Sustainability of Leadership in RP – Making the Changes Stick

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WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH

Sustainability of Leadership in RP Singapore – An Introduction

- **Achieved independence 53 years ago**

- **Population of 5.7 million**

- **697 Km^2 (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
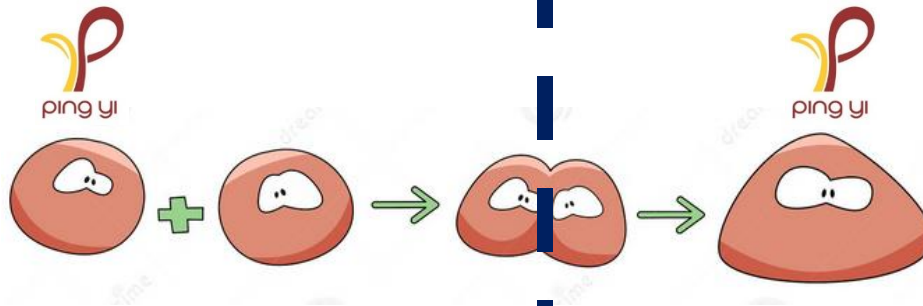
Sustainability of Leadership in RP
Our Journey

2005 → 2010 → 2016

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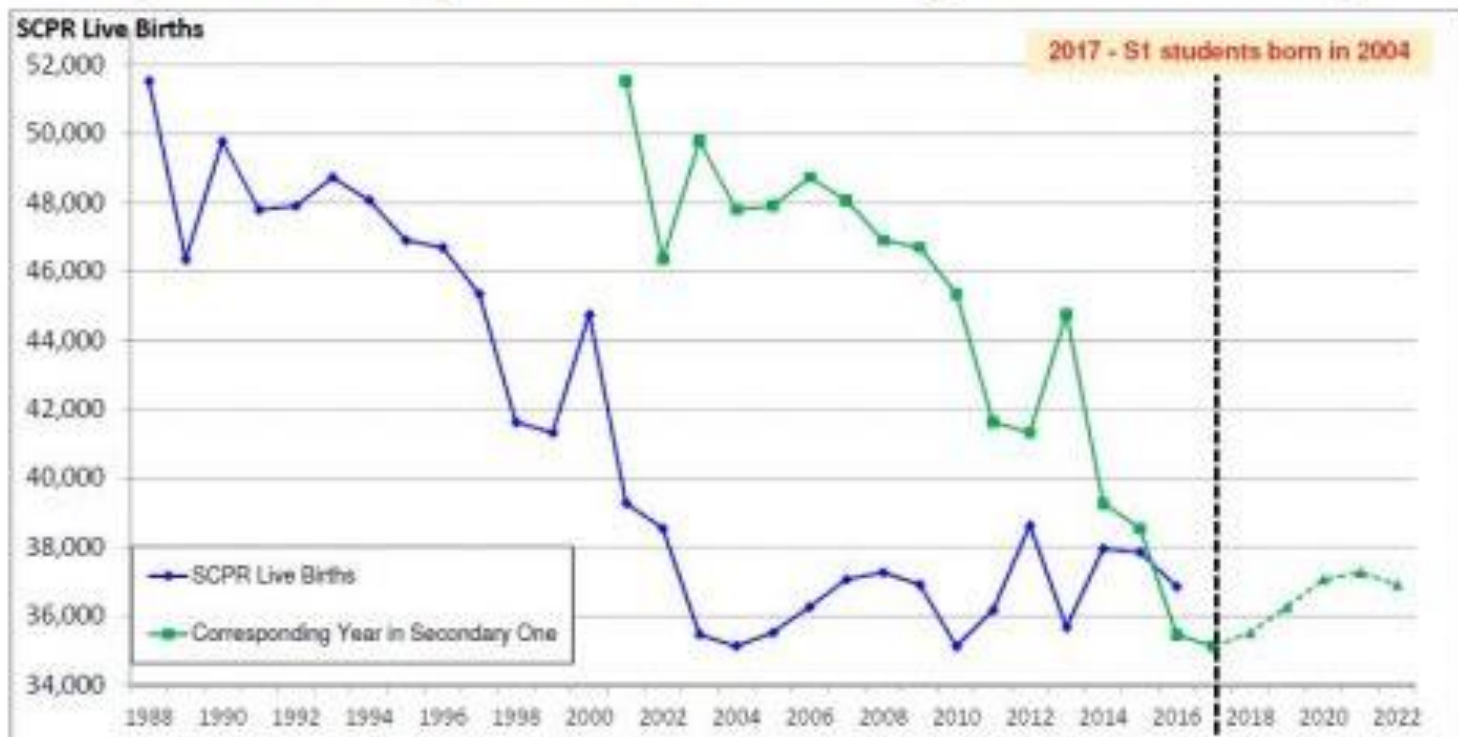- Merger with another Secondary School

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

2017 - S1 students born in 2004

Legend:
- 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

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Sustainability of Leadership in RP
Our Journey

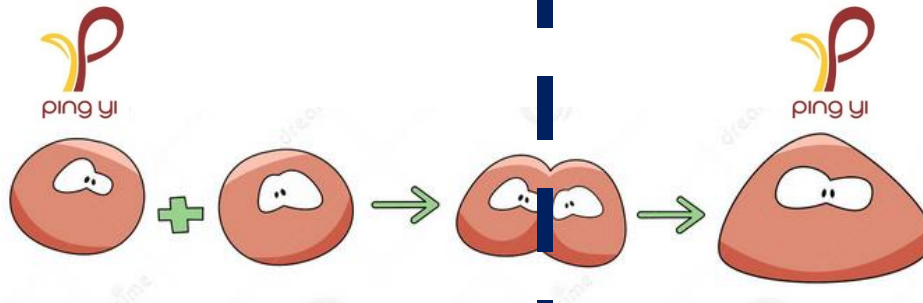| 2005	2010	2016	2017 and beyond

- **Start of RP Journey**
- **Established RP Culture**
- **Merger with another Secondary School**
- **Deepening RP@Ping Yi (merged)**

