

# Student Management

Discipline with Care & Dignity, Together We Can



GREENWOOD

P R I M A R Y S C H O O L

# School Vision, Mission & Values

## **Vision**

Motivated Learners  
Critical Thinkers  
Leaders of Character

## **Mission**

To nurture individuals into lifelong learners and  
responsible  
citizens through well-rounded education



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# School Values



Wise, Enterprising, Gracious, Responsible, Resilient, Open



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# School Culture

## WE C<sup>4</sup>AARE IN GWPS

- **W**ell Being
- **C**oaching
- **C**ompassion
- **C**ommitment
- **C**ontinuous Learning
- Positive **A**ttitude
- Humou**R**
- Int**E**grity
- **I**Nnovation

# POISE – Our Desired Learning Environment



High Pupil Ownership  
Collaboration with stakeholders

Functionality – Low  
Significance – High

See	Pupils are doing self-discovery and self-learning Teachers - didactic teaching. Uses one size fits all pedagogies for pupils.
Hear	Pupils - discussing with their counterparts. Teachers - merely giving instructions and not teaching.
Feel	Pupils - feel disrespectful towards teacher as teacher is not able to teach. Teachers - feel disconnected as they do not value-add to pupils' learning



Functionality – High  
Significance – High

See	Pupils - actively thinking and finding out more, they are contributing to class learning. Teachers - engaging in discussion with pupils.
Hear	Pupils - actively asking questions. Teachers - asking thinking questions to spark curiosity and application of skills. Pupils and teachers - Encouraging words to fellow pupils
Feel	Pupils and Teachers - proud of their work and themselves.

Non-engaging  
&  
Ineffective  
Teaching

LE 4

LE 1

LE 3

LE 2

POISE



Innovative  
&  
Effective  
Teaching

See	Disinterested and unmotivated pupils. Teachers - using didactic teaching with little or no variation to teaching style.
Hear	Pupils – listening quietly and doing their own things. Teachers - scolding and nagging
Feel	Pupils – feel bored. Teachers – feel frustrated with no response from pupils

Functionality – Low  
Significance – Low

Passive Learner

No Collaboration with stakeholders

See	Pupils - watching what the teachers are doing. Little or no contribution from pupils. Waiting for model answers from teachers. Teachers - providing model answers for the pupils only. No independent thinking by pupils.
Hear	Pupils – listening quietly. Teachers – only one talking in the classroom
Feel	Pupils – do not see the need to think, after all, the teacher will do all the work. Teachers - feel disappointed as pupils can't think and apply skills.

Functionality – High  
Significance – Low

# Outcomes of Strategic Thrust 2 & 3

Strategic Thrusts	Strategic Goals (Reviewed end 2016)
<b>ST 2 - Personal Effectiveness</b>	<ul style="list-style-type: none"><li>• Confident pupils who dare to try and have the grit to lead self and others</li></ul>
<b>ST 3 - Character Development</b>	<ul style="list-style-type: none"><li>• Socially responsible pupils who serve the community</li></ul>

# Our Learning for Life Programme (LLP) – WHIZZ

We are **Thinking**, **Inventive** and **Zealous KidZ** to serve the community

## Rationale:

- To enable our pupils to face the challenges and capitalise on the opportunities in a ever-changing and fast-paced world.
- To develop a value-based curriculum to develop pupils' critical and inventive thinking.
- To allow our pupils apply thinking skills and systems to derive alternative solutions and perspectives and relate to real-life problems.

