



The image features a central architectural rendering of a building complex. The main drawing is a perspective view of a multi-story building with a central courtyard. The courtyard is landscaped with palm trees and a paved area. The building's facade is highlighted in yellow, and the courtyard area is highlighted in red. The word "REFLECTIONS" is overlaid in large, bold, black letters across the center of the main drawing. Below the main drawing are three smaller perspective views of the building from different angles, showing the facade and the courtyard area.

REFLECTIONS



Intern 1's Reflection

Throughout the week, I have also observed the teacher's teaching and realized that the crux of keeping an orderly and attentive class during lesson does not only lie with enforcing strict ground rules and meting out punishments for offenses.

Rather, as a product of PYSS's Restorative Practice (RP) Program, **respect and dignity are the two driving forces behind good classroom management.**

Intern 1's Reflection



My mentors themselves do not then punish and detain the students after school and they instead ask **firmly but caringly**, why the student(s) did not do/bring their homework and together, **work out possible solutions** to any problems at hand.

Such mutual respect, and acknowledging the dignity of the teacher-student relationship, ... gave me much food for thought





Intern 2's Reflection

*"I've realised that this **ownership** on the part of the students is not just seen in the teaching strategies in Ping Yi, but also **in the Restorative Practice framework for discipline**, particularly because of its focus on values and character development."*

*"As a student myself, I admire the **consistency in the strategies Ping Yi has employed holistically across academia, socio-emotional and character development** of her pupils. "*

*"In addition, I feel that it has certainly **built the confidence of those who are accustomed to more typically punitive means of discipline**, as well as pupils who have never excelled enough to have the privilege and freedom to take charge of their learning."*

Intern 3's Reflection



*“In short, I learned that **RP is about building, repairing and maintaining teacher-student relationships.**”*

*“I admire Mr Yang’s attitude; He obviously shows a lot of concern for his student and was extremely patient. **Punishments are the easy way out as the offence gets ‘settled’ immediately.**”*

*“However, since we **don’t want to cultivate students who merely follow rules blindly** but instead students whose actions are led by their values, we have to **emphasize helping the students understand the effects of their offences rather than only punish them for it.**”*



Teacher 1's Reflection

“RP allowed not only the students, but also the **teachers**, to stop and **reflect**...

It has kept us calm and helped us to focus on helping the student and to probe deeper into the issues.”



Student's Reflection



“I was a very rebellious kid who refused to adhere to all the school rules and regulations”

- Skipped lessons
- Loved to challenge others to a fight by using ridiculous reasons,
- Plotted to beat up people whose attitude I did not like

“The only purpose I had in school was to create as much trouble as possible back in my first year in school.”

Student's Reflection



“Ms Aisyah and Mdm Wanis are the best teachers I have ever met in my life. They have the ultimate commitment as a teacher and the best qualities as a person too.”

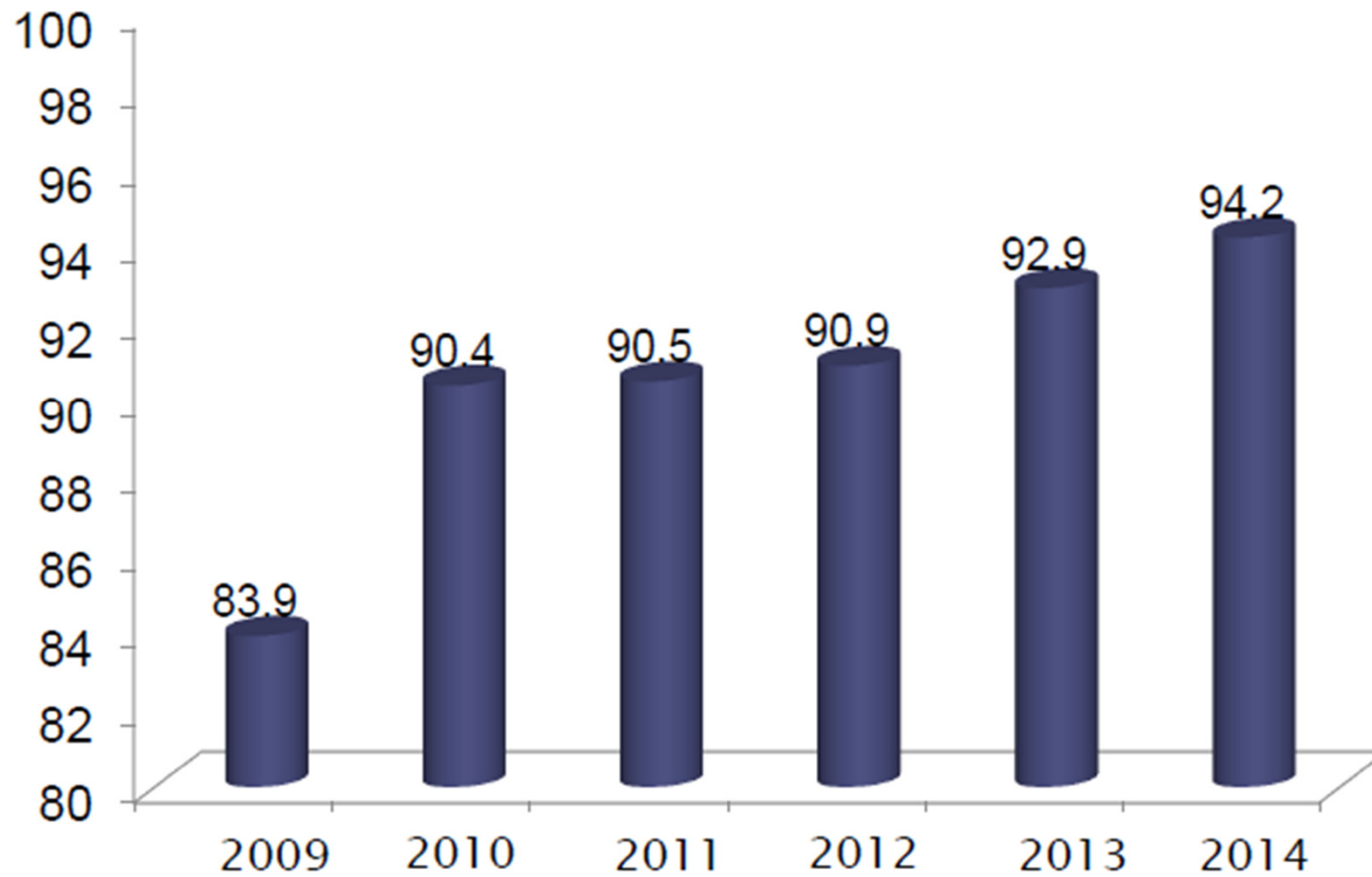
“The teachers’ overwhelming care allowed me to trust people around me.”