Pre-Merger

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Post-Merger

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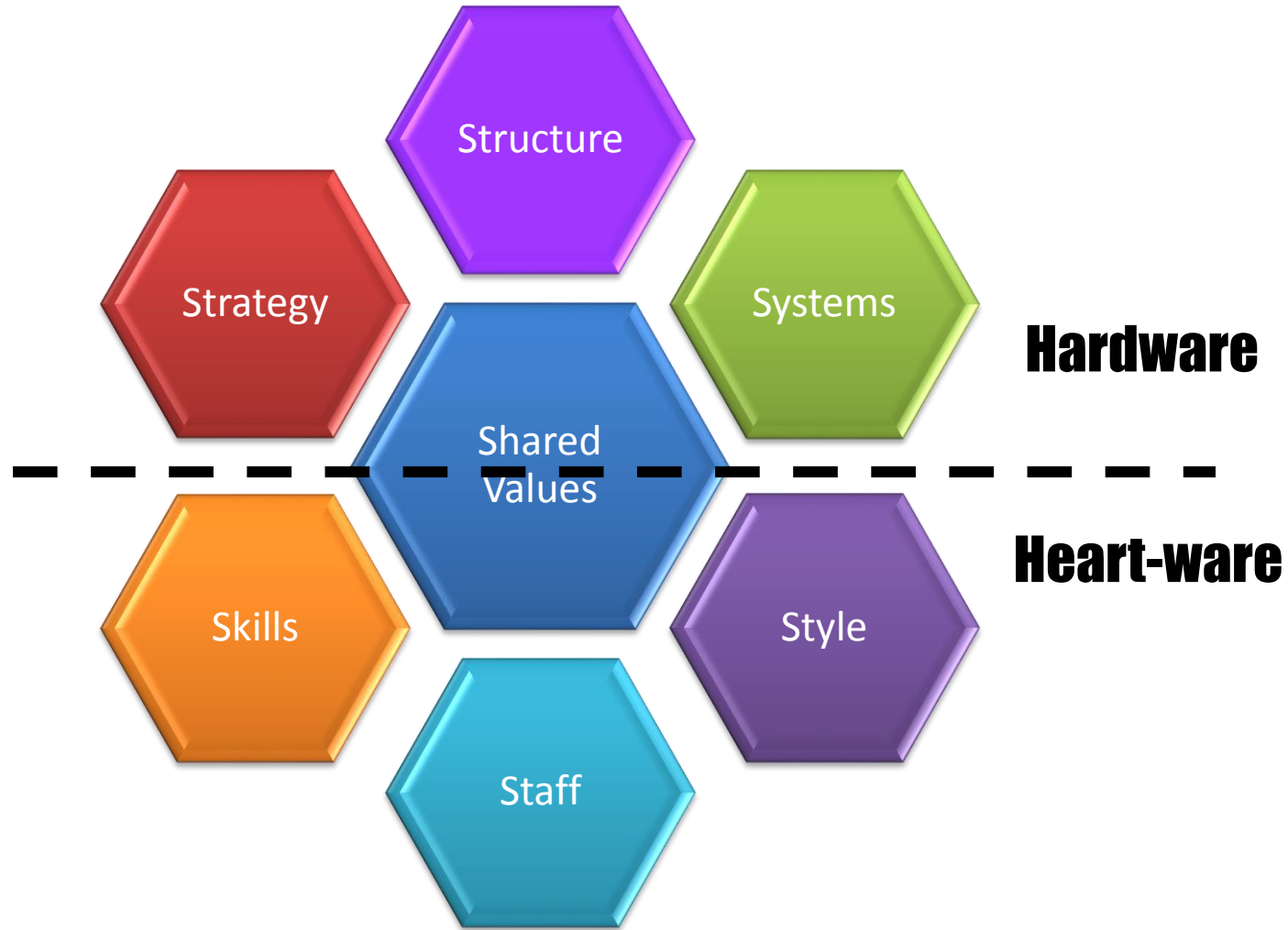
Sustainability of Leadership in RP (Pre-Merger)
Our Journey

Successful Organisations: McKinsey 7S Framework

Structure

Strategy

Systems

Shared Values

Skills

Style

Staff

Hardware

Heart-ware

Sustainability of Leadership in RP (Pre-Merger)

Strategy

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?

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Sustainability of Leadership in RP (Pre-Merger)

Strategy

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.

Strategy

Understanding the Context

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
RESPECT
CARE

Academic Excellence

Character Excellence

People Excellence

Sustainability of Leadership in RP (Pre-Merger)

Strategy

Understanding the Context

Ping Yi's Journey of Excellence

2008	2009	**2010**	2011	2012	2013

Strategic Thrusts :
Academic Excellence
Character Development
Culture of L & E

Strategic Thrusts :
Academic Excellence
Character Development
Organizational 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

Long-Term Goals :

- SAA Academic Value Added
- ODA(CE)
- ODA(NE)
- BPA Staff Wellbeing

- SAA Academic Value Added
- **BPA Student All Round Development**
- BPA Staff Wellbeing

- **BPA Teaching & Learning**
- BPA Student All Round Development
- BPA Staff Wellbeing

To be an RP School by 2010

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

- Academic Value Added
- SAA Aesthetics
- Lotus Award (sustained)
- **ODA (CE)**
- **ODA (NE)**
- **RP School** (rated 8.05 in RP Culture)

- Academic Value Added
- SAA Aesthetics
- Lotus Award (sustained)
- ODA (CE)
- ODA (NE)
- RP School (rated 8.05 in RP Culture)
- **Niche Status in Design Ed**

- Academic Value Added
- SAA Aesthetics
- Lotus Award (sustained)
- ODA (CE)
- ODA (NE)
- RP School (rated 8.05 in RP Culture)
- Niche Status in Design Ed
- **LHL Award for Innovations in NA/NT**

- Academic Value Added
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- **COE for Design Ed**

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Sustainability of Leadership in RP (Pre-Merger)

