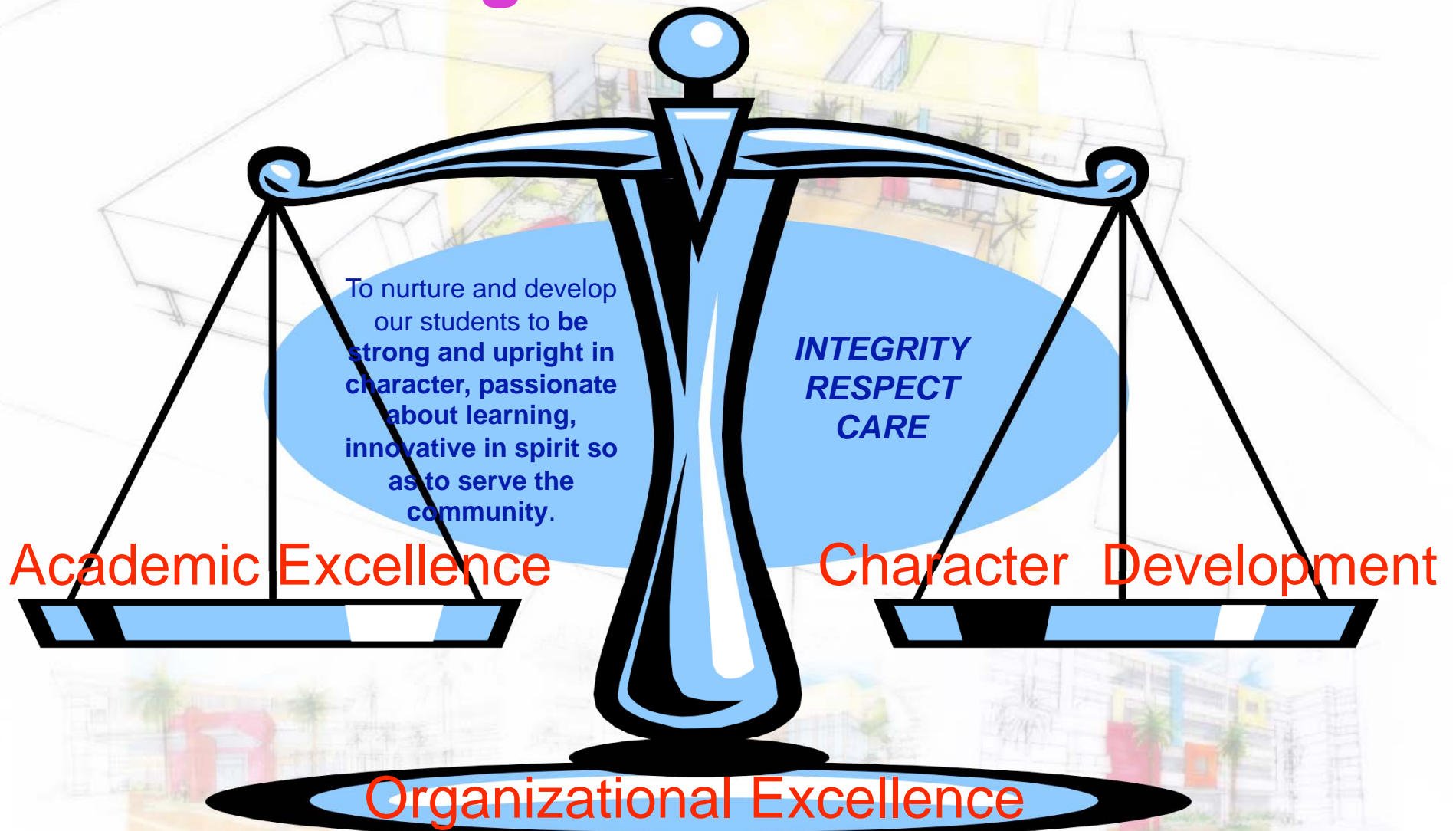
The Key Stage Outcomes of Education

	At the end of <u>Secondary</u> school, students should:	
	have moral integrity	
	believe in their abilities and be able to adapt to change	
	be able to work in teams and show empathy for others	
	be creative and have an inquiring mind	
	be able to appreciate diverse views and communicate effectively	
	take responsibility for own learning	
	enjoy physical activities and appreciate the arts	
	believe in Singapore and understand what matters to Singapore	

Ping Yi Secondary School



A School of Distinction in Learning & Service



Our Student Profile

No of Students (1230)

Express	418 (34%)
N A	589 (47.9%)
NT	223 (18.1%)
Total	1230

Primary School Leaving Examination Mean Score (average over 5 yrs)

Express	199
NA	158
NT	103

Distribution by Race

Chinese	52%
Malays	28.5%
Indians	14%
Others	5.5%

Student Residence

HDB 1-3 room	29.7 (21.1)
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Financial Assistance Scheme

248 (20%)

Achievements



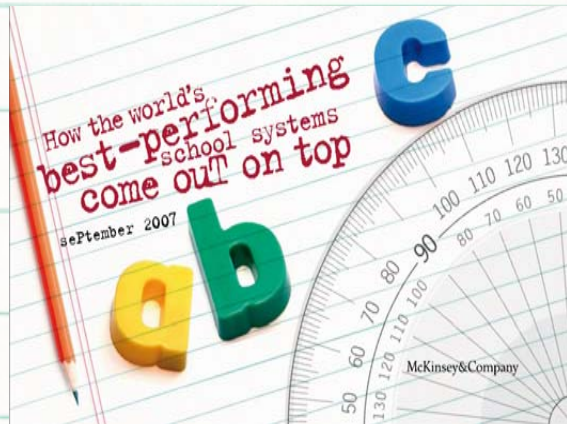
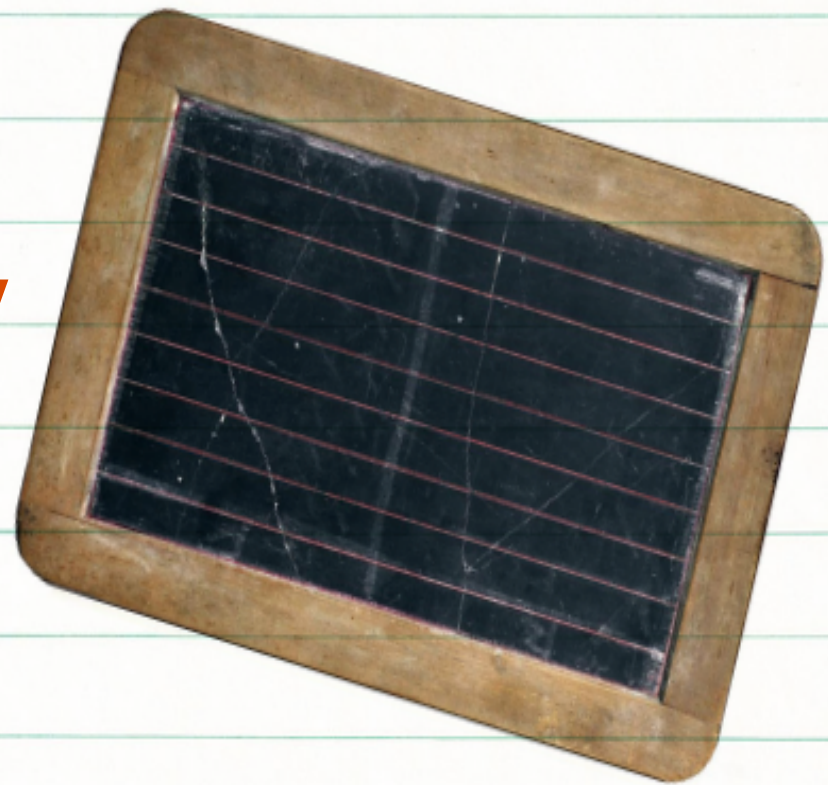
- Outstanding Character Development Award
- Outstanding National Education Award
- Academic Value Added results for the last 5 years
- Higher than national average in Quality School Experience survey in stems relating to teacher-student and student-student relationship
- Decreasing trend in recalcitrant of major offences for the last 5 years

SCHOOL CULTURE



**“Learning occurs
when students and
teachers **interact**.
Thus, to improve
learning implies
improving the quality
of that interaction”**

Mc Kinsey Report on education 2009



Restorative Practice

An architectural rendering of a school building with a central courtyard. The building has multiple wings and a central entrance. The courtyard is paved and surrounded by palm trees. The rendering is in a light, sketchy style with some color washes.