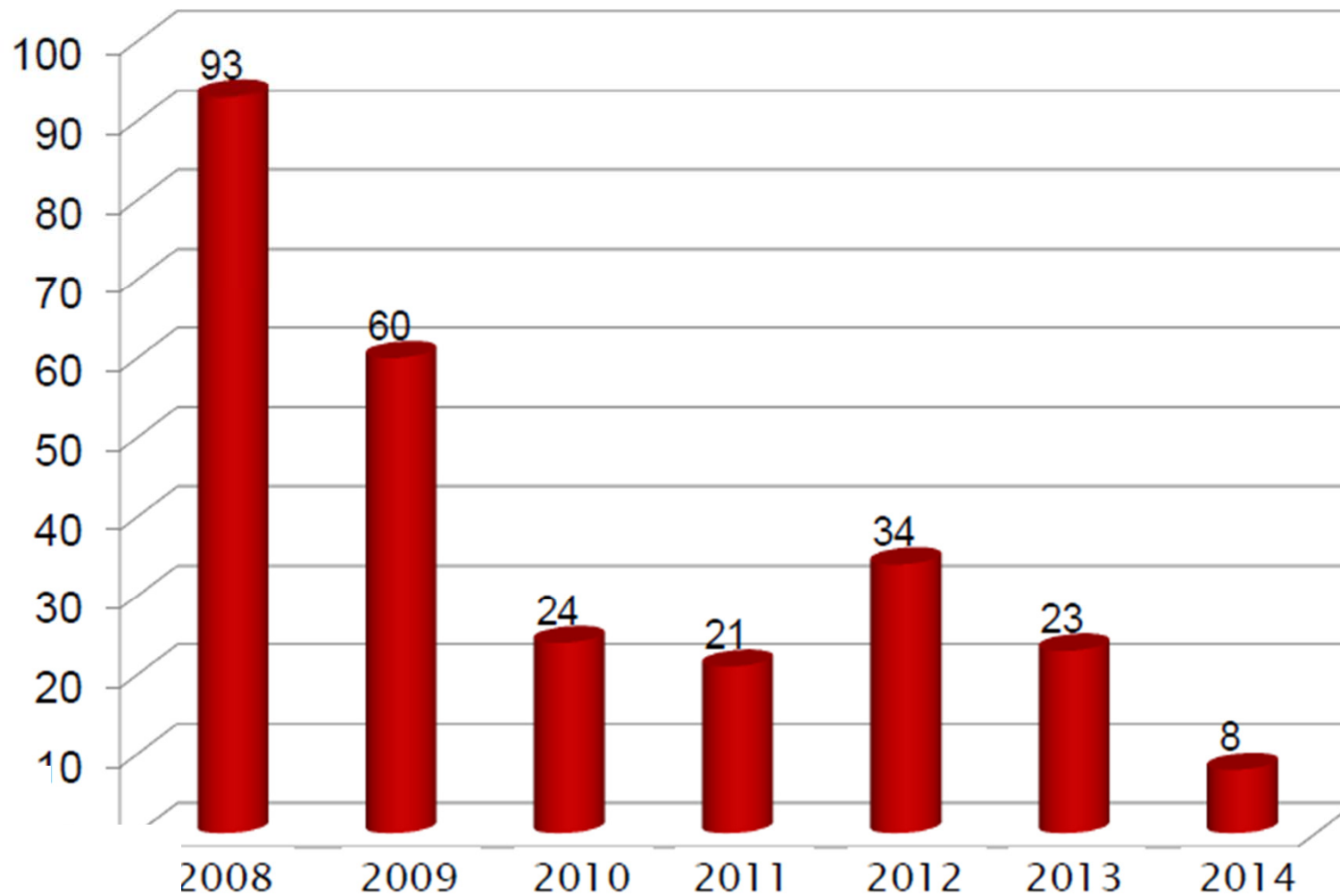
OUTCOMES THAT MATTER



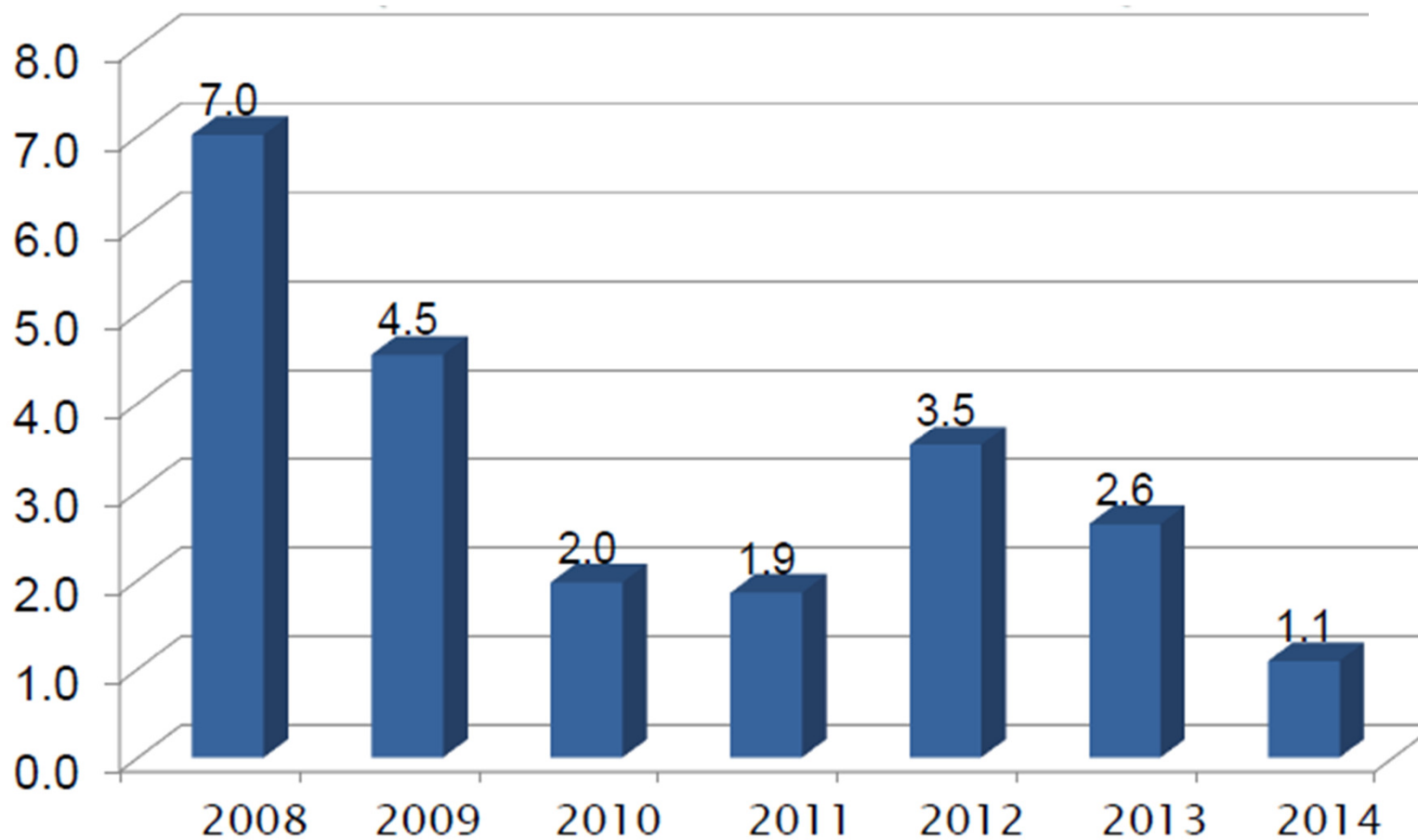
Average Attendance