Driving and Sustaining Changes at Systemic Levels

Structure Systems

- Restructure of School Organization
- Redesign of Curriculum and Programmes
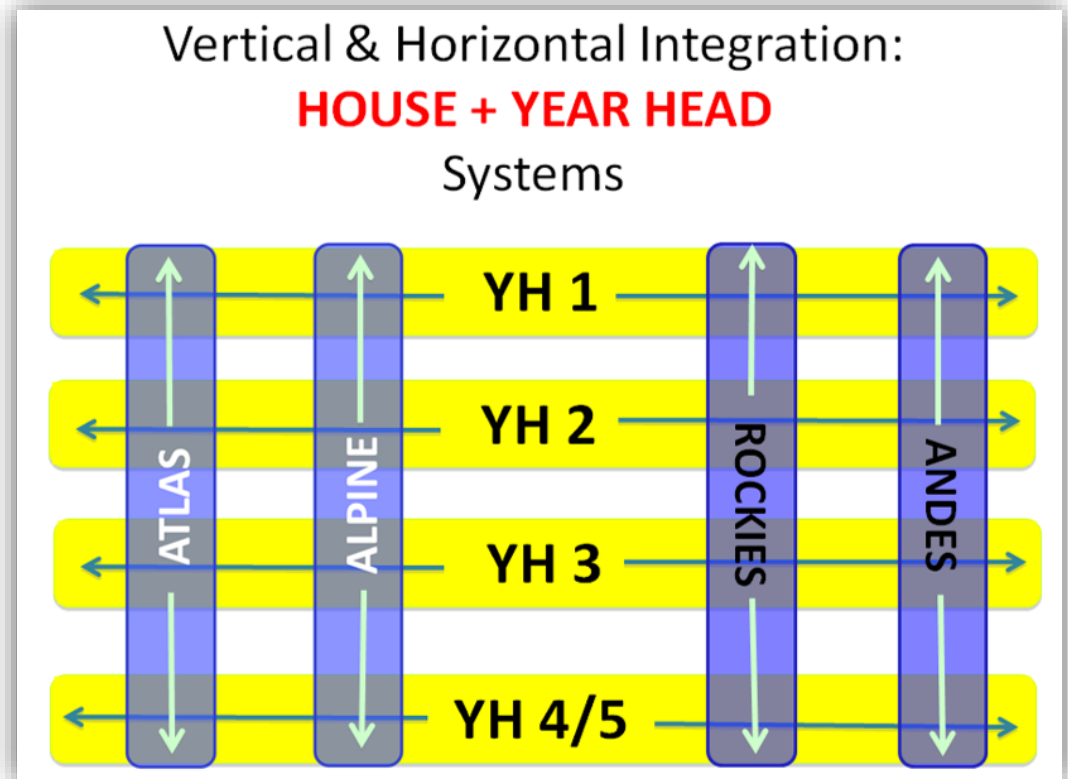- Changes in Time-Table
- Protecting the time for RP

Sustainability of Leadership in RP (Pre-Merger)

Structure **Systems**

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

YH 1
YH 2
YH 3
YH 4/5

ATLAS ALPINE ROCKIES ANDES

Sustainability of Leadership in RP (Pre-Merger)

Structure **Systems** # 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)

Structure   Systems   **Driving and Sustaining Changes at Systemic Levels**

2. Programmes to Drive the Desired Culture

Circle Time

- Circle Time Lessons within the Curriculum

Class 101's SHINE lesson last Friday was on the topic MORAL COURAGE.

What is Moral Courage to you?

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.
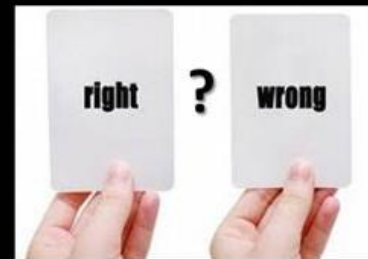
Fred   right ? wrong   Alan

What would you do if you were Fred? Why?

Structure

Systems

Driving and Sustaining Changes at Systemic Levels

2. Programmes to Drive the Desired Culture

Circle Time

- Circle Time Lessons within the Curriculum

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

Sustainability of Leadership in RP (Pre-Merger)

Structure **Systems** ## 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

VALUES FOR BREAKFAST

Sustainability of Leadership in RP (Pre-Merger)

Structure | Systems

Driving and Sustaining Changes at Systemic Levels

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

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

2. Pupil's Family
- ➢ Who does the pupil live with?
- ➢ What is the pupil's relationship with the family (i.e. parents / guardians / siblings / caretakers)?
- ➢ To whom does the pupil confide the most in?
- ➢ 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?
- ➢ How does the pupil feel about his/her difficulties? What are his/her coping strategies?
- ➢ What kind of support or help does the pupil need?

3. Pupil's School Life
- ➢ How does the pupil feel about school (i.e. studies, CCA, classmates, teachers)?
- ➢ 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?
- ➢ What are the pupil's coping strategies? What kind of support or help does the pupil need?

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

5. Other Concerns
- ➢ What are some other concerns and fears that the pupil has?
- ➢ What kind of support or help does the pupil need?

Sustainability of Leadership in RP (Pre-Merger)

Structure **Systems**

Driving and Sustaining Changes at Systemic Levels

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)

Structure Systems

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)

Skills **Staff** **Engaging Staff**

- Honest, Open Communication

- Tangible Support

- Involvement in Decision Making

- Updates on development for 'buy-in' and greater understanding

- Appreciation and Recognition

Sustainability of Leadership in RP (Pre-Merger)

Skills **Staff** **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)

Skills **Staff** **Empowering Staff**

- Staff Sharing at International and National Platforms

  International Conferences
  1. IIRP Conference, Budapest, Hungary (2008)
  2. IIRP Conference, Hull, England (2010)
  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

Sustainability of Leadership in RP (Pre-Merger)

Style

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)