- Philosophy: Every child can achieve
- Principles:
 - Building relationships
 - Repairing relationships
 - Wrongdoing is a violation of people and relationships
 - Putting rights the wrong
 - Reaffirming relationships
 - develop relational practices to prevent incidents of inappropriate behaviour



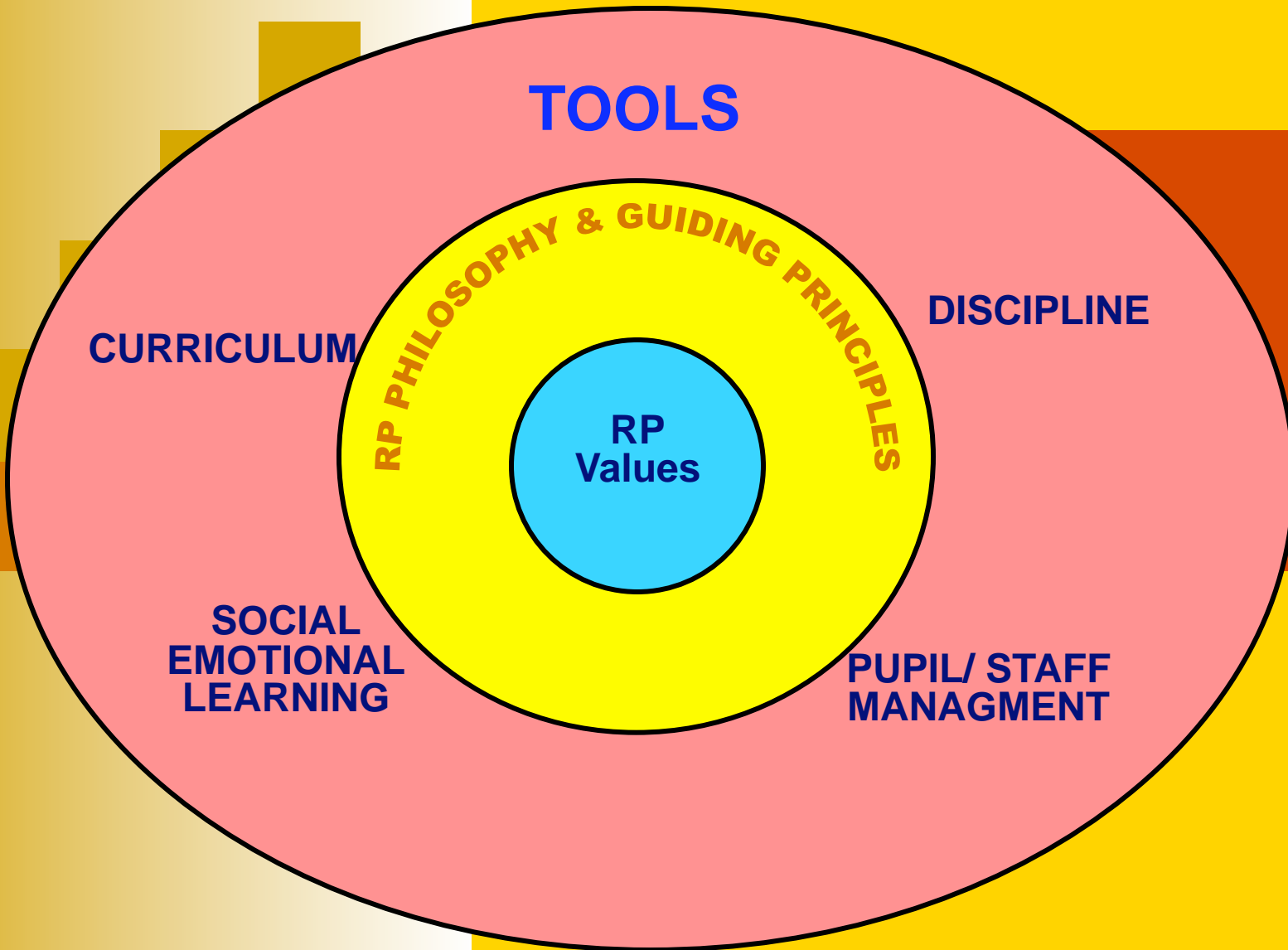
RESTORATIVE PROGRAMME 2005

**First 4 RP Pilot
Schools in
Singapore**

- Woodlands Ring Sec
- St Andrew's Sec
- Junyuan Sec
- Ping Yi Sec



RP SCHOOL CULTURE



4 'R' Approach

- **Reculture school**
- **Redesign curriculum**
- **Review curriculum time**
- **Restructure school organization**



NE, Service Learning, ACE,
Work Attachment, Lifeskills,
IPW, Learning Journeys

TEACH

(Classroom teaching)

Restorative Practices

Restorative Practices



Our Goal
Responsible
Ping Yians

Restorative Practices

SUPPORT

(Pupil Management)

RE-DIRECT

(Pupil Development)

Year Head system, PSLs,
Leadership devt, HOT, VIP

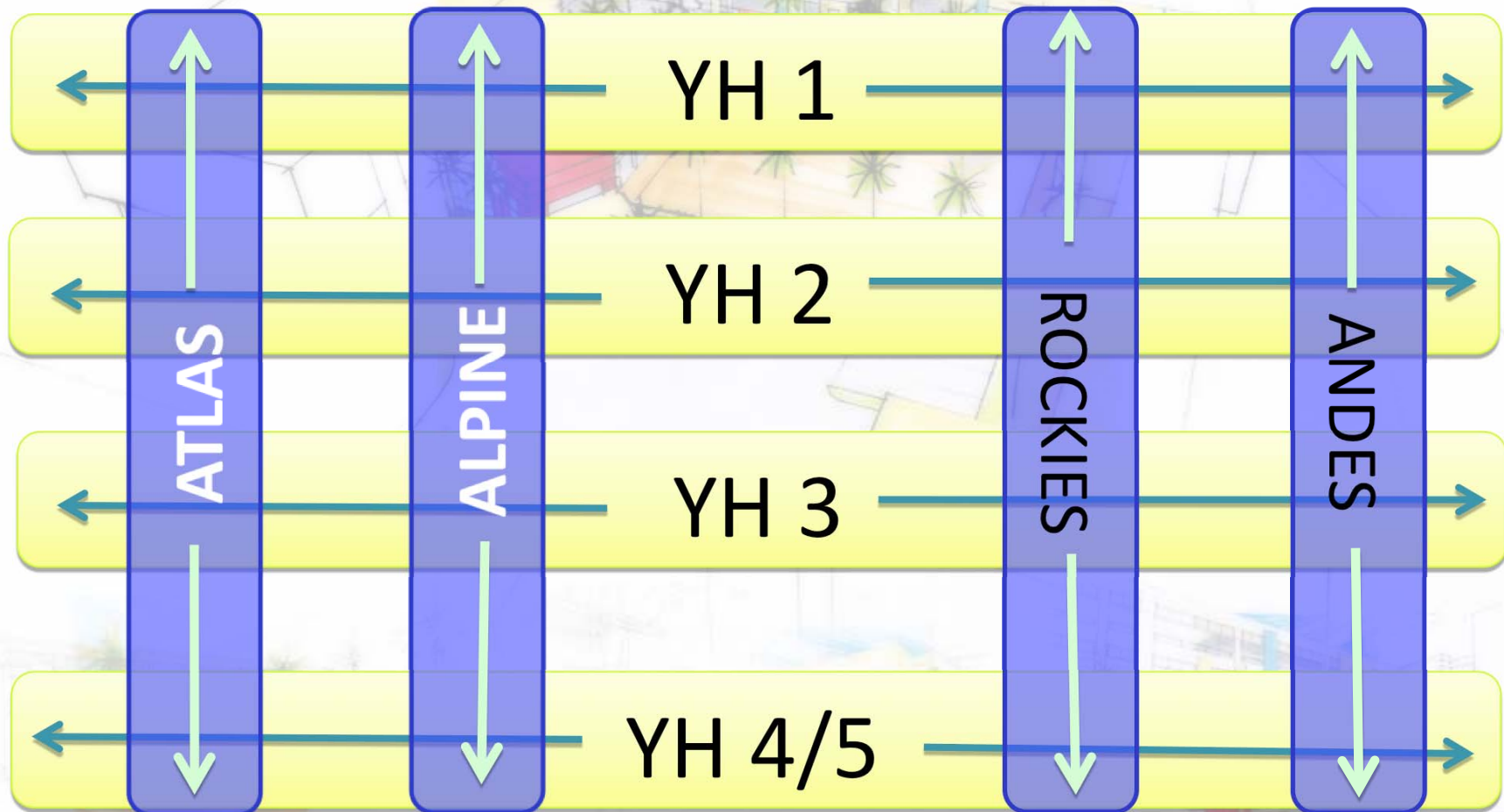
House System, Leadership devt,
CCAs, CIP, Service Learning,
Career Guidance, Sec 3 camp,
Prefects, Orientation camp,
Enrichment programme, Overseas
Exchange programme, SFE