## Approach:

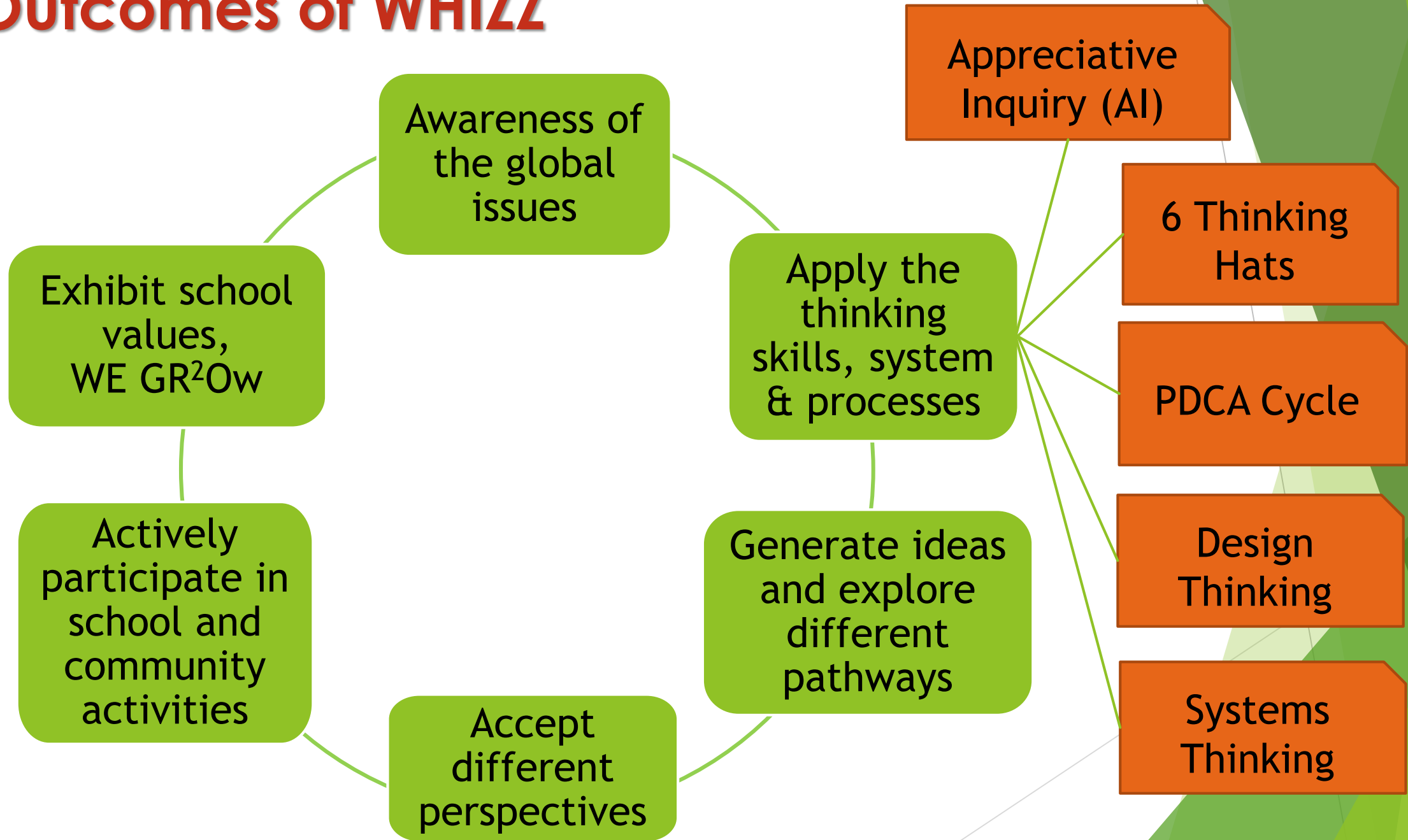
- Driven by Strategic Thrust 2 and 3



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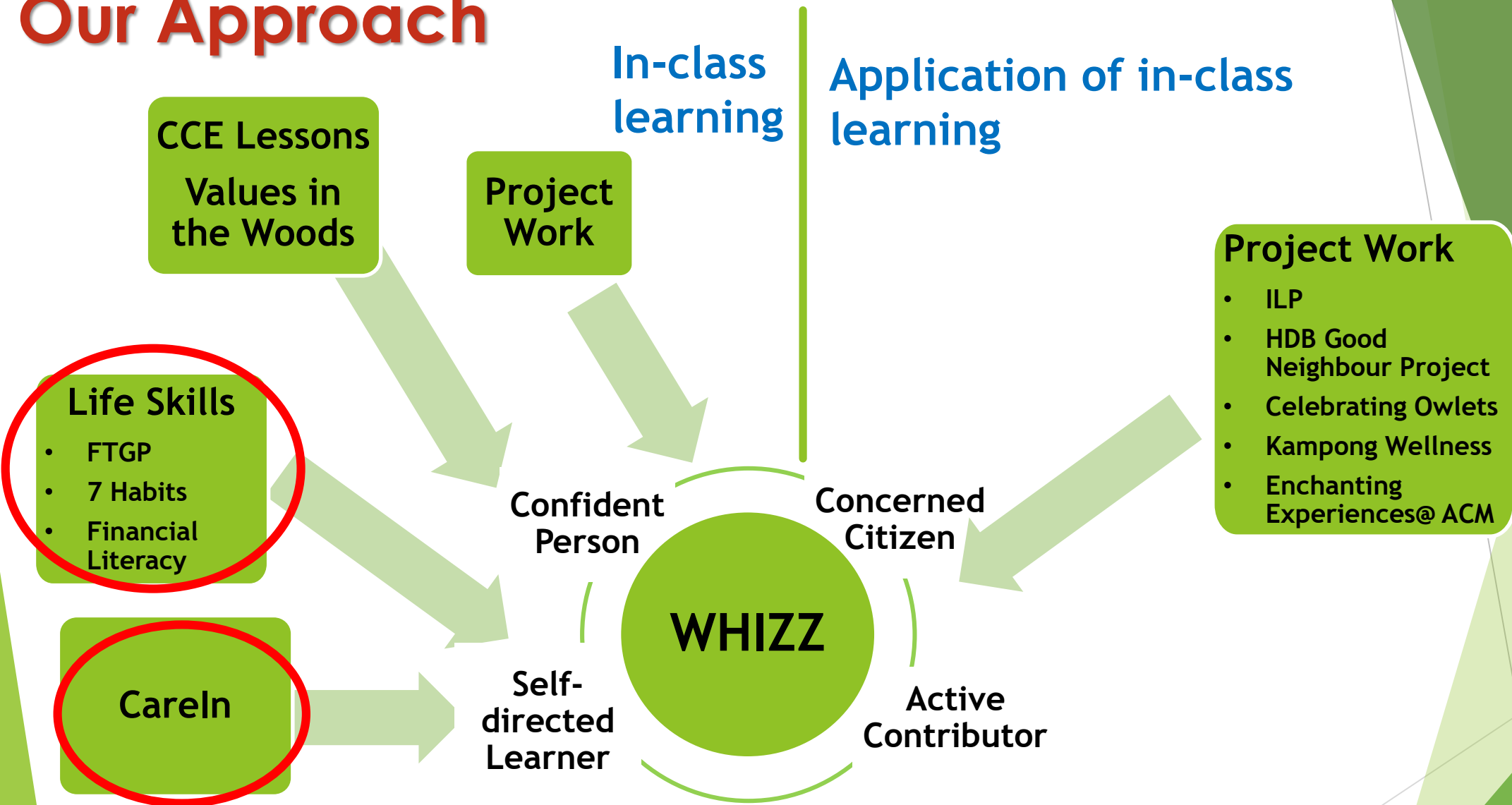
P R I M A R Y S C H O O L

# Outcomes of WHIZZ





# Our Approach



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# CareIn Programme

*Character Education through  
Intellectual Discourse*

# Primary 1 Curriculum: Character & Citizenship Education (CCE)

- CareIn is a curriculum developed by the school to educate pupils on values and to build citizenry in them.
- Lesson Package consists of worksheets, articles for discussion and pupils' reflection on school values
- Pupils to view news clips for class discussion on contemporary issues
- **Appreciative Inquiry** is one approach used in teaching of CareIn.



# **Example of a CCE CareIn Lesson on Gracious**

## **Objectives :**

- Pupils will learn to be polite and respectful to their family, school staff and peers**
- Pupils will learn to work well with others**

**Teacher will use the **Appreciative Inquiry Approach** by asking pupils questions to lead them to the objective**

# Appreciative Inquiry approach

Appreciative Inquiry	Examples of Questions Asked During the Lesson on the value 'Gracious'
<b>Discover:</b> Valuing the best of what works well	What are some of the ways in which you are gracious to your family, teachers and friends?
<b>Dream :</b> The envisioning of process that would work well in the future	Do you think it is important to be gracious? Why? How does a gracious society look like?
<b>Design:</b> Planning and prioritising process that could work well	How can you be a more gracious person at home and in school?
<b>Destiny:</b> The implementation of the proposed design	What do you think are some of the things that we need to do to become a more gracious nation?