Style

Leadership – Walking the Talk

Style

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:_____

Leadership – Listening to the Ground

Concerns over Expectations of Outcomes / Hidden Fears

- Reassurance that RP for us does not preclude Punishment, but **<u>precedes</u>** it
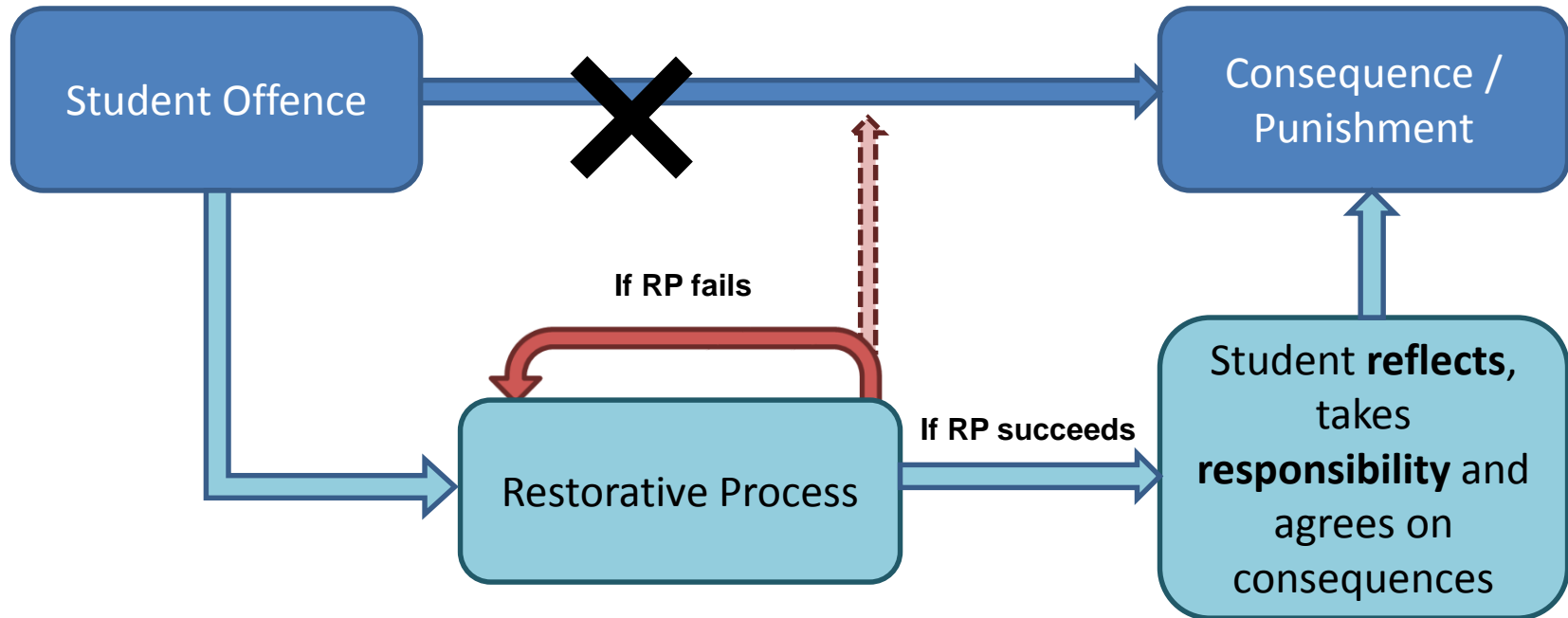
Sustainability of Leadership in RP (Pre-Merger)

Shared Values

Outcomes That Matter

PEOPLE DEVELOPER
SINGAPORE

Lee Hsien Loong Award
for Innovations in the Normal Course

Academic Value-Added Award

Best Practice Award
Teaching and Learning

Character Development Award
Outstanding

National Education
Outstanding

Excellence in Partnership
Outstanding

Best Practice Award
Staff Well-Being

Sustained Achievement Award
AESTHETICS
Sustained Achievement Award

CHERISH

LOTUS
Excellent
SCHOOLS'
GREEN AUDIT AWARD
LOTUS
SUSTAINED ACHIEVEMENT

Sustainability of Leadership in RP (Pre-Merger)

Shared Values

Outcomes That Matter

Average Daily Attendance

2009　　2010　　2011　　2012　　2013　　2014

2015

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Sustainability of Leadership in RP (Pre-Merger)

Outcomes That Matter

Number of Students with Prolonged Absences
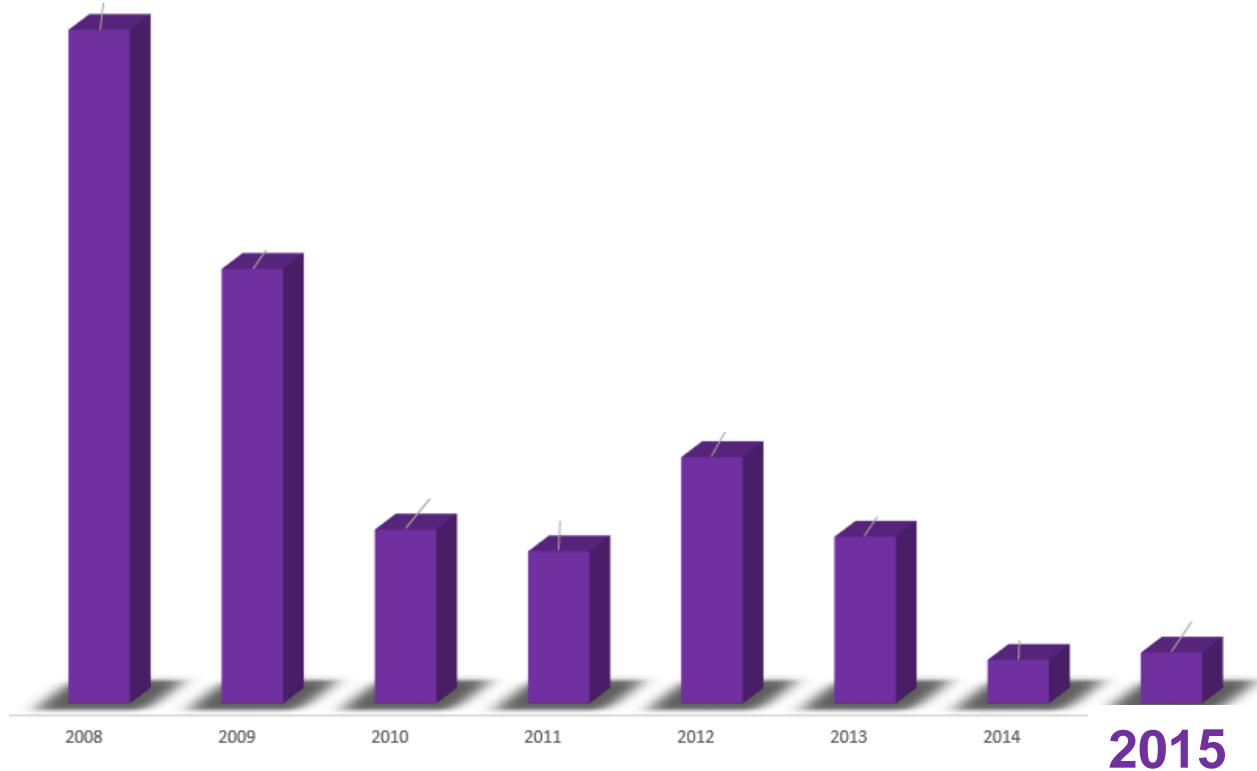
2008 2009 2010 2011 2012 2013 2014 **2015**