FTSC, SNO, PSG,
MCYS, MENDAKI

Vertical & Horizontal Integration:

HOUSE + YEAR HEAD

Systems



Systemic Changes to develop RP Culture in PYSS

- Year Head system for horizontal integration
- House system for vertical integration
- “Values for Breakfast” Programme
- Relational Teaching
- Management of students’ misbehaviour using RP
- **RP Tools for curriculum**

Using Circle Time as a pedagogy Tool



Using Circle Time as a pedagogy Tool



Using Circle Time as a pedagogy Tool



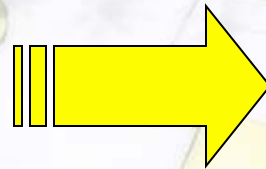
Professional Learning Community

- **Professional Development Structure for Singapore teachers**
- **Identify key issues** in the classroom and school
- **Work collaboratively** to address issues for the benefit of the students



Link Between Circle Time Outcomes with Singapore DOE's

Circle Time Outcomes



Key Stage Outcomes of Education

At the end of Secondary school, students should:

have moral integrity

believe in their abilities and be able to adapt to change

be able to work in teams and show empathy for others

be creative and have an inquiring mind

be able to appreciate diverse views and communicate effectively

take responsibility for own learning

enjoy physical activities and appreciate the arts

believe in Singapore and understand what matters to Singapore

Problem Statement

A detailed architectural rendering of a modern school building. The main part of the image shows a large, multi-story building with a central courtyard area. The building has a mix of colors, including yellow, red, and blue. There are palm trees and other plants in the courtyard. The rendering is done in a sketch-like style with some color washes.

“Does lessons conducted using RP’s Circle Time, with appropriate questioning techniques, enhances development of self confidence, communication and inter-personal skills of students?”



METHODOLOGY
Lesson Study

Lesson Study : Processes



- 1 year study
- Selection of teachers & class
- Crafting of survey questions
- Pre & Post Observation
- Tagging of Transcripts

Lesson Study : Selection of Teachers



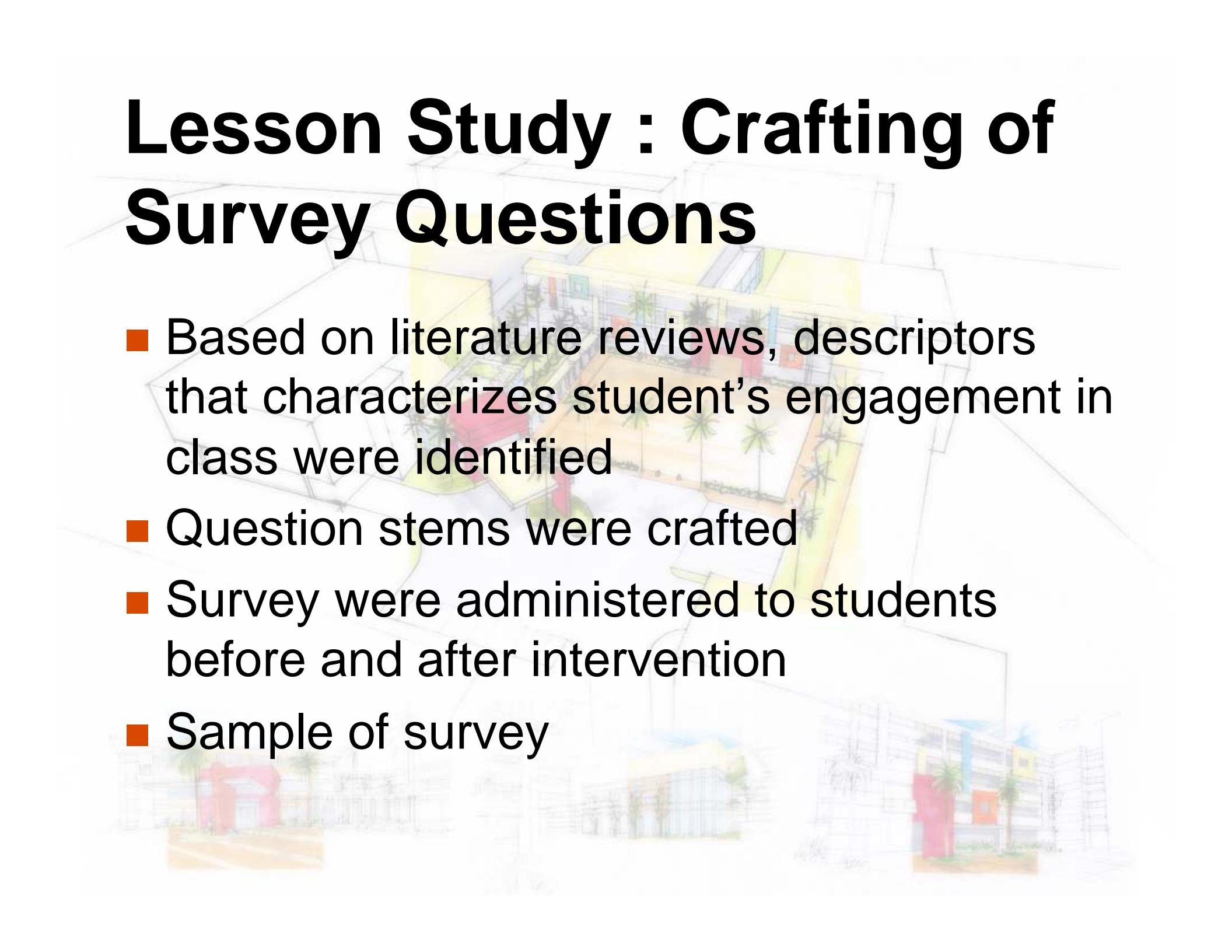
- 2 teachers were identified and selected
- Profile of teachers
 - Teacher A
 - Female
 - 4 years in service
 - Major in teaching of Mathematics
 - Trained to conduct circle time
 - Teacher B
 - Male
 - 4.5 years in service
 - Major in teaching of English
 - Trained to conduct circle time

Lesson Study : Selection of Class



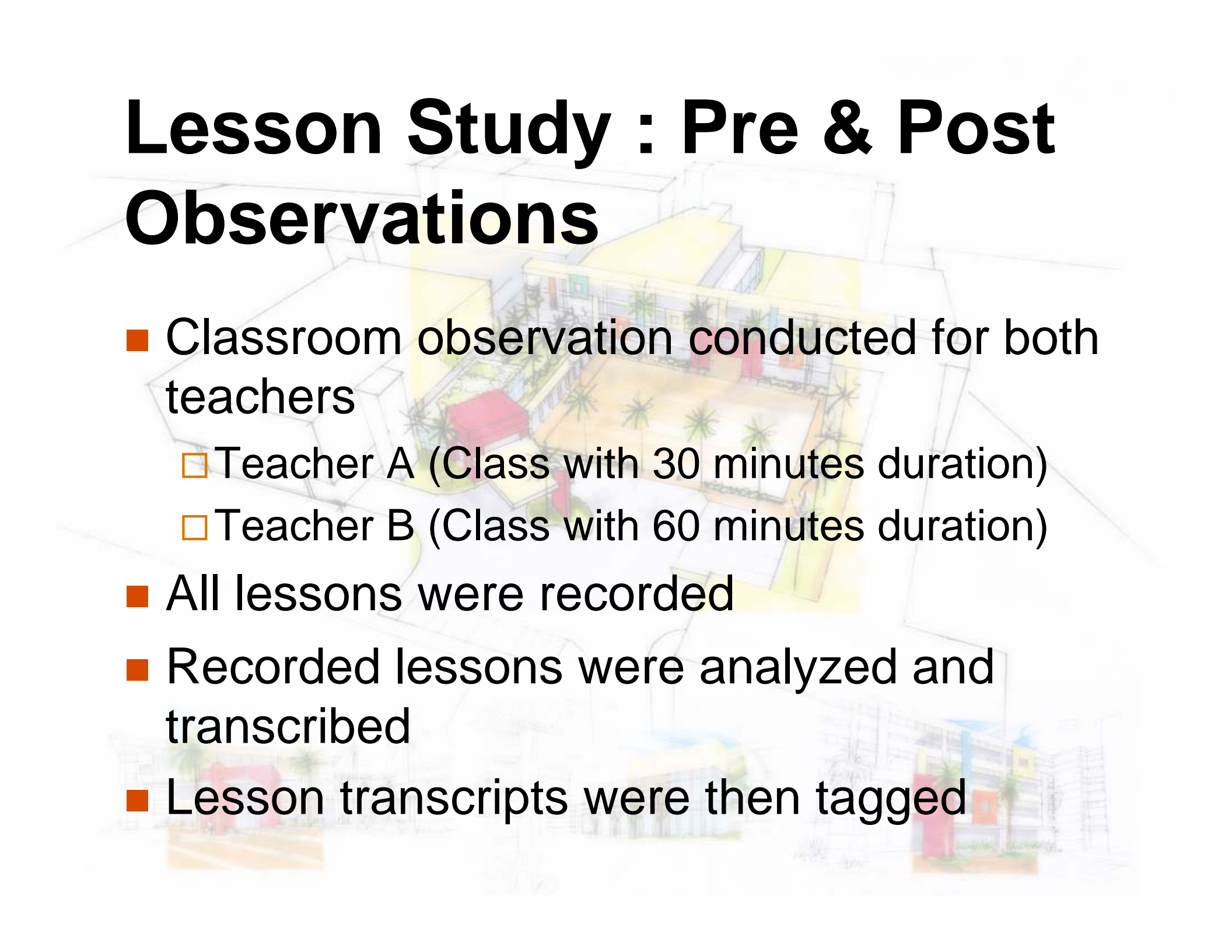
- 2 groups of students selected
- Profile of class
 - Class A
 - Age group – 13 years old
 - Co-ed
 - Ethnic composition: Malay, Chinese, Indian
 - Academic status: Express (High Average Ability)
 - Class B
 - Age group – 15 years old
 - Co-ed
 - Ethnic composition: Malay, Chinese, Indian
 - Academic status: Normal Academic (Average Ability)

