



Ministry of Education
SINGAPORE

Culture of Care in relation to CCE: Strengthening Positive Relationships in Schools



Integrity, the Foundation ■ People, our Focus ■ Learning, our Passion ■ Excellence, our Pursuit

Exchange
Tips &
Ideas

Have Fun!



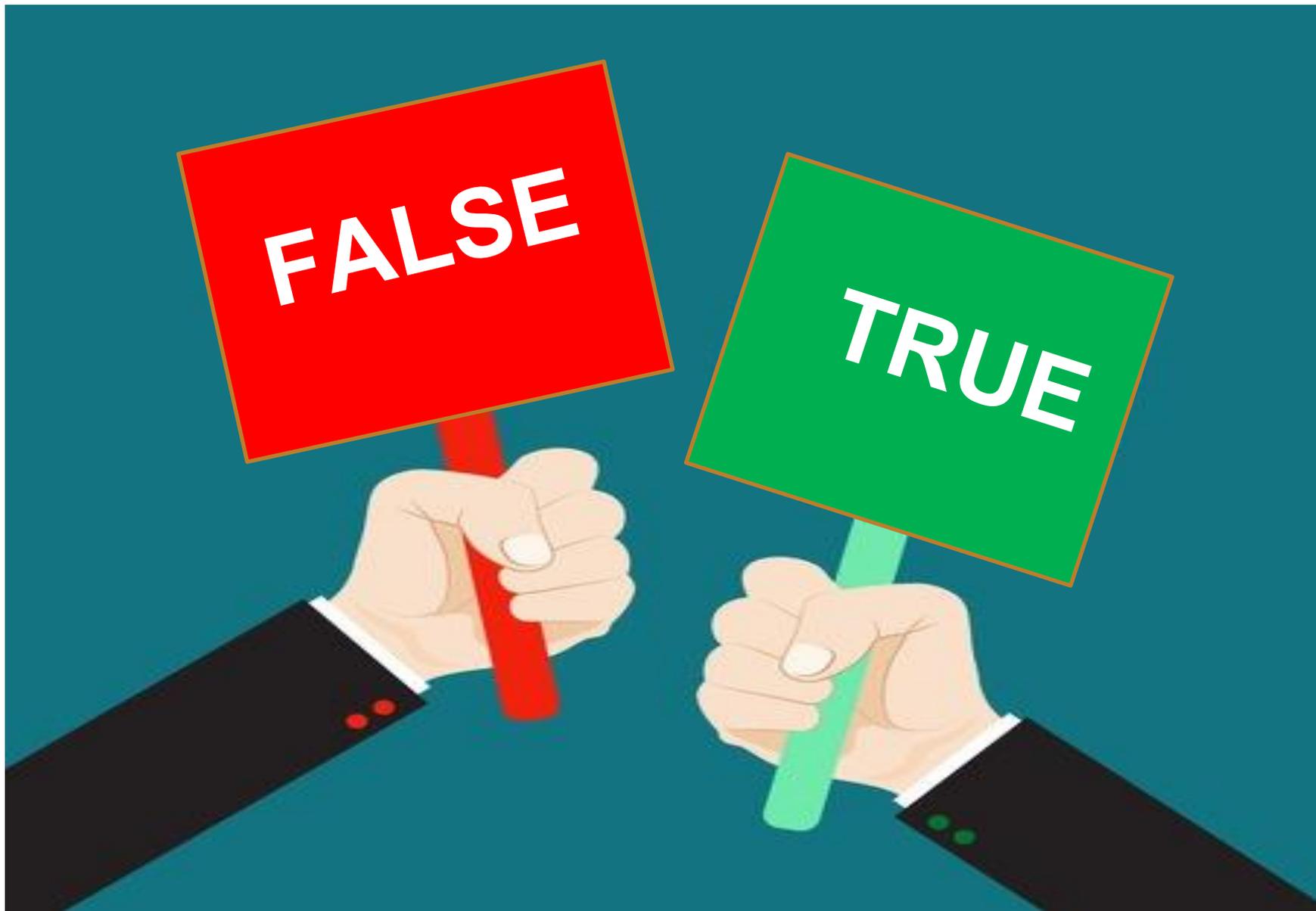
Understand the
importance of
positive
relationships in
schools

Learn how to
engender TSR
and SSR to
strengthen the
school culture
of care



FALSE

TRUE



01



Relationship is a basic human need.



02

Interpersonal relationships are the by-products for learning and growth.



03

In a school, positive relationships are confined to Teacher-Student Relationships (TSR).



04

Positive TSR is a protective factor only for students who are at-risk.