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

2005	2010	2016	2017 and beyond

- Start of RP Journey
- Recognised as a "RP School"
- Merger with another Secondary School
- Deepening RP@Ping Yi (merged)

Pre-Merger

Post-Merger

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

- Training and Induction
- Applying
  - CircleTime
  - KnowingU
  - TSR
- Reflecting
- Refining
- Sharing and Learning
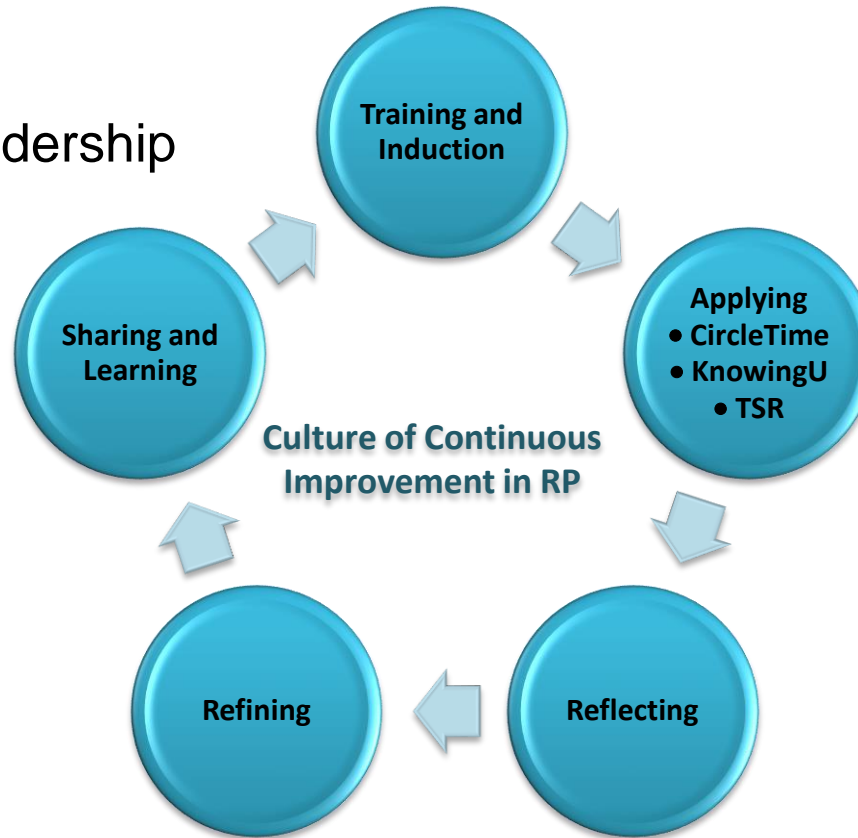
Sustainability of Leadership in RP (Post-Merger) Culture Building – Peter Senge's Domain of Enduring Change
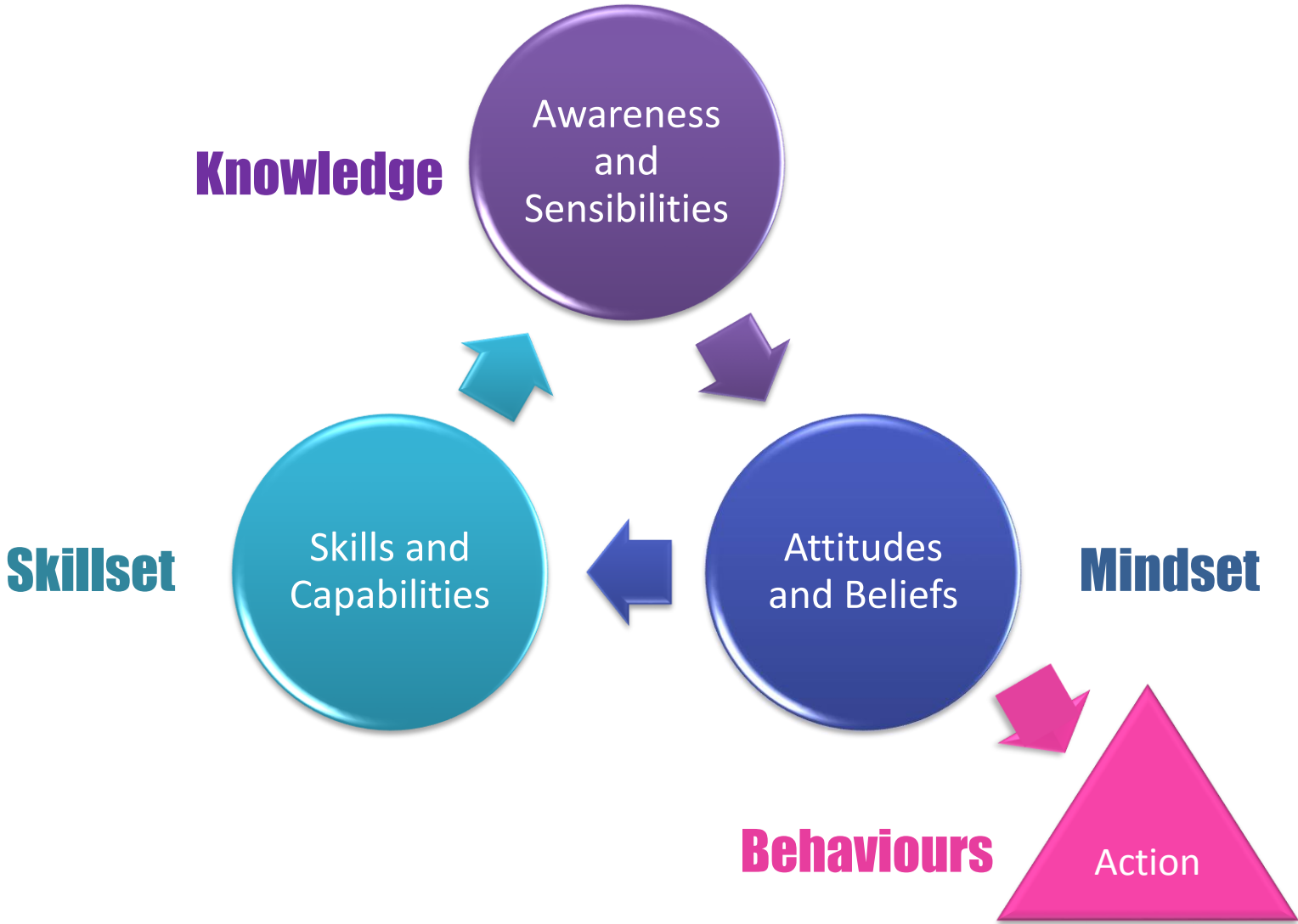
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Understanding the Current State