Lesson Study : Crafting of Survey Questions



- Based on literature reviews, descriptors that characterizes student's engagement in class were identified
- Question stems were crafted
- Survey were administered to students before and after intervention
- Sample of survey

Lesson Study : Pre & Post Observations



- Classroom observation conducted for both teachers
 - Teacher A (Class with 30 minutes duration)
 - Teacher B (Class with 60 minutes duration)
- All lessons were recorded
- Recorded lessons were analyzed and transcribed
- Lesson transcripts were then tagged



Sample Survey Questions

Lesson Study : Tagging of Transcripts

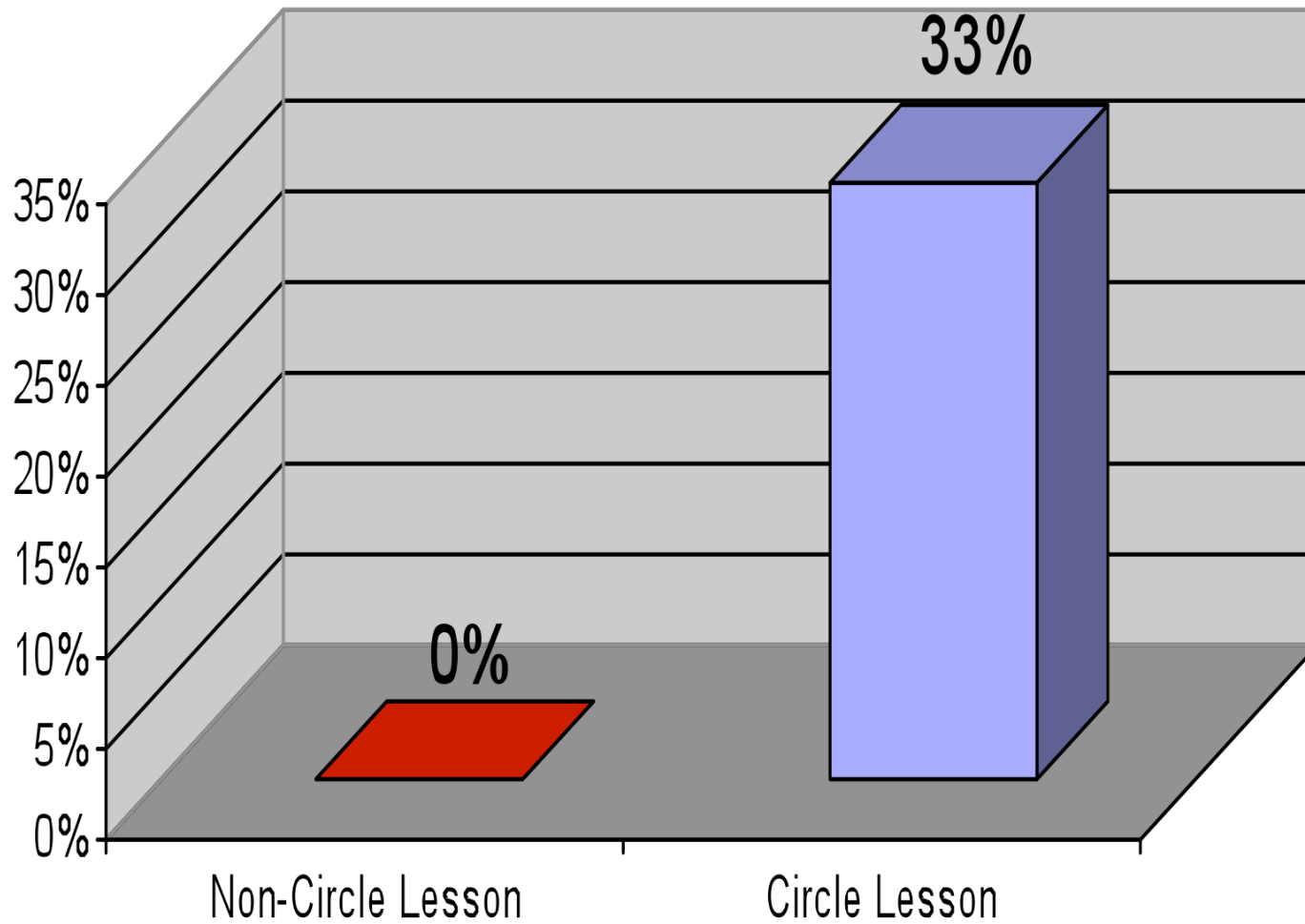


- Conversational transcripts were tagged according to these processes
 - Every lesson broken down to 10 minutes episodes
 - Each episodes were analyzed for these 2 key descriptors
 - Classroom Discourse (Univocal Discourse vs Open Ended Questions vs Closed Ended Questions)
 - Talk Time (Teacher Talk vs Student Talk vs Non Verbal)

Lesson Study : Analysis of Data

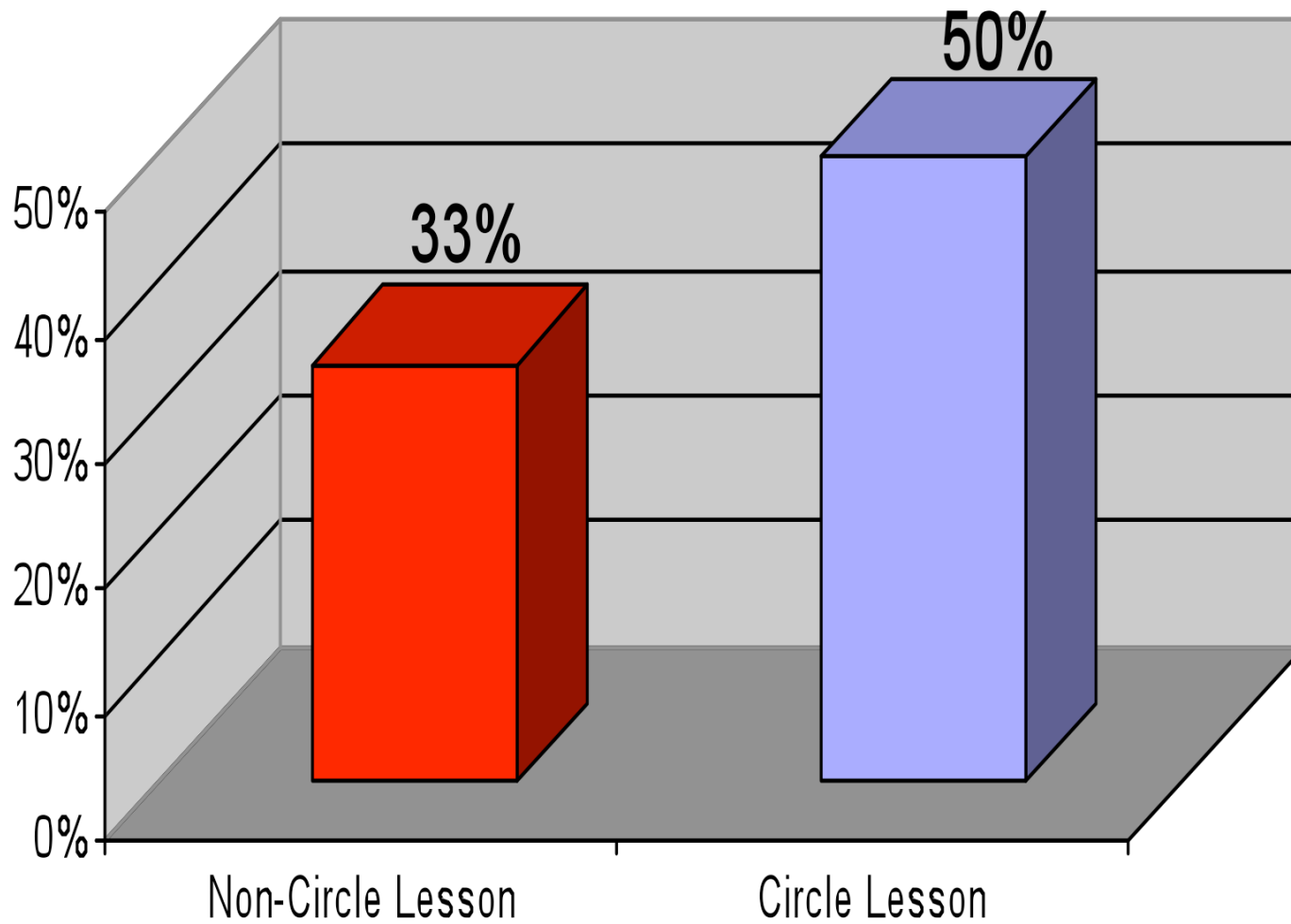
- From the data, an increase in the numbers of episode that has more open-ended questions was observed in circle lessons of both teacher A and B
- An increase in the percentage of open-ended questions from non-circle to circle lessons was also observed for both teachers