05



Interpersonal relationships is a key component of school climate.



SUMMARY

1) Relationship is a basic human need. **(True)**

Both students and staff in the school have basic needs to feel **safe, accepted and empowered.**

2) Interpersonal relationships are the by-products for learning and growth. **(False)**

They are the **foundations** for our **wellness, motivation, engagement and achievement.**

3) In a school, positive relationships are confined to TSR. **(False)**

Every member has a part to play, including a **supportive peer culture** amongst **adults and students.**

SUMMARY

4) Positive TSR is a protective factor only for students who are at-risk. **(False)**

Positive TSR is a protective factor for **all students** and **especially** so for those who are **at-risk**.

5) Interpersonal relationships is a key component of school climate. **(True)**

4 Essential Areas of School Climate:

Safety

Interpersonal Relationships

Teaching & Learning

Environment

4 Essential Areas of School Climate



Importance of Positive School Climate

Sustained positive school climate is associated with:

- Positive child and youth development
- Effective risk prevention and health promotion efforts
- Improved student learning and academic achievement
- Increased student graduation rates
- Increased job satisfaction and better teacher retention



**Positive
Teacher-
Student
Relationships**

**Supportive
Student-
Student
Relationships**

Invest in building TSR and SSR
for a caring community

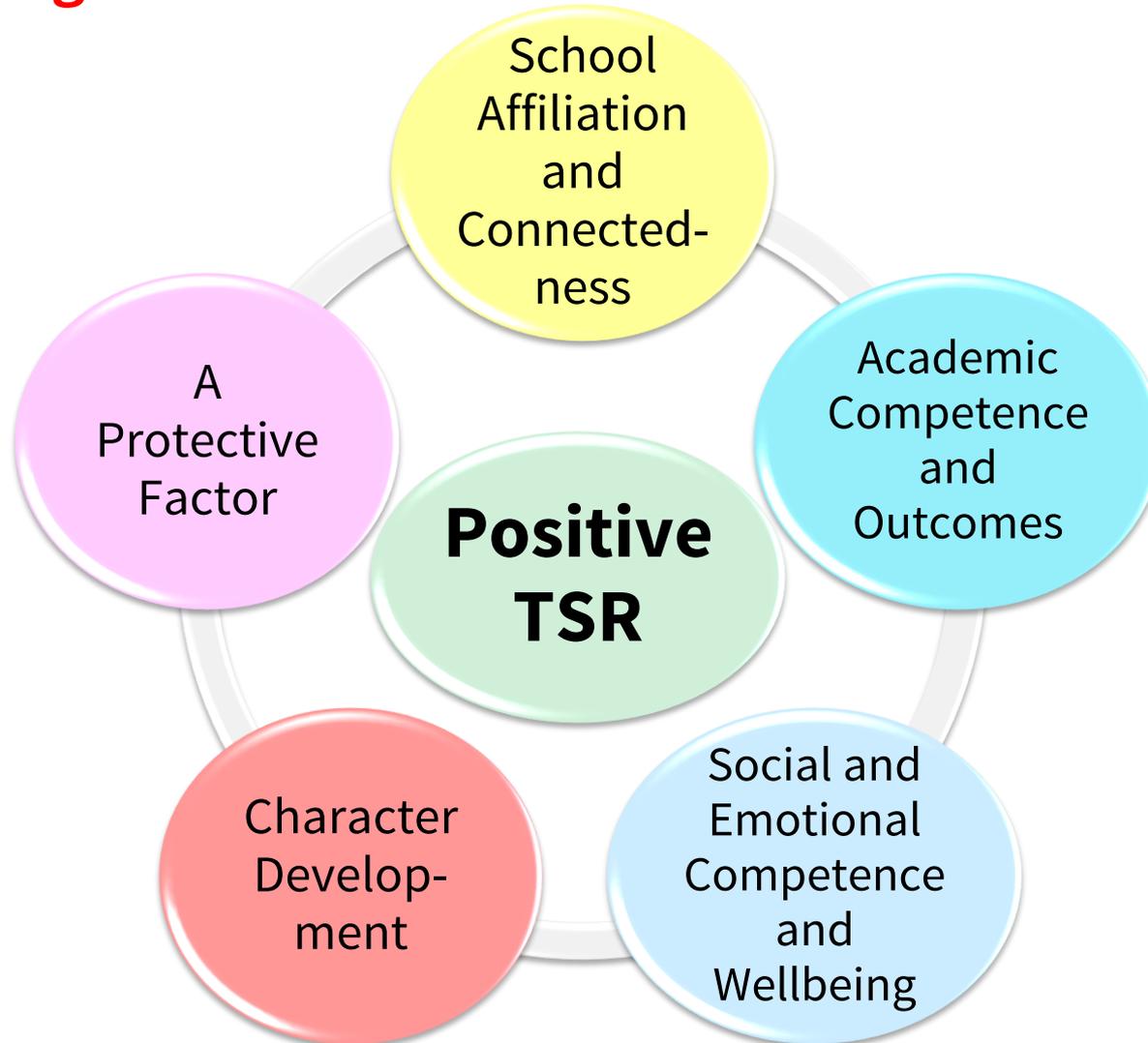
Positive TSR refers to the extent to which students perceive being respected, supported and valued by their teachers.