- 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

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

- Knowledge of RP

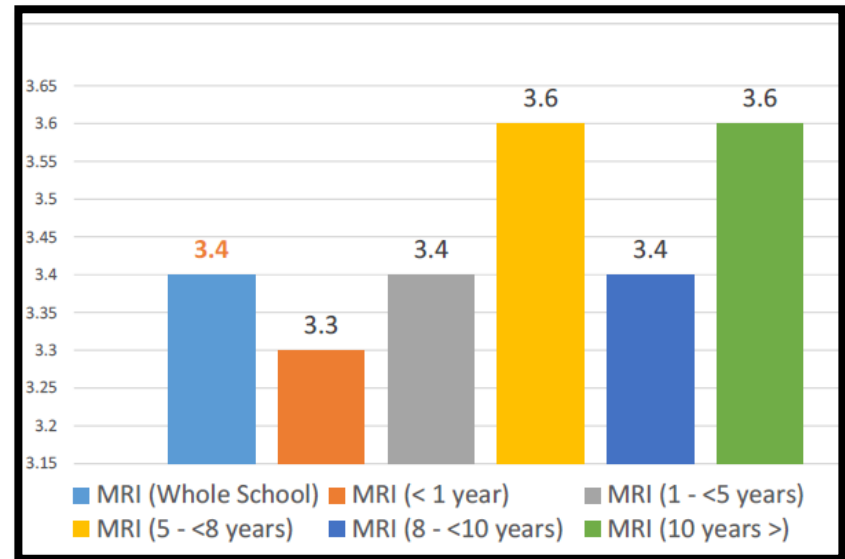| Survey Questions |
|---|
| 1. How clearly do you understand the elements of RP? |
| 2. How would you describe your ability in listing the benefits of RP? |
| 3. How easy is it for you to determine situations where RP would not work? |
| 4. How confidently are you able to explain why RP works? |
| 5. How detailed are you able to explain the RP process? |
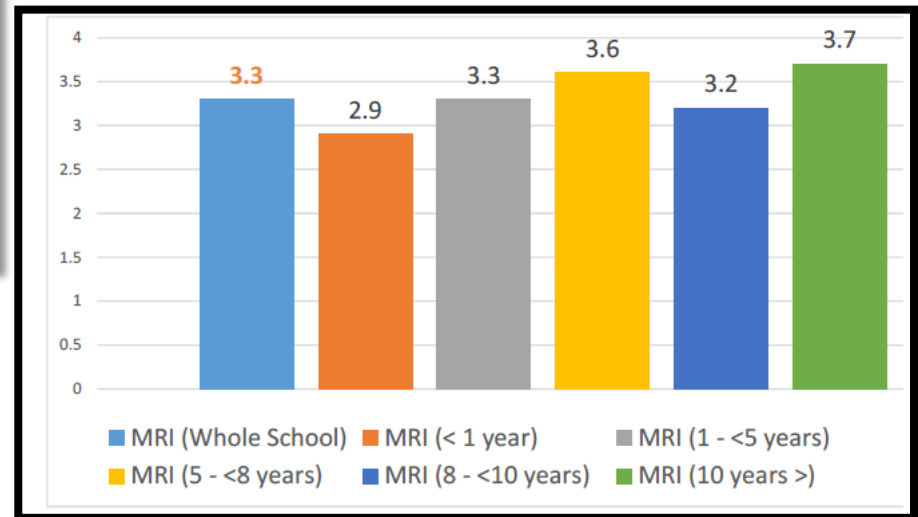
Chart values: MRI (Whole School) 3.3, MRI (< 1 year) 2.9, MRI (1 - <5 years) 3.3, MRI (5 - <8 years) 3.6, MRI (8 - <10 years) 3.2, MRI (10 years >) 3.7

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

- Skills for RP

Survey Questions
1. Communication skills (including but not limited to active listening, questioning for understanding, reading non-verbal signals, summarizing)
2. Facilitating the RP process between students
3. How effective are you in providing timely and constructive feedback to the parties (students) involved?
4. How detailed are you in recording agreements, decisions, and outcomes?
5. How would you rate your ability in working with others?