Number of Students with Prolonged Absence

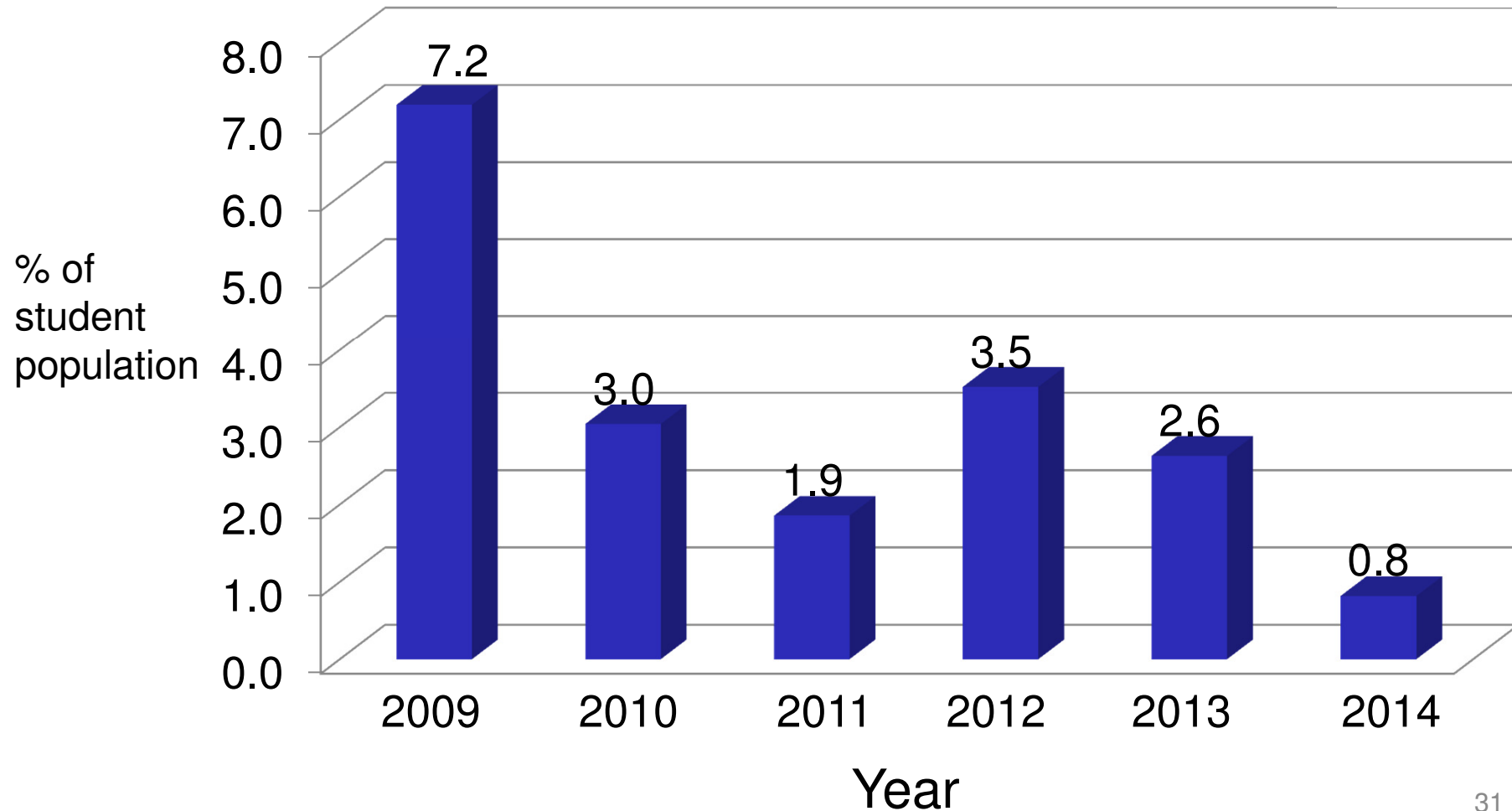


Percentage of Students with Prolonged Absence