Episode With More Open Ended Questions



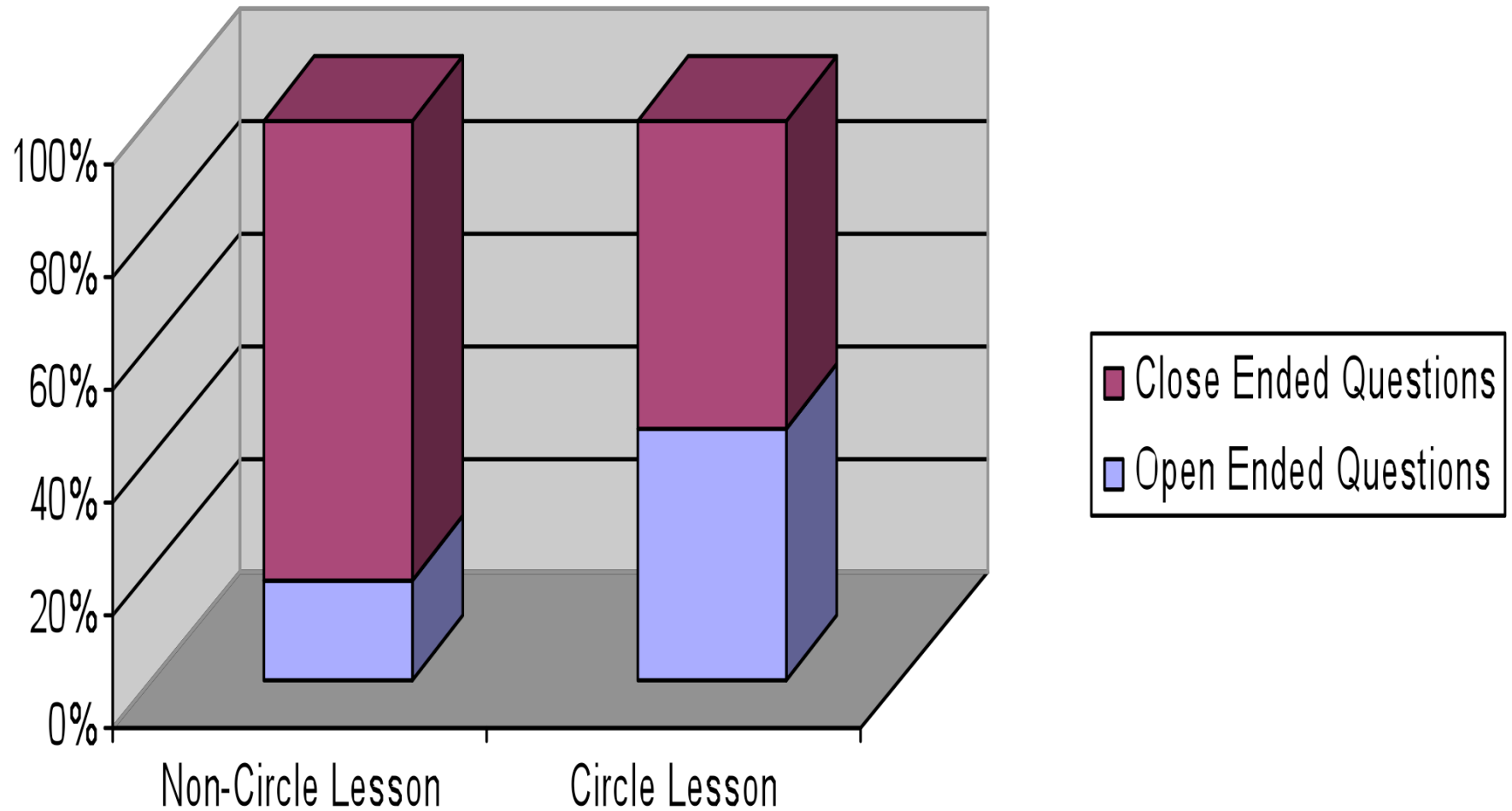
Teacher A

Episodes With More Opened Questions

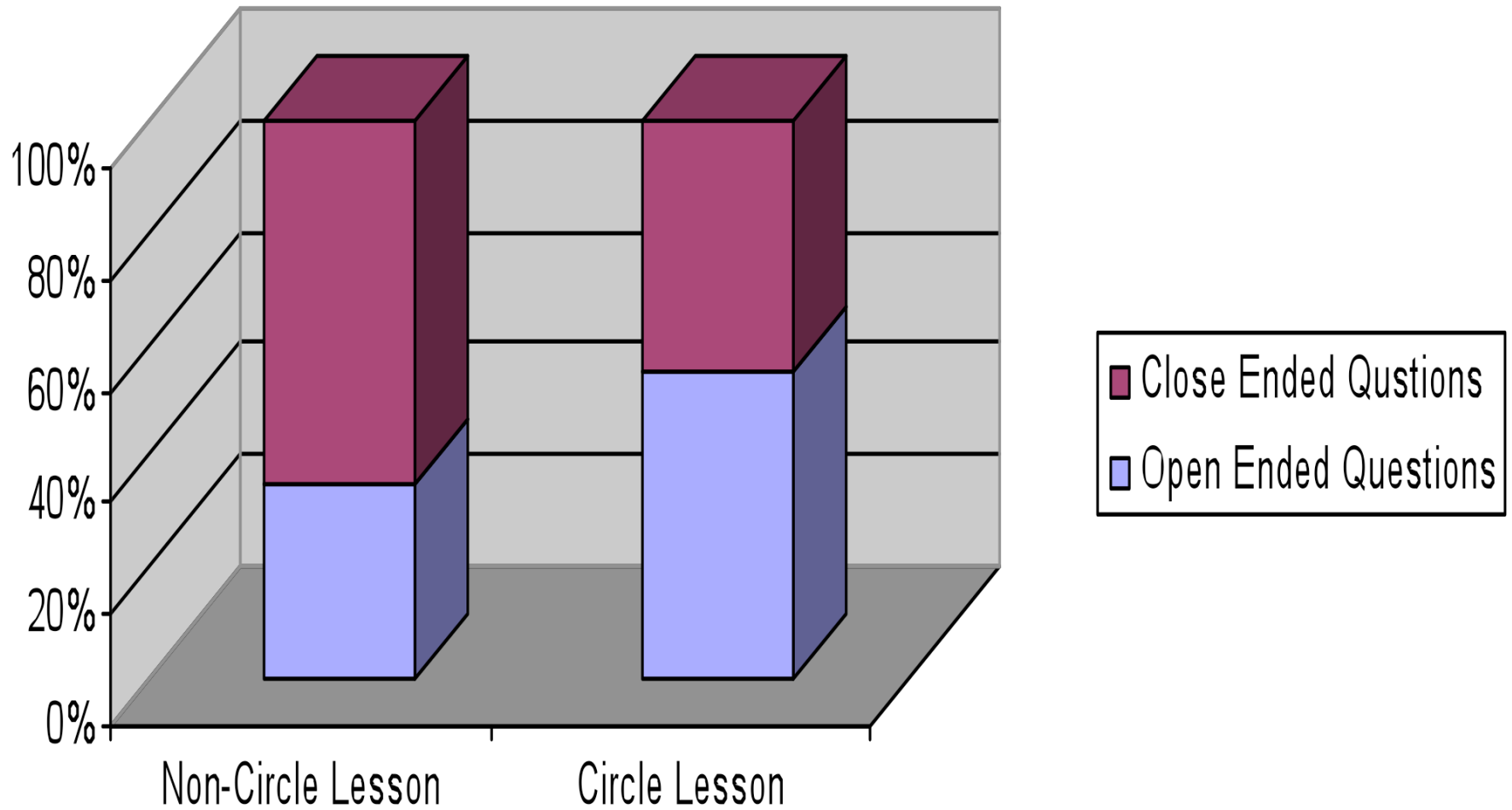


Teacher B

Type of Questions in Percentage Teacher A



Type of Questions in Percentage Teacher B

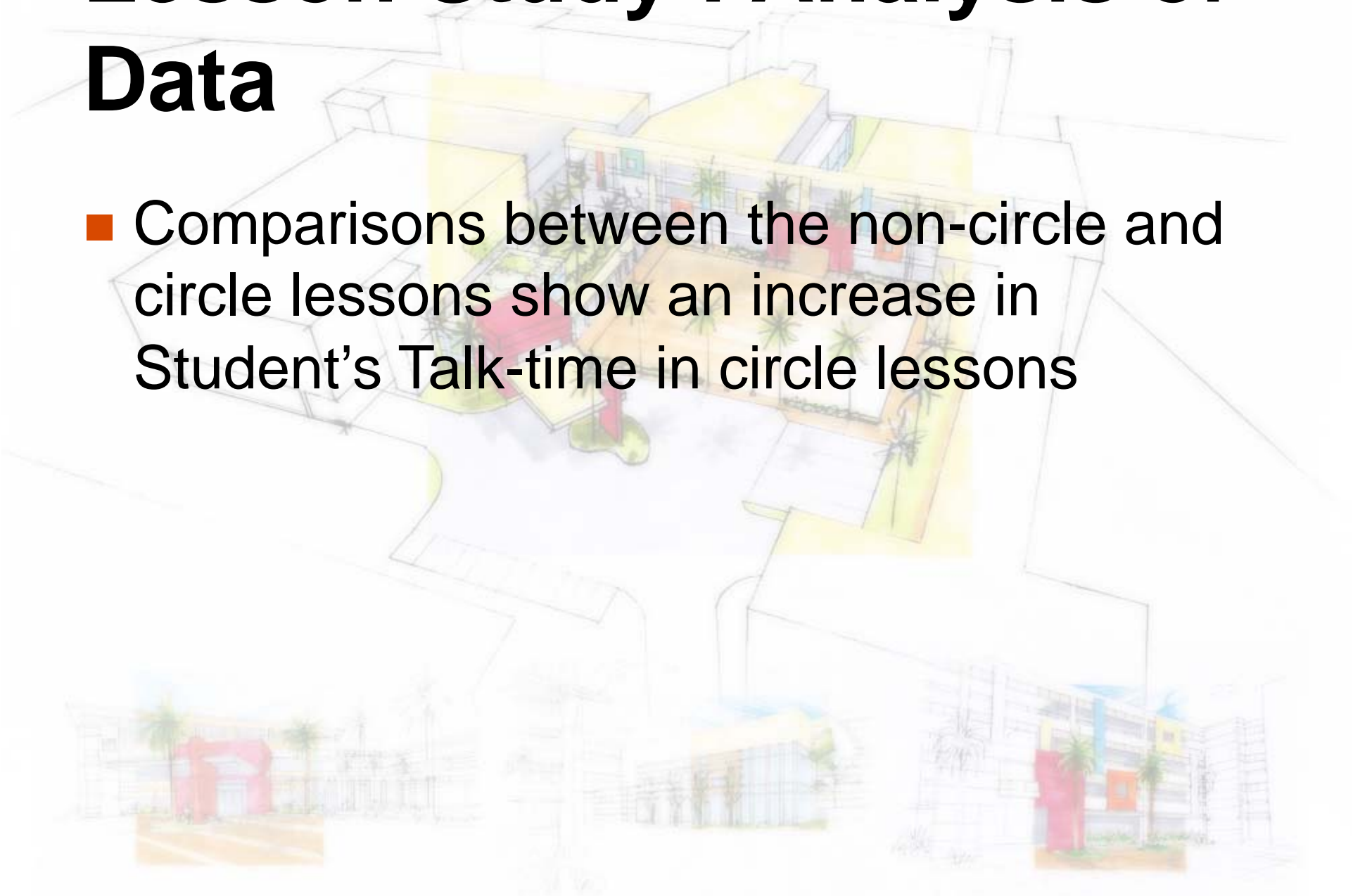


Lesson Study : Implications

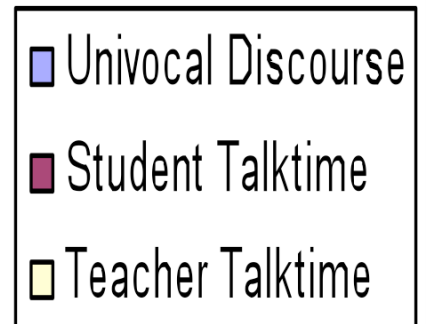
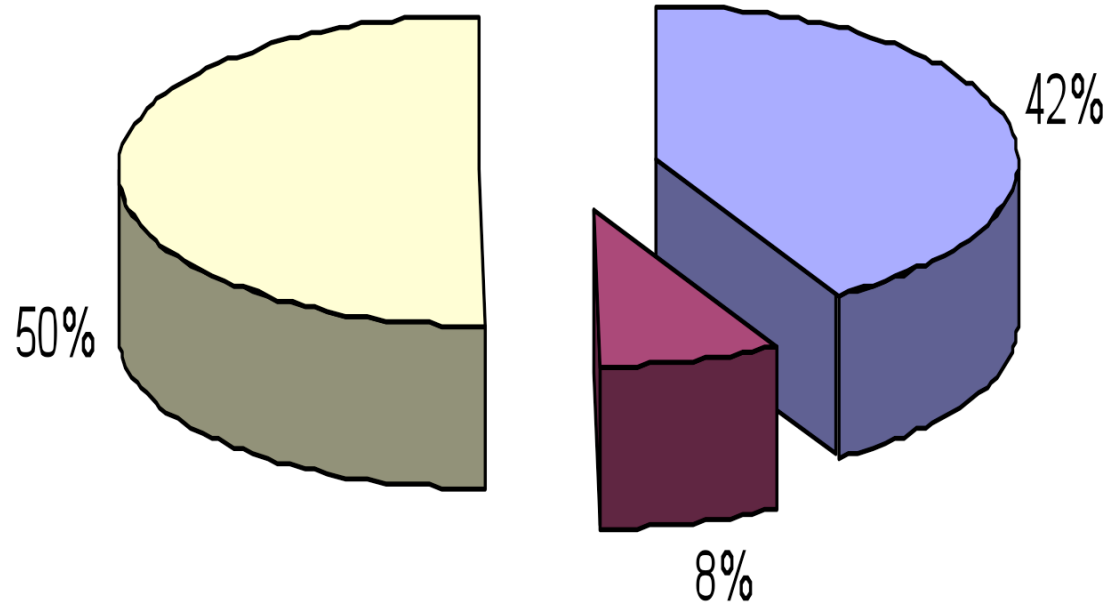
- Open-ended questions are more dominant across the entire duration of circle lessons compared to non-circle lessons.
- Students have more chances of verbalising their thoughts throughout the entire lesson
- Teachers have a higher tendency of asking open-ended questions in circle lessons
- This is beneficial to the development of students' self awareness and effective communication skills which are part of Singapore's key educational outcomes.