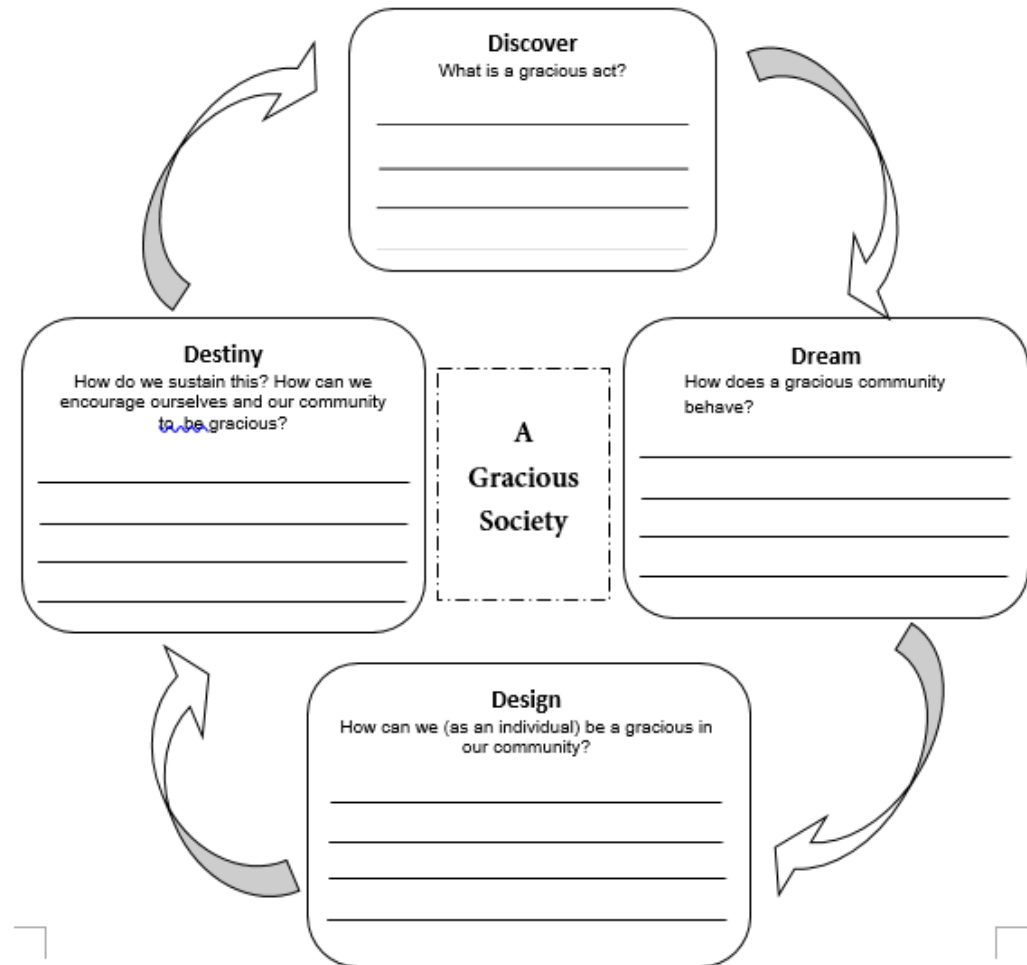
# Appreciative Inquiry approach

## Group discussion

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Appreciative Inquiry: The 4-D model How can we be a Gracious Society?



# CCE Assessment

Please indicate the extent to which you demonstrate the following behaviours.

LEVEL	VALUES	OUTCOMES	INDICATORS	Mid-Year PUPIL (✓)					Year-End PUPIL (✓)					Points
				Very Strongly	Strongly	Adequately	Some Extent	Not Demonstrated	Very Strongly	Strongly	Adequately	Some Extent	Not Demonstrated	
PRIMARY 1	WISE	[CH1] I obey school rules. [CT1] I show respect to the people around me.	1. I am able to explain the importance of having rules.											
			2. I encourage others to follow rules.											
			3. I treat my peers and teachers with respect.											
	ENTERPRISING	[CH1] I can communicate and contribute ideas. [CT1] I show care and concern for others by contributing my ideas.	1. I can express myself when given a project to do.											
			2. I can offer different solutions when faced with a problem.											
			3. I contribute ideas in my groups.											
	GRACIOUS	[CH1] I am polite and respectful towards everyone. [CT1] I respect my country and school.	1. I greet and thank school staff, friends and family members all the time.											
			2. I apologise when I make mistakes.											
			3. I can recite the pledge and sing the National Anthem correctly and with pride.											
	RESPONSIBLE	[CH1] I care for my well-being. [CT1] I am proud to be a student of GWPS.	1. I am neat and tidy.											
			2. I pack my own bag and clear-up after myself.											
			3. I wear my uniform neatly and with pride and take care of school property.											
	RESILIENT	[CH1] I can adapt well in my primary school life. [CT1] I get along well with friends of different races.	1. I enjoy coming to school.											
			2. I look forward to learning new things in school.											
			3. I make friends with pupils of other races.											
	OPEN	[CH1] I know that everyone is unique and special and I respect them. [CT1] I have friends of various religions.	1. I behave graciously to everyone, without discrimination											
			2. I am open to making new friends.											
			3. I make friends with pupils of other religions.											