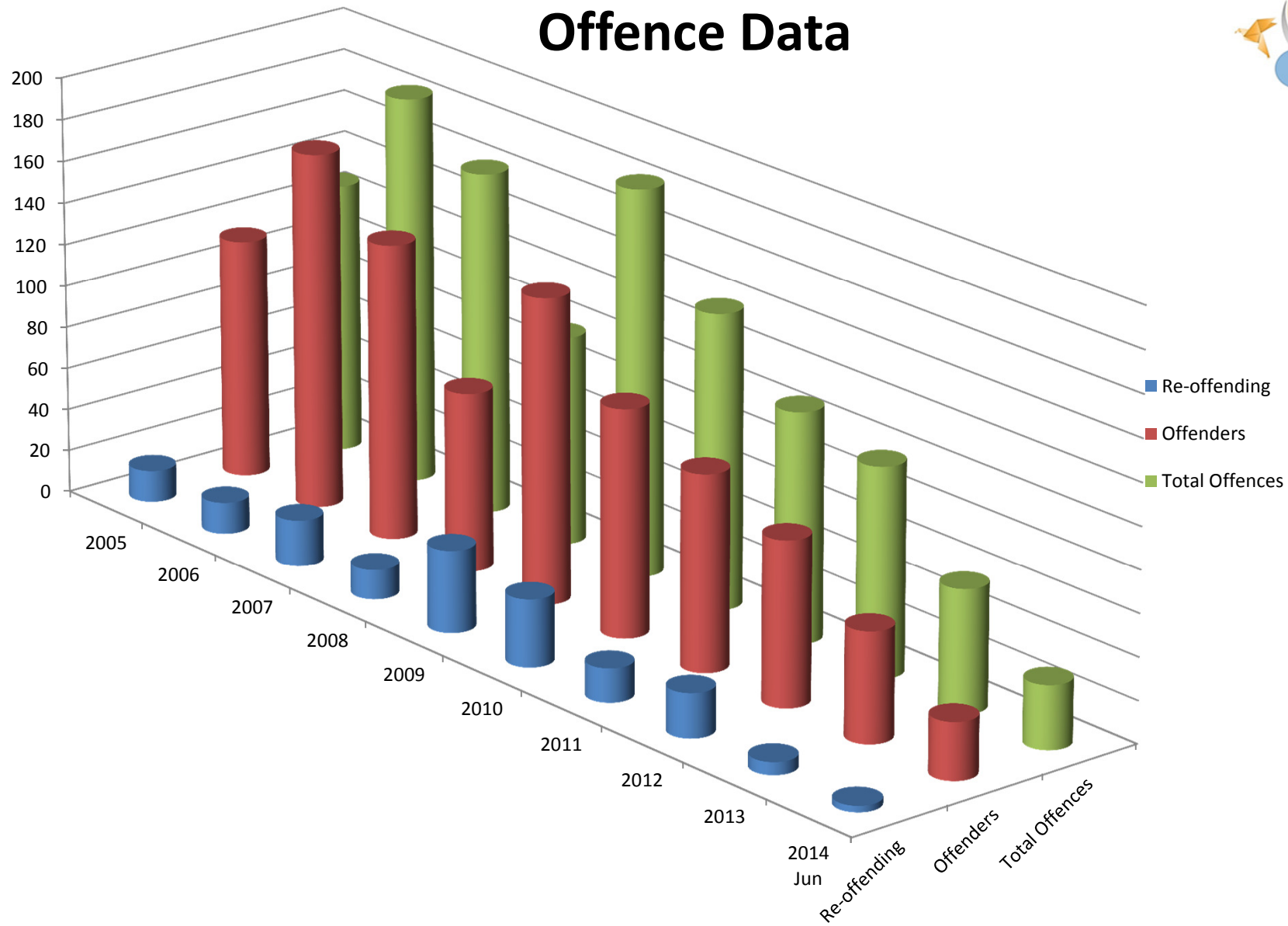
Student Absenteeism Data

(Less than 60% attendance per year)