(Doll et al., 2004)



Why is Positive TSR important?

It impacts **learning motivation** and **social-emotional competence** and **well-being** of students.





4

Key Ingredients for Effective TSR

Teachers with **certain qualities**

(warm, engaged, responsive, open and willing to provide academic and emotional support).

Teachers who are **socially and emotionally competent**.

Teachers who practise good **classroom management**.

Teachers who have **supportive structures** to interact with students.



**Positive
Teacher-
Student
Relationships**

**Supportive
Student-
Student
Relationships**

Invest in building TSR and SSR
for a caring community

Supportive Peer Culture:

A community of care and support among peers that permeate throughout school.



Bridge the 'adult-student divide' & strengthen safety net

Empower students to be positive influencers & leaders

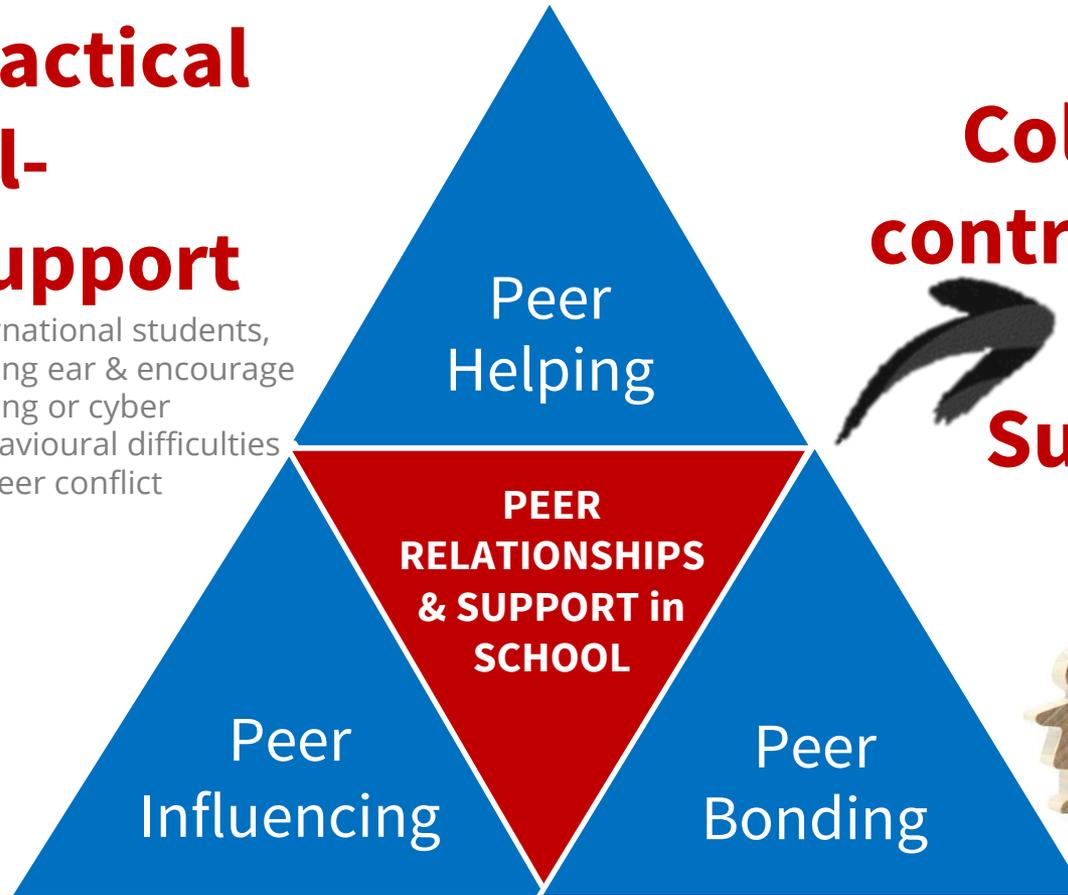
Benefits of leveraging peer relationships