CH: Character components; CT: Citizenship components

# CCE Assessment

Pupil's comments:

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Teacher's comments:

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Parent's comments:

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\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Parent's Signature





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# Life Skills













FTGP, Leader in Me & Financial Literacy

# Form-Teacher Guidance Period (FTGP)

- ▶ A time for teachers and students to bond
- ▶ Learning social and emotional skills
- ▶ Understanding self and others

## > P1 FTGP Resources

-  P1RDM4 Surf Safe (Cyber Wellness)
-  P1RM1 Making New Friends
-  P1RM4 Showing Love to My Family
-  P1RM8 Being A Good Listener
-  P1SA1 Introduction To Feelings
-  P1SA2 Happy Times
-  P1SA5 Sad Times
-  P1SA10 Whats In A Touch (PFA)

-  P1SA11 Its Not My Fault (PFA)
-  P1SM1 Managing Excitement
-  P1SM10 Stay Safe From Bad Touch (PFA)
-  P1SoA4 Everyone Needs Care And Concern
-  P1SoA8 We Deserve To Be Safe And Happy
-  The Other Lessons
-  P1RDM1 Stop! Think! Do!
-  P1RM7 Taking Turns
-  P1SA3 Excitement
-  P1SA7 Knowing My Likes and Dislikes
-  P1SA9 I Love Myself
-  P1SM3 Managing Sadness

# Leader in Me

## There is a Leader in You!

- ▶ Habit 1: Be Proactive
- ▶ Habit 2: Begin with the End in Mind
- ▶ Habit 3: Put First Thing First
- ▶ Habit 4: Think Win-Win
- ▶ Habit 5: Seek First to Understand, Then to be Understood
- ▶ Habit 6: Synergize
- ▶ Habit 7: Sharpen the Saw

## ► Habit 1: Be Proactive

- Take initiative
- Take responsibility for your choices and the consequences that follow

## ► Habit 2: Begin with the End in Mind

- Know what is the goal
- Envision what you want to achieve

## ► Habit 3: Put First Things First

- A leader must manage his own person
- With the End in Mind (the goal), do the most important priorities

## ► Habit 4: Think Win-Win

- Value and Respect others
- Think of solutions that benefit everyone

## ► Habit 5: Seek First to Understand, Then to be Understood

- Listen closely to understand others
- Be open-minded to new ideas/suggestions

## ► Habit 6: Synergise

- Respect differences
- Work as a team (with the other leaders) to make your class a conducive learning environment

## ► Habit 7: Sharpen the Saw

- Take good care of yourself, your friends and the people around
- Stay healthy and safe

Term 1 FTGP, Term 2 Leader in Me

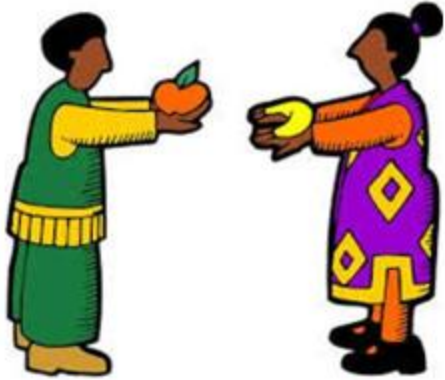


# Financial Literacy

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# P1 Financial Literacy

Theme: Barter Trading



## Tuning-in



Have you ever exchanged or swapped your items with somebody else?



Let's watch a video!



[http://www.youtube.com/watch?v=fN\\_C-eGzEEs](http://www.youtube.com/watch?v=fN_C-eGzEEs)

Let's discuss!

1. **What** did Jack try to sell?
2. **Why** did Jack want to sell it?
3. **Who** did Jack meet while he was on his way to the market?
4. **What** did the old man offer to exchange with Jack?
5. **How** did Jack feel at first?
6. **Why** did Jack accept the old man's offer?
7. **Why** was Jack's mother angry with him?

## Let's discuss!



If you were Jack, would you trade your cow for a 'magic' bean? Give your reason.

## Let's learn!

A long time ago, there was no such thing as money.

If they wanted or needed something, they would **barter** something they had for something that someone else had.



## This is barter trading...



## Next lesson...

- You are going to take part in a **Trading Activity**.
- So don't forget to bring one item that:
  - Is still in good condition
  - You don't need or want anymore
  - You don't mind giving away to someone who wants or needs it!