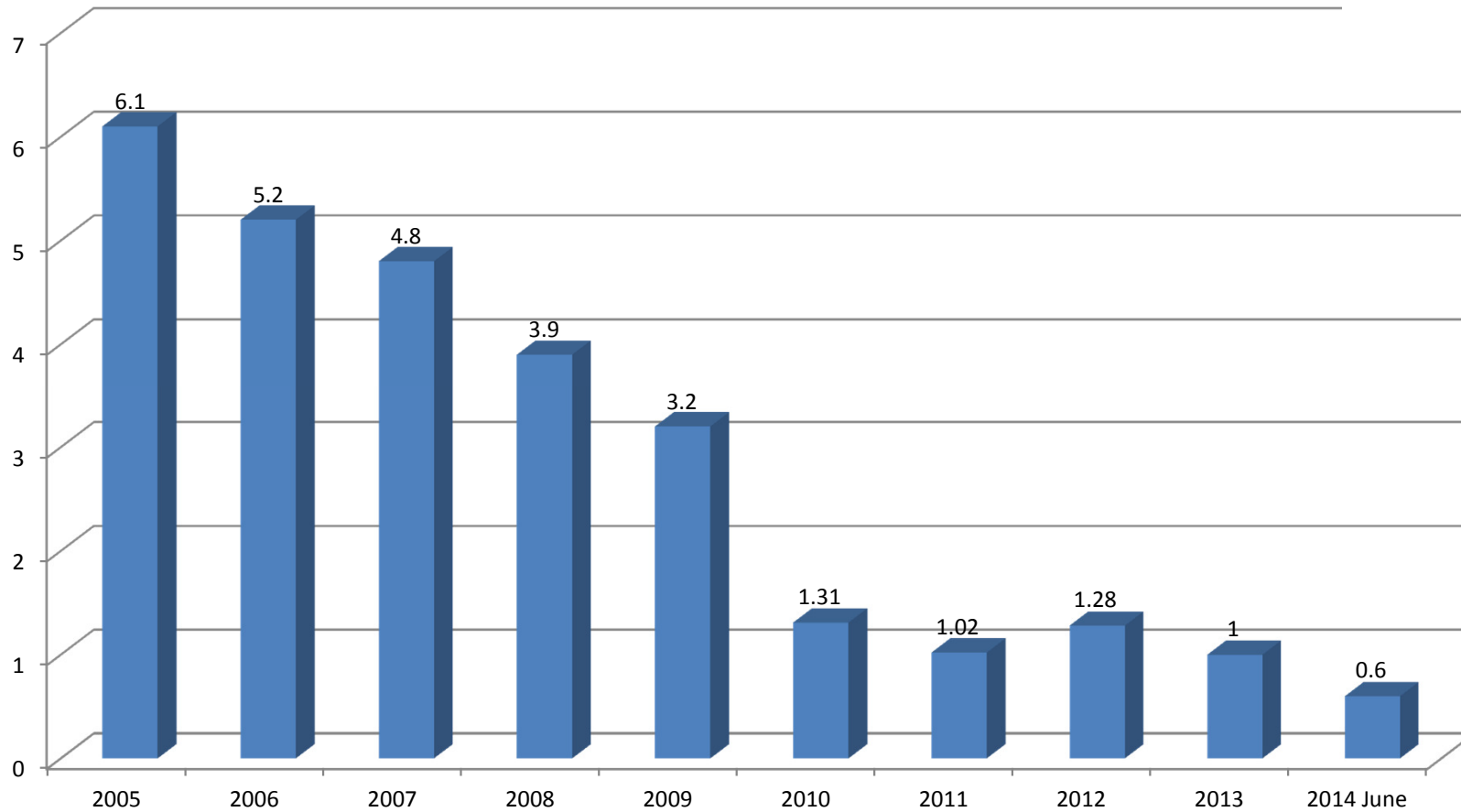




Offence Data



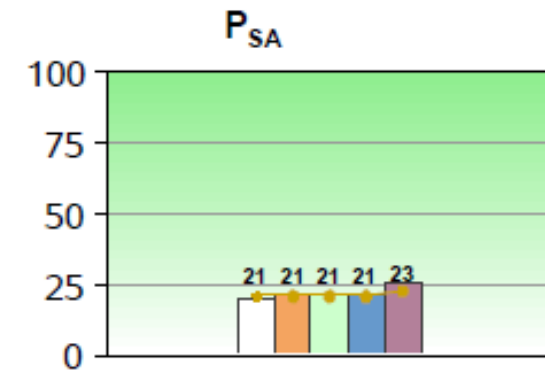
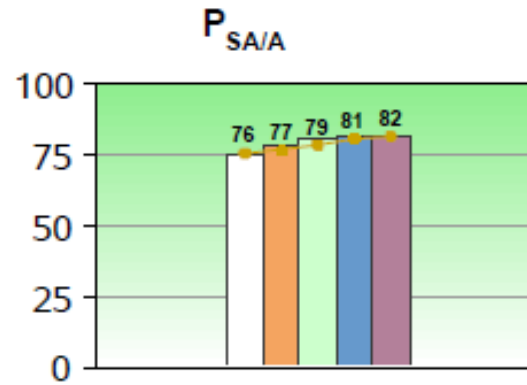
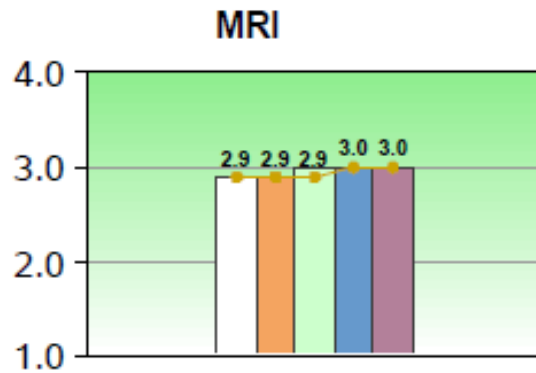
Percentage of Re-offenders for Major Offences





Positive Quality School Experience Survey

Five-Year Trend for Overall QSE



Improvement in School Climate Survey

School Climate Survey			
Area/Year	2009	2011	2013
Discipline	13%	41%	65%

Grace NG/MOE/SINGOV

11 Feb, 2010 01:39 PM

To Shanti Devi THAMBUSAMY/MOE/SINGOV@SINGOV

cc Gary CHAN/MOE/SINGOV@SINGOV, Wan Yee CHONG-MOK/MOE/SINGOV@SINGOV, Beng Mui SOH/MOE/SINGOV@SINGOV, Evelyn CHAN/MOE/SINGOV@SINGOV, Ee Na TAN/MOE/SINGOV@SINGOV

Subject Invitation for Ping Yi Secondary to Host a School Visit by an International SEL Advisory Panel in Jul 2010

Dear Shanti,

1. Guidance Branch is hosting a visit in July 2010 by an SEL Advisory Panel (AP), comprising experts from local and overseas universities. The AP was formed in 2005 to advise MOE on the nation's SEL efforts and to provide strategic recommendations. Panel members have visited Singapore in 2006 and 2008 and will be making a third and final visit from 12 to 14 July 2010, under their tenure as AP members.
2. An integral purpose of the AP visit is to provide opportunities for panel members to interact with schools to understand how SEL has been implemented and delivered in schools. In view of this, visits to various schools are planned for the AP members to understand different aspects of SEL implementation in our Singapore schools and to provide opportunities for interaction with school leaders, teachers and students.