Contribute to positive school culture of care

Protective factor for students-at-risk

Providing Practical Help & Social-Emotional Support

e.g. befriending pri/Sec 1s/ international students, peer tutoring, providing a listening ear & encourage help seeking for victims of bullying or cyber bullying, helping peers with behavioural difficulties learn appropriate behaviours, peer conflict management



Collectively contributes to a Caring Supportive Culture



Influencing Mindsets, Behaviours & Advocating for Wellbeing

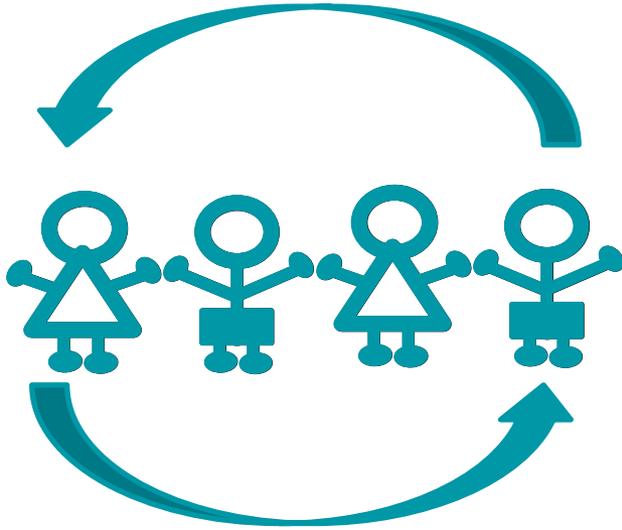
e.g., mental health literacy, anti-bullying campaigns, kindness movement, promoting healthy habits and safe and responsible behaviours online and offline, role-modelling peer support mindset and being a positive influence

Fostering Bonds & Belonging to the School Community

e.g., orientation and house bonding activities, friendship day or racial harmony day events, creating positive networks in an online community, running a games room or after-school hangout centre

Peer Support

Whole-school Peer Support



Mutual & Reciprocal
(Everyone a Peer Supporter)

- Builds on natural friendships
- Teach all students help-seeking and help-giving skills

Targeted Peer Support

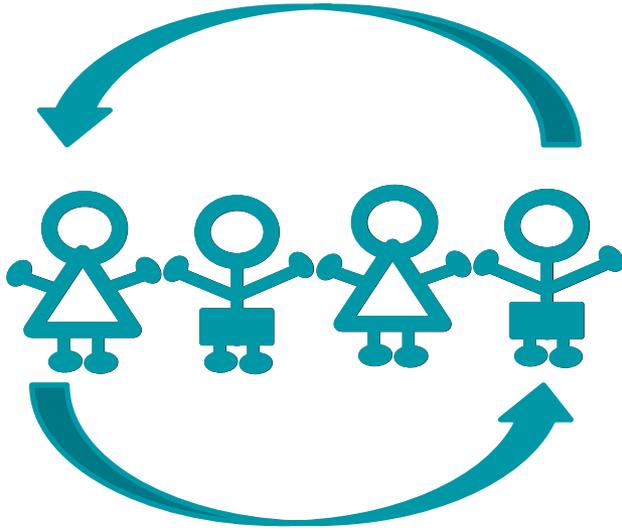


More One-directional
(Role-specific Peer Supporters)

- Builds on leadership roles
- Targeted skills training & monitoring by teacher mentors