Lesson Study : Analysis of Data

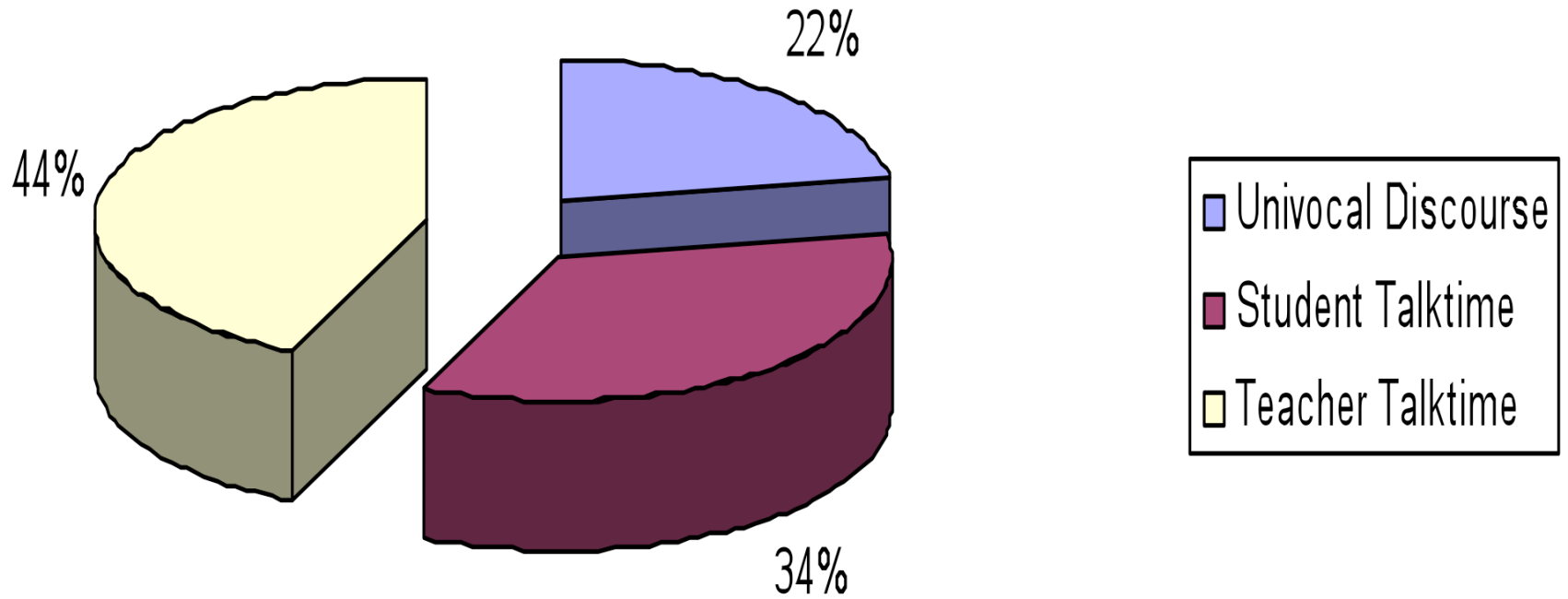
- Comparisons between the non-circle and circle lessons show an increase in Student's Talk-time in circle lessons