3. We recognise Ping Yi Secondary's good SEL efforts, we are pleased to invite your school to host a visit by the AP members. It would be an invaluable opportunity for you to share and engage the AP members and deepen our understanding on SEL. The proposed details of the AP visit to your school are as follows:

Date: 13 July 2010 (Tue)
Time: 0900 to 1100 hrs

4. The secretariat member assistance, please to

Mrs Chong-
Mdm Soh B

5. We look fo

Best regards,

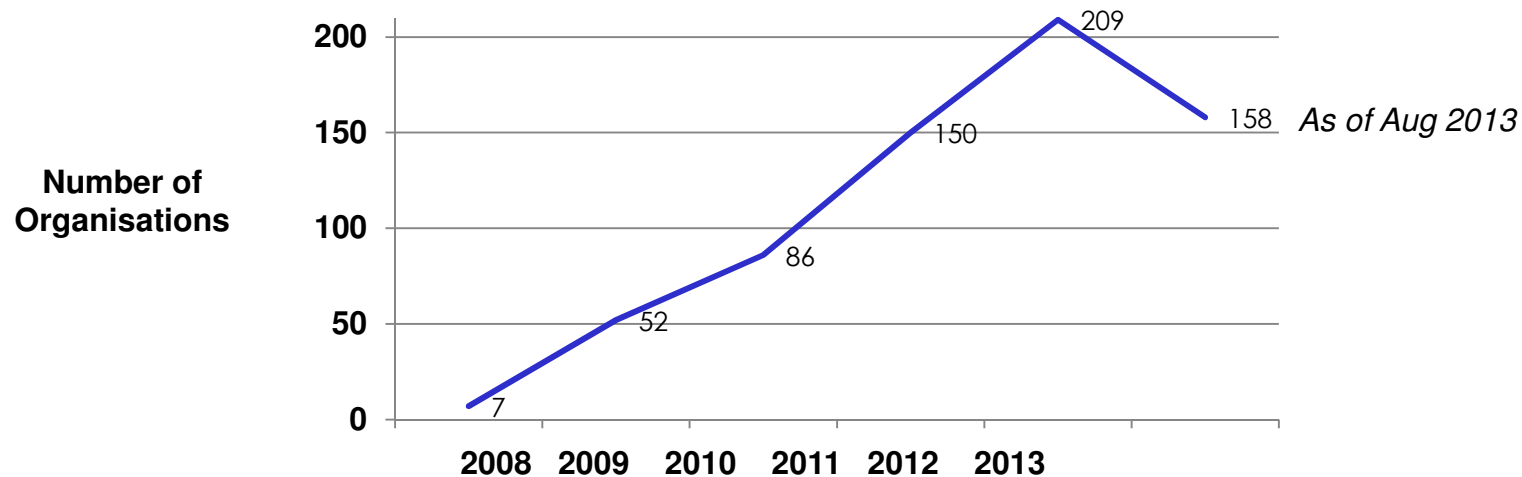
Ms Ng Wun Har
Deputy Director
Ministry of Educa
Integrity the Four

We recognise Ping Yi Secondary's good SEL efforts, we are pleased to invite your school to host a visit by the AP (SEL International Advisory Panel) members. It would be an invaluable opportunity for you to share and engage the AP members and deepen our understanding on SEL.

Sharing Sessions



- Over 200 Primary & Secondary Schools & Junior Colleges
- Ministry of Community, Youth & Sports
- International Delegates
- Beyond Social Services
- National Institute of Education (NIE) - Beginning Teachers
- NIE - Management and Leadership in Schools course participants



Sharing Sessions



Conferences

1. RP - Hungary (2008)
2. RP - England (2010)
3. RP - Singapore (2011)
4. RP - USA (2012)
5. RP - Singapore (2012)
6. iCTL - Singapore (2012)
7. SEASPF - Indonesia (2013)
8. ICCE - Indonesia (2013)
9. RP – Singapore (2014)

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Restorative Works
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Restorative Works
What Works, What Doesn't, How and Why

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October 21-23, 2013
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Share: Your observations and insights on what works, what doesn't, how and why with fellow leaders in the worldwide movement for restorative practices.

Recharge: Breathe the courage and spirit of people like you who are doing this essential work on the ground every day.

Participate: In essential conversations -- from big questions to small, concrete details.

"There is nothing better than coming together at a gathering like this, where we get to listen, ask questions and get good advice. And when we get back home we can do a better job."
--Martin Chan, Ministry of Education, Singapore



Keynote 5 | [Back to top](#)

Sustaining Our Restorative Journey - A Case Study of Ping Yi Secondary School

[Mr Martin Chan Weng Onn](#)
School Staff Developer
Ping Yi Secondary School

Restorative Practices (RP) was first piloted in Singapore schools in 2005. As one of the four pilot schools, Ping Yi Secondary has put in place systems and processes to facilitate the use of RP principles pervasively, in both instructional and non-instructional programmes.