Peer Support

Whole-school Peer Support



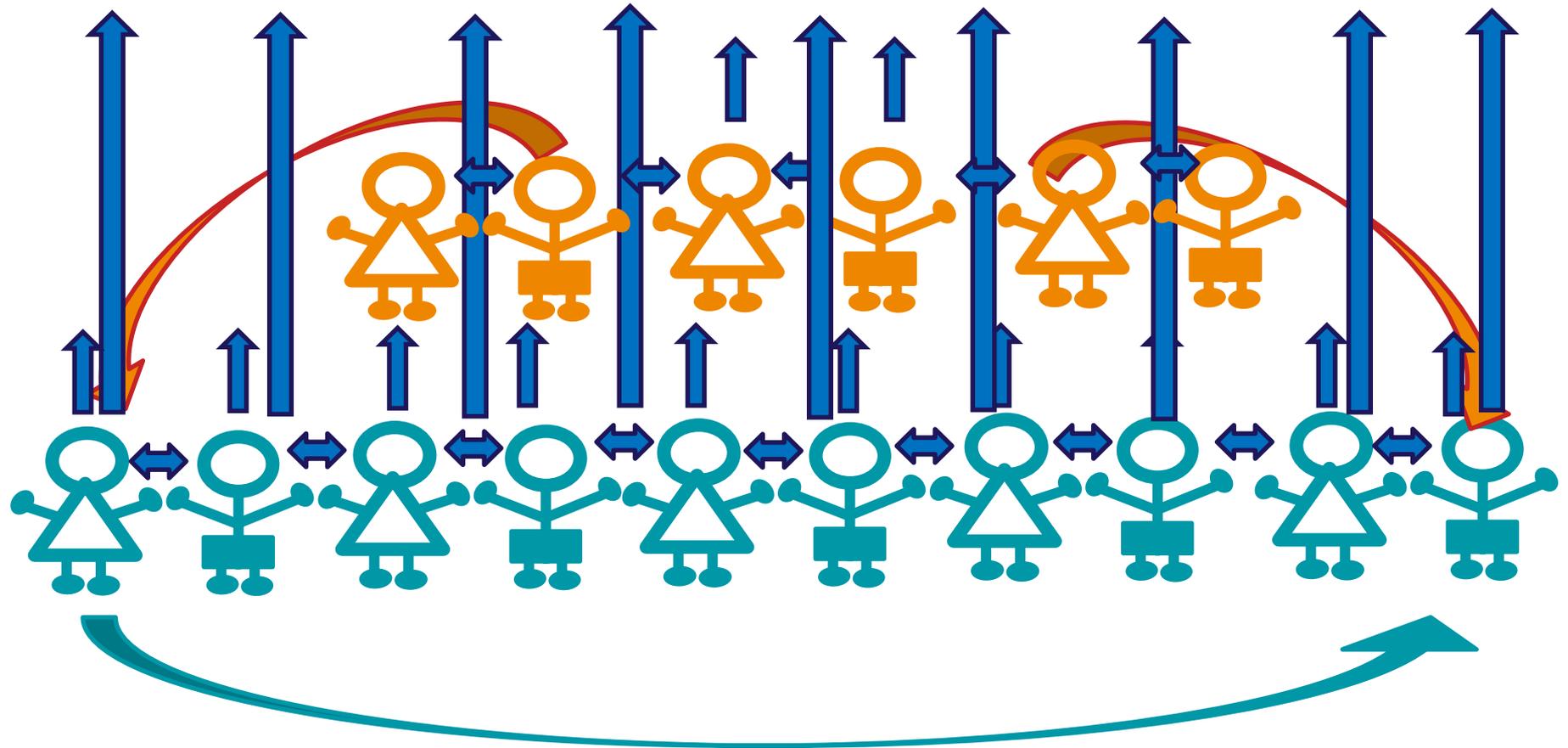
Targeted Peer Support



**Build Supportive Networks of
Positive Student-Student
Relationships**

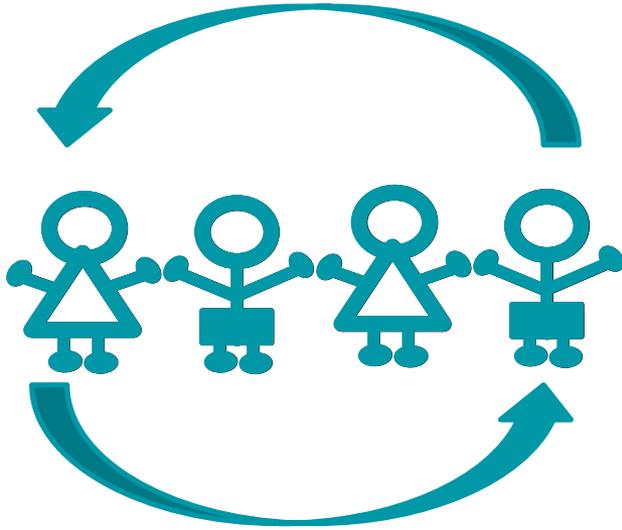
Adult Support

Any trusted teacher
Form Teacher
School counsellor
Parent / grandparent



Peer Support

Whole-school Peer Support



Targeted Peer Support



**Help Students Know When
and How to Refer to a Trusted
Adult for Help**

How to Build a Supportive Peer Culture?

Cultivate a peer support mind-set

- in each student
- in every classroom

- ▶ *“Our school is our second home. We must take care of each other and look out for one another.”*
- ▶ *“Asking for help is not a sign of weakness. Instead, it takes true courage to ask for help when the problem grows too big for any one person to handle.”*

Teach skills

1. Identify own social support circle
2. Learn help-seeking skills
3. Identify signs of distress
4. Learn help-giving skills

Connect back to adult support

- ▶ Form Teacher
- ▶ Any trusted teacher
- ▶ School Counsellor
- ▶ Parent / grandparent



What are the existing peer support efforts in your school?