Bar chart showing values: MRI (Whole School) 3.4, MRI (< 1 year) 3.3, MRI (1 - <5 years) 3.4, MRI (5 - <8 years) 3.6, MRI (8 - <10 years) 3.4, MRI (10 years >) 3.6
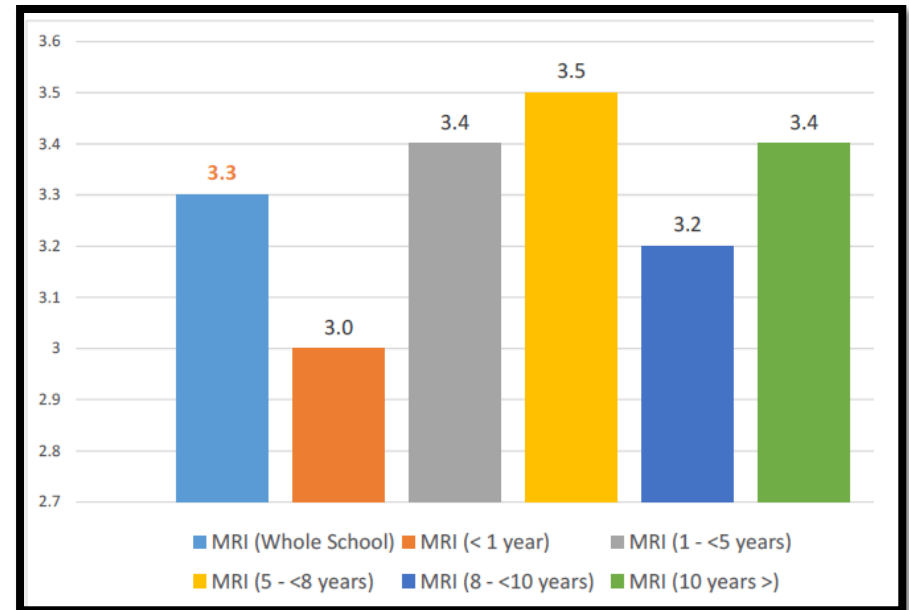
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Understanding the Current State

- 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) |

Bar chart showing values: MRI (Whole School) 3.3, MRI (< 1 year) 3.0, MRI (1 - <5 years) 3.4, MRI (5 - <8 years) 3.5, MRI (8 - <10 years) 3.2, MRI (10 years >) 3.4

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?
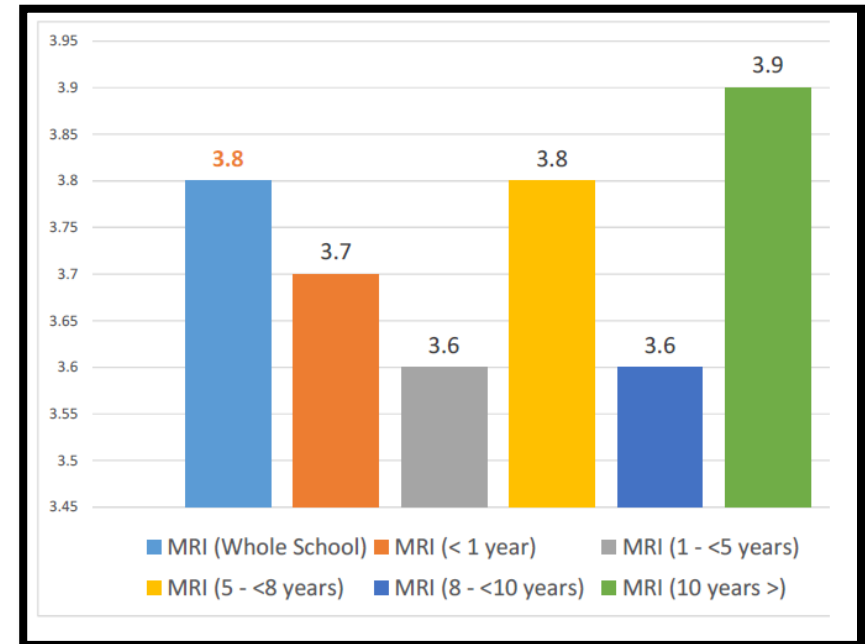
Sustainability of Leadership in RP (Post-Merger)
Culture Building – Understanding the Current State

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

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

Knowledge

Ability to see how RP helps teachers to gain deeper understanding

Ability to see underlying structures that drive behaviour

Awareness and Sensibilities

Skillset

Competencies -
- listening
- facilitation
- communicating
- questioning

Skills and Capabilities

Attitudes and Beliefs

Mindset

Deepest change in organisation culture

Represents Student-centricity and School Philosophy, Culture and Practice
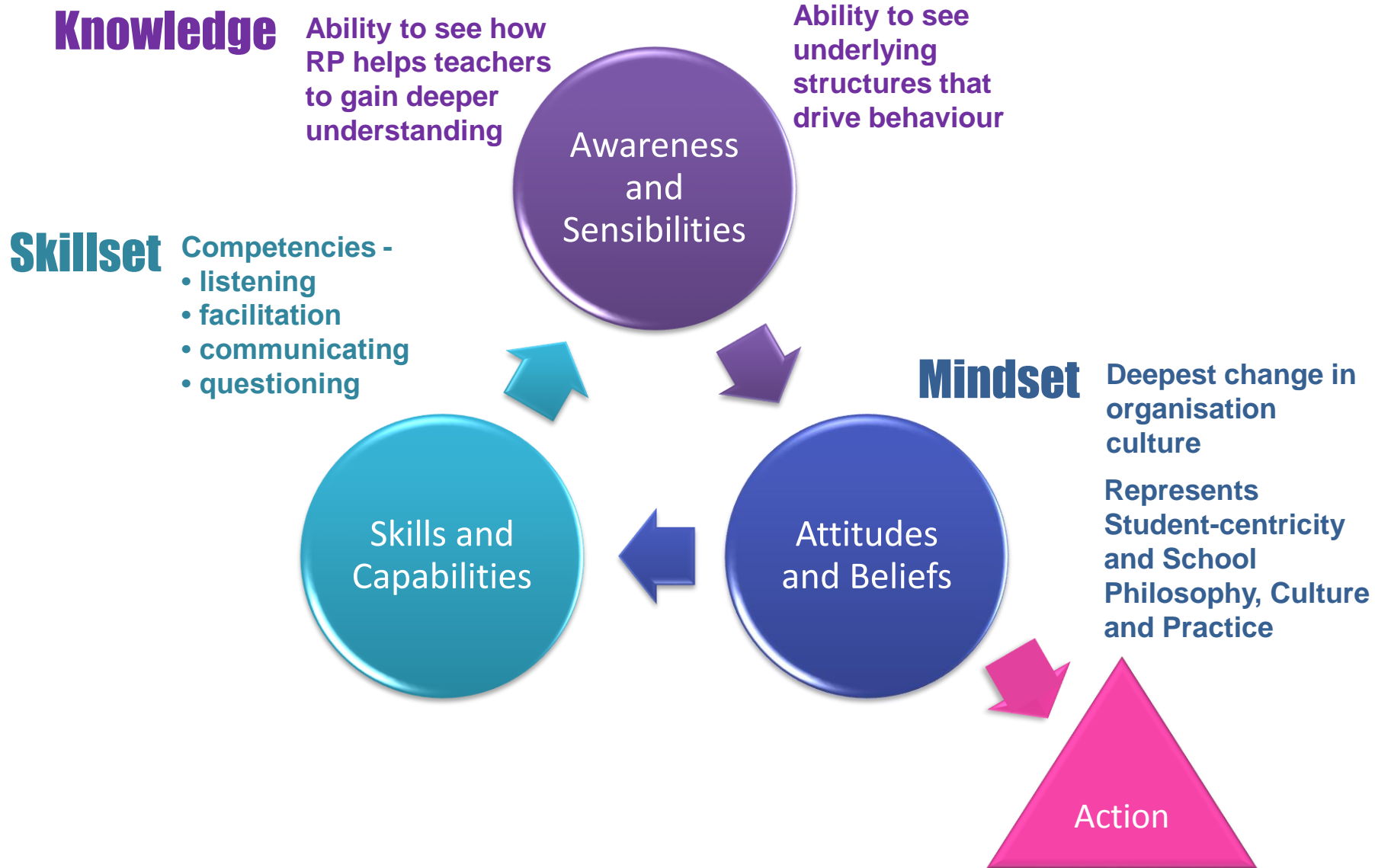
Action