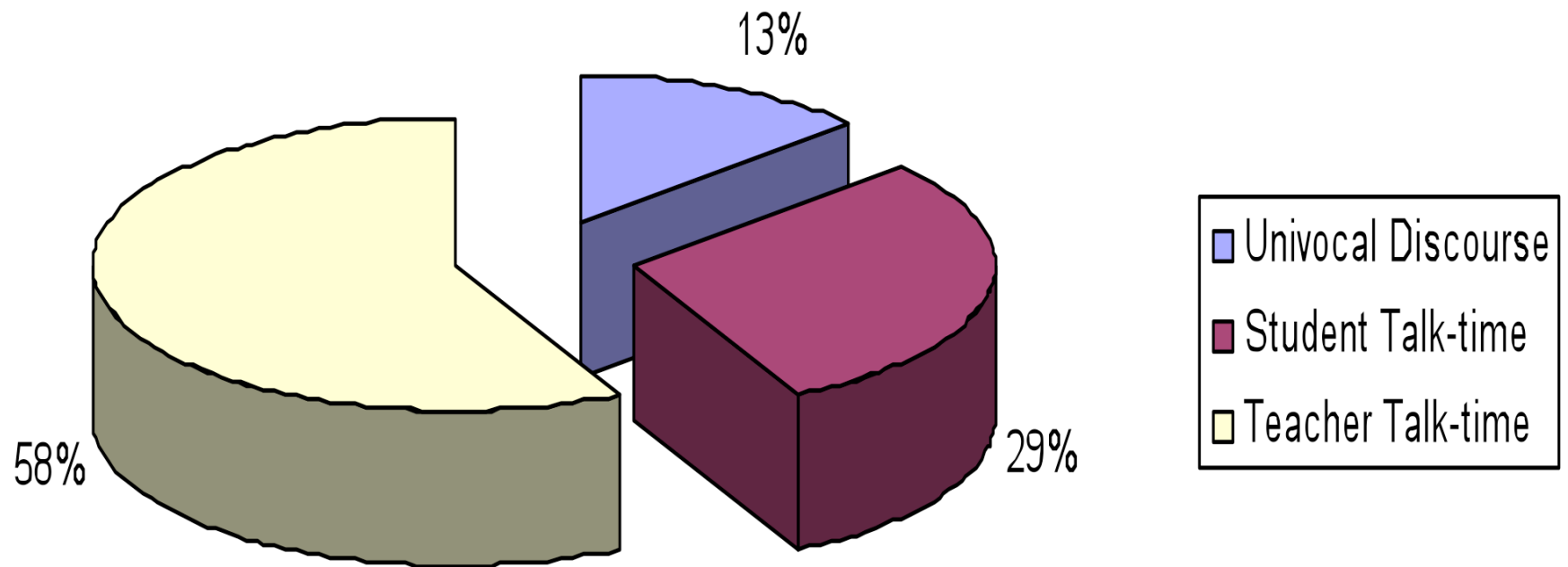
Normal Frontal Lesson Teacher A



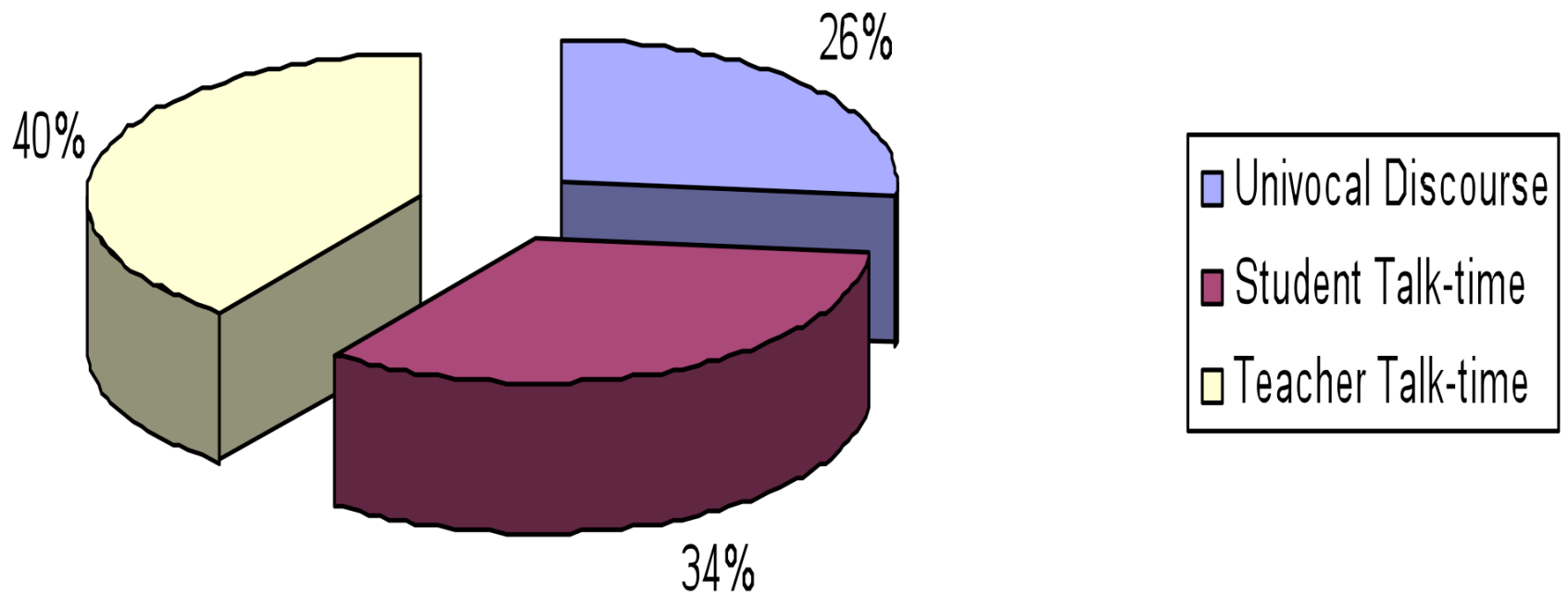
Circle Time Lesson Teacher A



Normal Frontal Lesson Teacher B

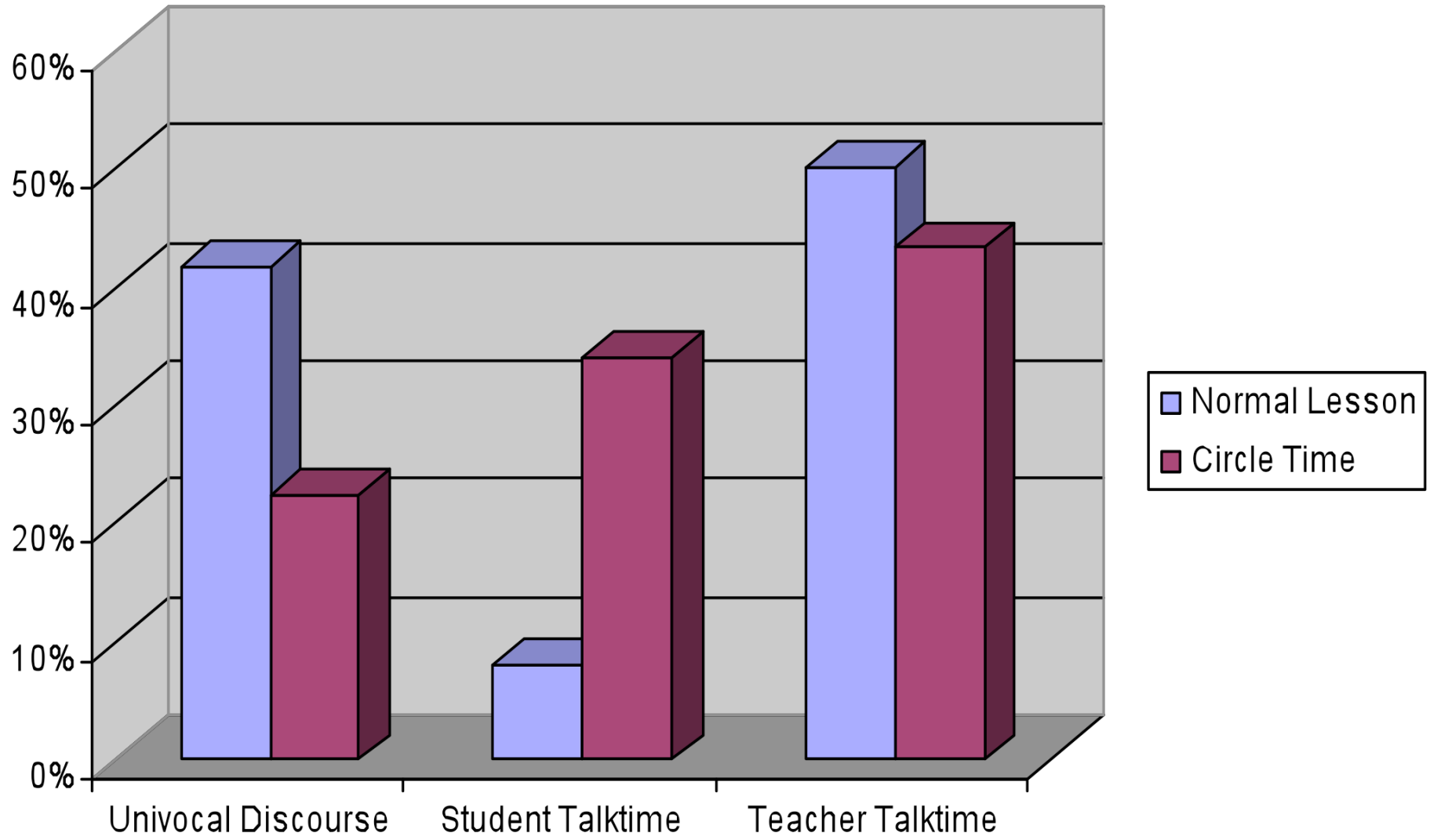


Circle Time Lesson Teacher B

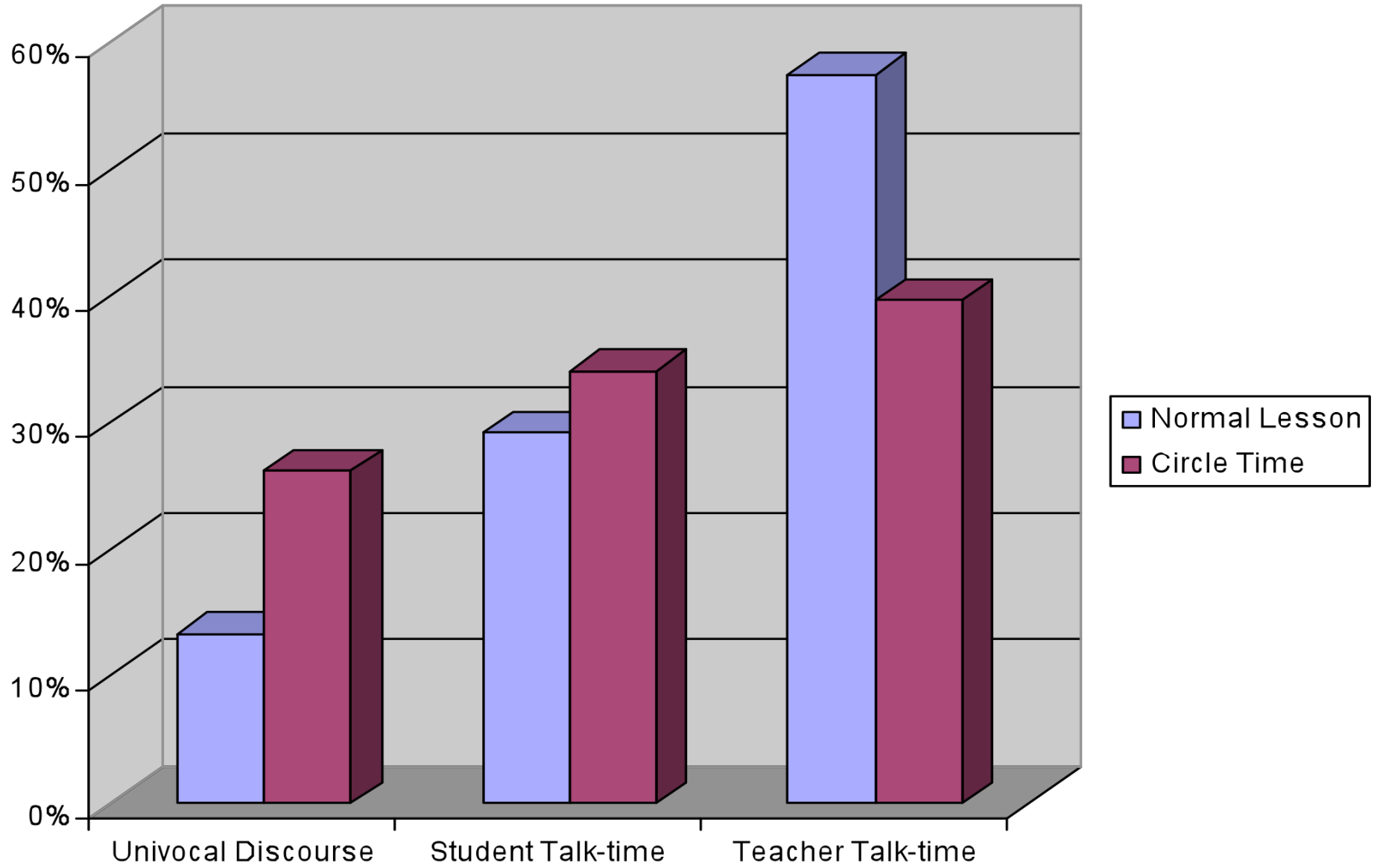


Teacher vs Student Talk-time

Teacher A



Teacher vs Student Talk-time Teacher B



Lesson Study : Implications

- Students are more likely to air their views and participate in discussions in circle lessons.
- Conducive for developing self confidence and communication skills of students



Lesson Study : Limitations

- Sound quality of the videos captured
- Lack of specialised software to transcribe and analysis data
- Lack of a greater pool of teachers comfortable to conduct circle lessons, resulting in a small sample size of students and lessons studied



Conclusion



- **Increased and improved communications between teacher-students and students-students**
- **Reflective learners resulting in deeper learning and development of self-confidence**
- **Develop inter-personal and communication skills**

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Thank you!

A copy of the slides presented may be downloaded from our school's website:

<http://www.pyss.edu.sg/index.php>

The slide features a central orange horizontal band with the text "Q&A Session" in white. The background is composed of a grid of squares in various shades of yellow and orange, with a gradient effect on the left side. The text is centered within the orange band.

Q&A Session