How to **strengthen** positive TSR and SSR?

ONE POINT
at a time



Resources for Teachers & KPs

MOE Positive Teacher-Student Relationships (TSR) Resources

For Key Personnel (KPs)

Resource	Level	Purpose	URL
Building Positive TSR 	All	To equip school personnel with knowledge and understanding of <ul style="list-style-type: none"> how meeting the needs of their students helps to build positive TSR and contribute to the holistic development of their students some key needs of their students 	http://tinyurl.com/building-positive-tsr
		To equip school personnel with knowledge and understanding of <ul style="list-style-type: none"> how building positive TSR involves meeting the needs of their students the common needs of students 	
Building Positive TSR through Transactional Analysis (TA) 	All	To equip school personnel with knowledge of <ul style="list-style-type: none"> the basic TA concepts of life scripts, drivers, strokes and contracts at least one student they are teaching better with basic knowledge of TA 	http://tinyurl.com/building-positive-tsr-thru-ta
Working with Stakeholders To Build Positive TSR 	All	To equip school personnel with knowledge in <ul style="list-style-type: none"> how teachers could work with stakeholders involved in nurturing our students articulating how they could tap on the support of these stakeholders to build positive TSR with their students 	http://tinyurl.com/working-with-stakeholders
		To equip teachers with knowledge of <ul style="list-style-type: none"> the partnerships that they could establish with those involved in nurturing our students how they could leverage on these partnerships to build positive TSR 	
Building a Sustainable Culture of Care and Positive TSR in My School 	All	To equip key personnel with knowledge and understanding of <ul style="list-style-type: none"> what a sustainable culture of care and positive TSR in a school is basic leadership practices that support the building and sustaining a culture of care and positive TSR 	http://tinyurl.com/build-sustainable-cult-of-care

Resources for School Leaders

IV. FACILITATION PLAN

Rational Aim

- To reflect on what desired changes in school culture, mental models and systemic structures are needed to strengthen positive teacher-student relationships in our school.
- To decide on actions that are to be taken.

Experiential Aim

- To create a sense of commitment and accountability to the actions that are to be taken.

OPENING	<p>Dear Colleagues, I'm sure that we have gained insights on what Teacher-Student Relationship (TSR) is, its importance and how school culture, mental models and systemic structures and how we implement them can shape relationships in schools.</p> <p>We will take some time now to reflect on what relationships are like in our school and the desired future reality we want to create together.</p>
O	<ol style="list-style-type: none"> How would you describe the relationships between the teachers and students in our school? Is there a story you can tell to illustrate the relationships between teachers and students in our school? What has contributed to the nature of the relationships between teachers and students that you have described?
R	<ol style="list-style-type: none"> How did you feel when you were asked to describe the relationships between the teachers and students in our school? Why? Is there more that you hope for? (What is your desired future reality?) Why is this important and meaningful?
I	<ol style="list-style-type: none"> How would a student in our school describe his daily experience in school? Do you think the efforts of the school in building TSR are being perceived and appreciated by the students? Why? To what extent is the culture of the school, mental models or systemic structures contributing to that?
D	<ol style="list-style-type: none"> What high leverage actions do we need to take to reach our desired future on a (i) personal level, (ii) class level, and (iii) school level? How can this be translated into our school's Staff Development Framework, Staff Recognition Framework, Teaching and Learning Framework, Student Development Framework, department work-plans and action plans? What would be our indicators of progress and timeline?
CLOSING	<p>Thank you for your active participation and energy! Your insights and suggestions have been very incisive and I believe instrumental in moving our school forward. _____ will be following up on what you have proposed and we will be sharing a detailed action plan with you by _____.</p>

V. POST-FACILITATION EXERCISE

Educators know that schools are a complex organism with a life of their own. To fully implement change, an understanding of the components of systemic reform requires experience, people skills, and extreme patience.

Knoster (1991) introduced a Managing Complex Change Model which suggested that when the components of vision, consensus, skills, incentives, resources and action plan are collectively inherent in the system, will change likely take place. However, if any one of the components was missing, then the "Change Process" may be inhibited or may not take root.