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**

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

Our RP Goal:

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

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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

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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

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH

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Sustainability of Leadership in RP (Post-Merger)

Skills **Staff**

Engaging, Enabling and Empowering Staff

Training New Colleagues on the Philosophy on RP

SCT 2016
Updates – RP in context Nov 18
Students the centre of our focus
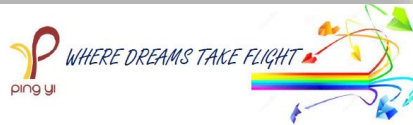
WHERE DREAMS TAKE FLIGHT
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Skills | **Staff**

Engaging, Enabling and Empowering Staff

On-going Professional Development during Staff Seminars - Facilitation Skills

Strengthening our Belief and Deepening our Practice of Circle Time

3 Pillars of Circle Time

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

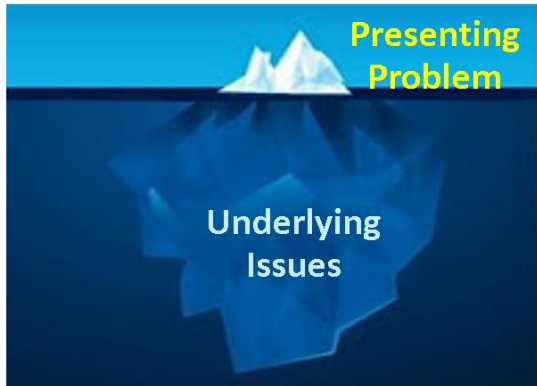# Sustainability of Leadership in RP (Post-Merger)

Skills **Staff**

Engaging, Enabling and Empowering Staff

On-going Professional Development platforms – Questioning Techniques

Deepening RP@Ping Yi
Understanding our Students' Behaviours

Presenting Problem

Underlying Issues

We need to lower the waterline and ask:

What are some of the underlying factors of students' misbehaviours?

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

Deepening RP@Ping Yi
Understanding our Students' Behaviours

Internal Sources
Psychological Factors

- SEN – ADHD, Autism, ODD
- Depression and Anxiet

Developmental Issues

- Poor Social and Emotional Competencies
- Identity Crisis

Sustainability of Leadership in RP (Post-Merger)

Skills **Staff** **Engaging, Enabling and Empowering Staff**

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

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ping yi

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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Sustainability of Leadership in RP (Post-Merger)

Skills   **Staff**   # Engaging, Enabling and Empowering Staff

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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.]

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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)

Skills   **Staff**   ## Engaging, Enabling and Empowering Staff

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)

Skills **Staff**

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
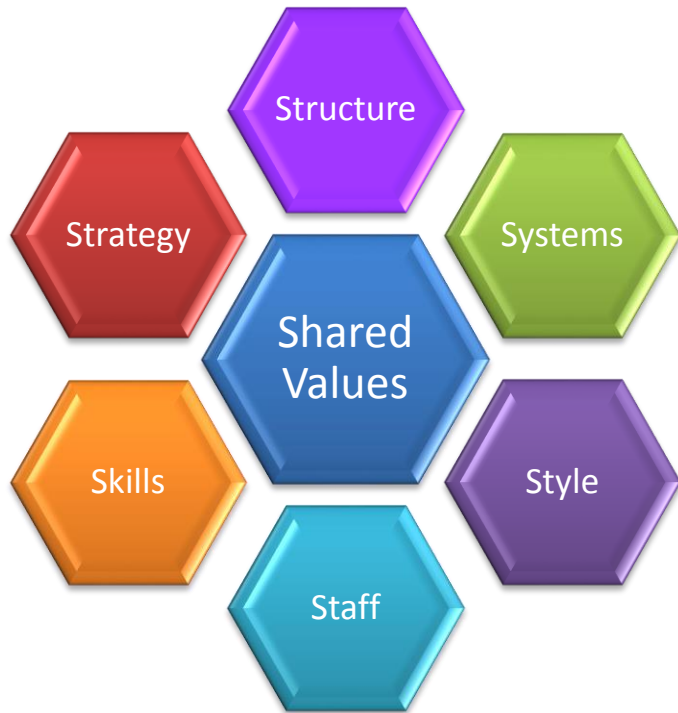
Making Changes Stick

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)

Shared Values

Culture Building – Outcomes that Matter

Sustainability of Leadership in RP (Post-Merger)

Culture Building – Outcomes that Matter

Average Daily Attendance

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | **2018** |

WHERE DREAMS TAKE FLIGHT

2018 - CRUISING HIGH

ping yi

Sustainability of Leadership in RP

Shared Values

Culture Building – Outcomes that Matter

Sustainability of Leadership in RP

Shared Values

Culture Building – Outcomes that Matter

Sustainability of Leadership in RP

Shared Values

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

Shared Values

Culture Building – Outcomes that Matter

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

Shared Values

RP – The Culture of Valuing Individuals

THANK YOU !