# Positive Discipline

Affirming Positive Behaviour, Encouraging Right Choices

# Discipline Framework



# Discipline Framework

The Discipline Framework aims to:

- Prevent

- ▶ By instilling Self-Discipline in pupils
- ▶ By instilling Self Leadership in pupils

- Manage

- Through constructive engagement with pupils, parents and the community

- Resolve

- Through reflection
- By restoring relationships

# Discipline Framework

Key Stakeholders in the Discipline Framework:

- ▶ Pupils
- ▶ Staff
- ▶ Parents
- ▶ Community

# Discipline Framework

## Role of Pupils

- ▶ Exercise Self-Management
- ▶ Exhibit the school values
- ▶ Be a good role Model

## Support for Pupils

- ▶ Learning provided in all school programmes
- ▶ Interaction with teachers



# Discipline Framework

## Role of Staff

- ▶ Play a critical role in the character building of pupils

## Support for Staff:

- ▶ Training for teachers to equip them with skills necessary to handle pupils
- ▶ Sharing of good classroom management practices
- ▶ Comprehensive referral system
- ▶ Termly sharing

# Discipline Framework

## Role of Parents

- ▶ Play an important role in supporting the school's efforts in building good character

## Support for Parents:

- ▶ Workshops and sharing for parents

# Discipline Framework

## Role of Community

- ▶ Provide specialised support for the pupils
  - Family Services Centre
  - Ministry of Social and Family Services
  - REACH
  - Child Guidance Clinic

# Setting of Classroom culture

- ▶ The classroom culture does not exist in isolation but in tandem with the VMV, school's culture and the learning environment
- ▶ Important to set the culture right in the classroom from the start of the first day of school
- ▶ It is much easier to establish this culture from the beginning rather than later

# Positive Behavior Support (PBS)

- ▶ Refers to the application of an applied science that uses **proactive** and **effective educational methods, behavioral interventions, environmental redesign** and **systems change methods** to support individuals who exhibit disruptive and/or dangerous behaviors in school, work, social, community and family settings (Carr et al., 2002; Horner et al., 1990)

# Behavioural science

- **Behaviour is learned**
- Behaviour is related to the immediate and social environmental factors
- Systemic manipulation of the environmental factors influences behaviour
- **Behaviour can change**
- **Appropriate and effective feedback leads to changes in behaviour**

# Discipline Guiding Principles

- ▶ Discipline with care & dignity
- ▶ Discipline is the work of every staff
- ▶ Discipline is the responsibility of every pupil

# Vision of what Greenwood Should look like

What are the observable indicators of a school with good discipline?

SEE	HEAR	SMELL	FEEL
Respectful pupils who greet staff, bow or nod	Constructive noise	No foul smell (Toilets)	Pupils have a sense of belonging and pride
Moving in an orderly manner	Respectful word	Good personal hygiene	Pupils have good habits
Taking responsibility for their actions	Words of encouragement		Pupils have a sense of success and satisfaction
Neat appearance	No vulgarities		Pupils have orderly behaviour
Cleanliness			



**As Motivated Learners,  
we will:**

**Ms/Mrs/Mr will**



**As Critical Thinkers, we  
will:**

**Ms/Mrs/Mr will**



**As Leaders of Character,  
we will:**

**Ms/Mrs/Mr will**



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**What do you want to SEE,  
HEAR and FEEL in this  
class?**

## 6 Commitment

### Our Class, Our Rules

- ▶ Minimise talking to our friends during lessons
- ▶ Clean & Green: We will keep our tables and area around us clean (take responsibility of our litter)
- ▶ A day's grace for homework submission
- ▶ Raise our hand when we want to share

As **Motivated Learners**, we will:

- Never give up
- Listen attentively
- Finish our work
- Be fair

Mr Ng & Mrs Koh will

- Allow “a day’s grace” for submission of work
- Give us sufficient homework



As **Critical Thinkers**, we will:

- Make good choices
- Work well together to achieve win-win
- Not be afraid to try and create new things / ideas

Mr Ng & Mrs Koh will

- Encourage us
- Question us more



As **Leaders of Character**, we will:

- Be gracious at all times
- Be wise in our thoughts and actions
- Be positive
- Be responsible of our learning

Mr Ng & Mrs Koh will

- Be more understanding and support us achieve our goals





## In summary,

- ▶ Discipline with care & dignity, together we can
- ▶ Positive discipline
- ▶ Empowering pupils in co-creating the desired culture and class rules
- ▶ Affirming positive behaviour, encouraging R\right C\choices