Model for Managing Complex Change

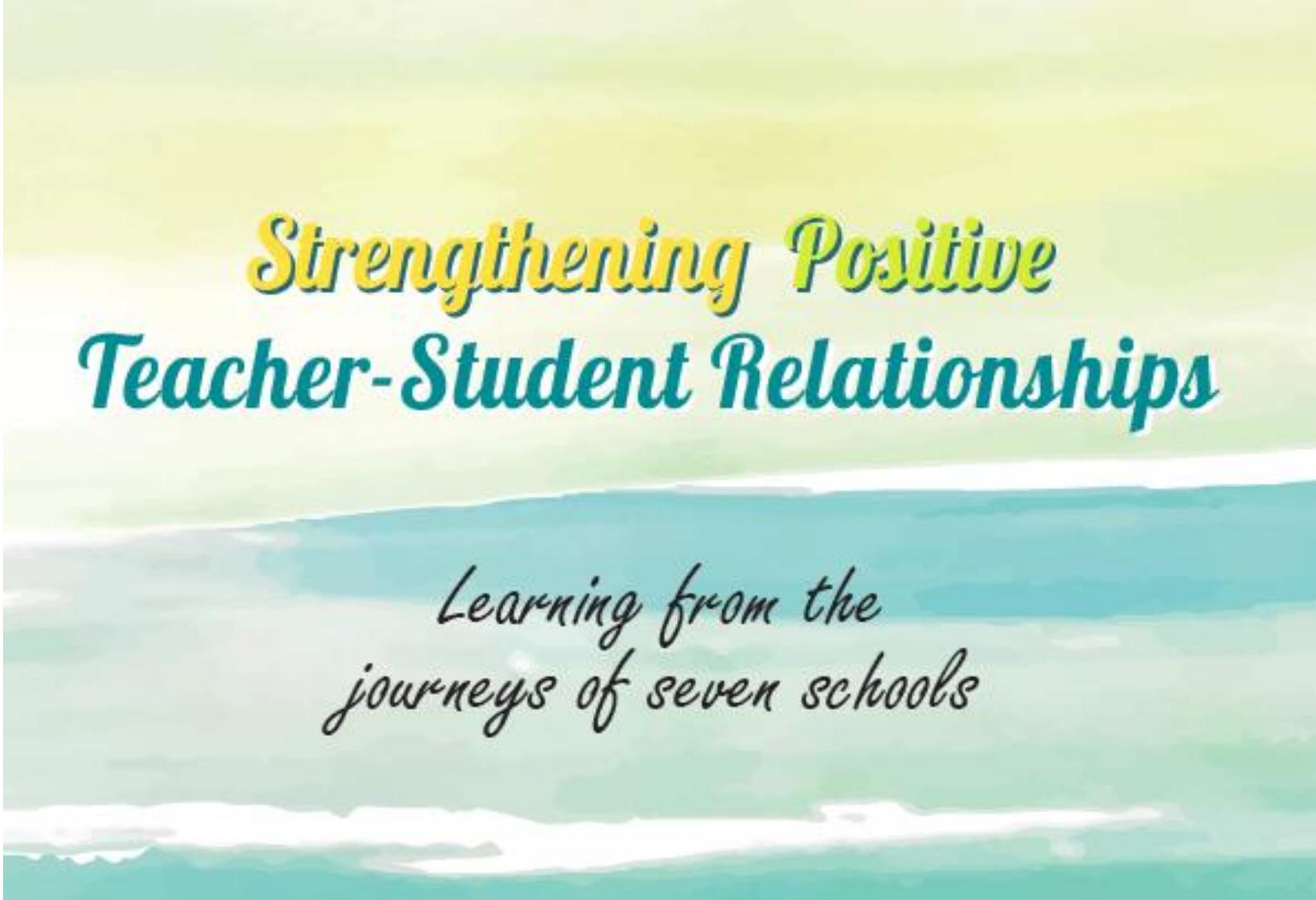
Vision	+	Consensus	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Change
		Consensus	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Confusion
Vision	+			Skills	+	Incentives	+	Resources	+	Action Plan	=	Sabotage
Vision	+	Consensus	+			Incentives	+	Resources	+	Action Plan	=	Anxiety
Vision	+	Consensus	+	Skills	+			Resources	+	Action Plan	=	Resistance
Vision	+	Consensus	+	Skills	+	Incentives	+			Action Plan	=	Frustration
Vision	+	Consensus	+	Skills	+	Incentives	+	Resources			=	Treadmill

Adapted from Knoster, T. (1991) Presentation in TASH Conference, Washington D.C.
Adapted by Knoster from Enterprise Group, Ltd.