The session will provide an account of the school's RP journey thus far. Success stories, constraints and challenges faced by the school on its RP journey will also be shared during the session. Although RP was introduced to schools in 2005, there are currently no studies made to evaluate the effectiveness of RP in the school setting. Based on Ping Yi's experience in implementing RP, a set of indicators to evaluate the effectiveness of the school's RP journey will be shared with participants.

Celebration of Success



*Lee Hsien Loong Award
For Innovations in Normal
Course*



*Teaching &
Learning*



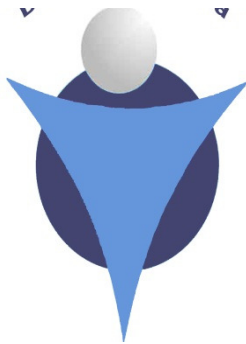
*Staff Well-being &
Development*



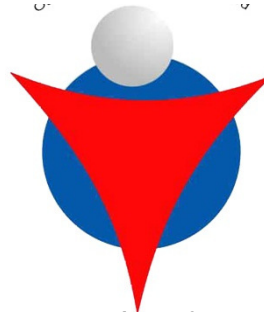
AESTHETICS



Sustained



*Character Development
Award (Outstanding)*



*National Education
Award (Outstanding)*





IT'S OKAY: Ping Yi Secondary School's C Boys consoling each other after losing the final to Jurongville Secondary School.

TNP PICTURE: ARIFFIN JAMAR

They lost, but are still winners

Ping Yi's sepak takraw boys overcome odds to reach the school's first C final in 20 years

NICHOLAS NEO
nichne0@sph.com.sg

She was so happy with her charges that she asked for the third regu to be played anyway, even though it was inconsequential.

Her team had already lost two of the three regus to Jurongville Secondary School and, hence, yesterday's Schools' National C Boys' sepak takraw final.

Ping Yi Secondary School teacher, Nur Huda Ismail, wanted to give her boys the opportunity to show their parents how far they had come.

Unfortunately, her request was denied. While it did not dent the spirits of her students, she left the Bedok Sports Hall a little disappointed.

She said: "When the parents come to watch, it's not to see them play to win. It's to see them play."

"So, it was a chance to show the parents that, hey, look, this is what your kids have been training for, and this is the result of it."

She was told that the third regu was unable to be played due to regulations.

Nevertheless, the boys from Ping Yi lived up to the words on the banner their schoolmates carried, "Champions defy gravity".

Yes, they lost the final, but they are champions in

The team left the court with their heads held high. The odds were stacked against them from the start of the year.

Only four players are from Secondary 2, which means that the rest are debutants.

Several of the players come from disadvantaged backgrounds and receive financial assistance.

Said Huda: "I think the fact that the boys have managed to reach this far is a marvellous effort on their part."

"They have never performed well in the nationals, and the fact that they managed to get to the top two, is wonderful."

"Until the very end, they did not give up. During the tie-breaker, they were down 8-0, but they managed to reduce the gap to 8-6, and that's what I really admire about them."

Noor Hidayat R Affendi, 14, was one of those thankful that the sport helped him obtain a school scholarship.

He said: "Sepak takraw helped me get the scholarship and, with it, I was able to buy my school uniforms and books."

"From now on, I can be focused on my studies and fulfil my promise to my teacher to study harder."

To reach the stars, they

NEWS

GCE O-LEVEL RESULTS: **TURNAROUND KIDS**

Mum wanted rebel to switch schools but...

Six schools rejected her

By Veena Bharwani
vecnob@sph.com.sg



WHEN she was in Secondary 2, she cheated in her Chinese exam and was demoted to the Normal (Academic) stream.

That same year, 2001, she threw a shoe at a visiting polytechnic lecturer and was suspended from school for six months and barred from taking the year-end exams.

The following year, she was again suspended for stealing handphones.

But Teo Sze Ling was given another chance by Ping Yi Secondary and topped the school's O-level results this year by scoring 8 points.

China national student Zhang Xinlong failed English badly when he first entered Yishun Town Secondary, but the school turned him into its top student.

He obtained 6 points for best six subjects and eight AIs — the highest number of distinctions scored by a student of the school in more than a decade.

Investing time and effort in such "risky" students is paying off for these neighbourhood schools, as Ping Yi and Yishun Town recorded their best performance in the

performance in numbers is not everything. "We want to make a difference to these students' lives, even if our overall performance suffers."

Sze Ling, 19, was rejected by six other schools before Ping Yi took her in.

Her mother, Helen Choo, 39, said: "All the schools I called said they didn't want their school's performance to dip. But Ping Yi took her in, although she was two years older. She would have been lost otherwise."

STILL DIFFICULT

Sze Ling, who got four O-level distinctions and two Bs, said she still gave Ping Yi teachers problems by quarrelling with them.

She said: "The principal did not give up on me. She continued to talk to me. The school believed I could make it and told me so all the time. I was not judged on my past mistakes."

Yishun Town principal Tan Yee Kan, 41, helped motivate over 300 O-level students with handwritten notes, a practice also carried out by other teachers.

"These notes help to push them a bit more. We want to tell them that we believe in them," he said.

Said Xinlong, 17: "I was very stressed

Q&A Time





Thank You