Using this as a reference, here are some suggestions on how your school can build upon this Facilitation Exercise:

NEW! Resource for **School Leaders & KPs**

4



*Strengthening Positive
Teacher-Student Relationships*

*Learning from the
journeys of seven schools*

Journeys of Schools

*Using
Three
Different
Approaches*

Transactional Analysis (TA)

To Strengthen Positive TSR



Clementi Primary School



Paya Lebar Methodist Girls' School (Secondary)



Northland Secondary School

Positive Education (Pos Ed)

To Strengthen Positive TSR



Da Qiao Primary School



Westwood Primary School

Restorative Practices (RP)

To Strengthen Positive TSR



Ping Yi Secondary School

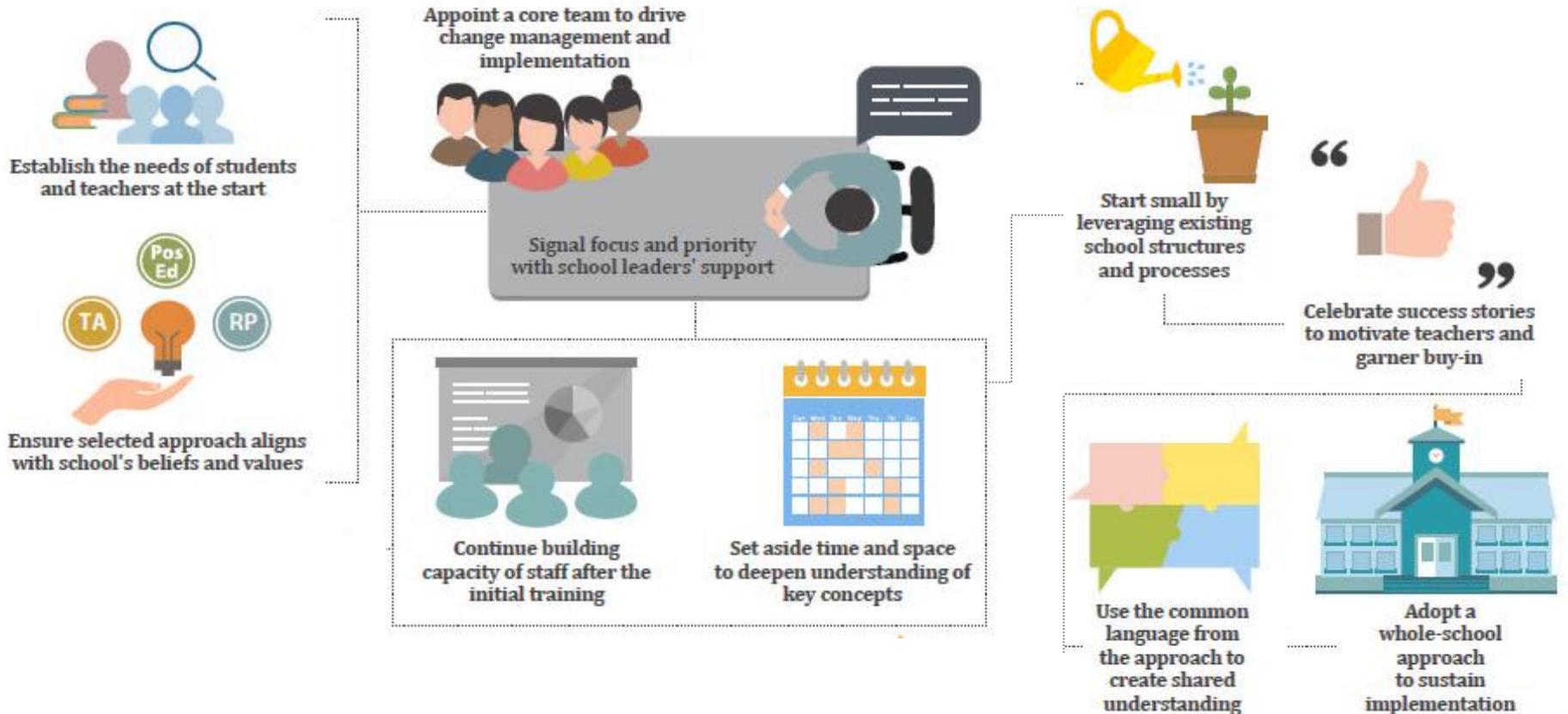


MacPherson Primary School

Section 3

Concluding Remarks

10 Key Factors for Effective School Implementation



How to strengthen supportive peer culture in schools?

PEER SUPPORT RESOURCE PACK

Peer Support
Resource Pack
Guide

Related CCE
Lessons

Related FTGP
Lessons

Student Activity
Slides

Peer Support
Posters

5

- **Resources uploaded onto OPAL**
- **Posters delivered to schools**

Who's in My Social Support Circle?

Write down the names of the people you can talk to when you need help or when you are feeling down

Classmates/
Schoolmates

CCA
friends

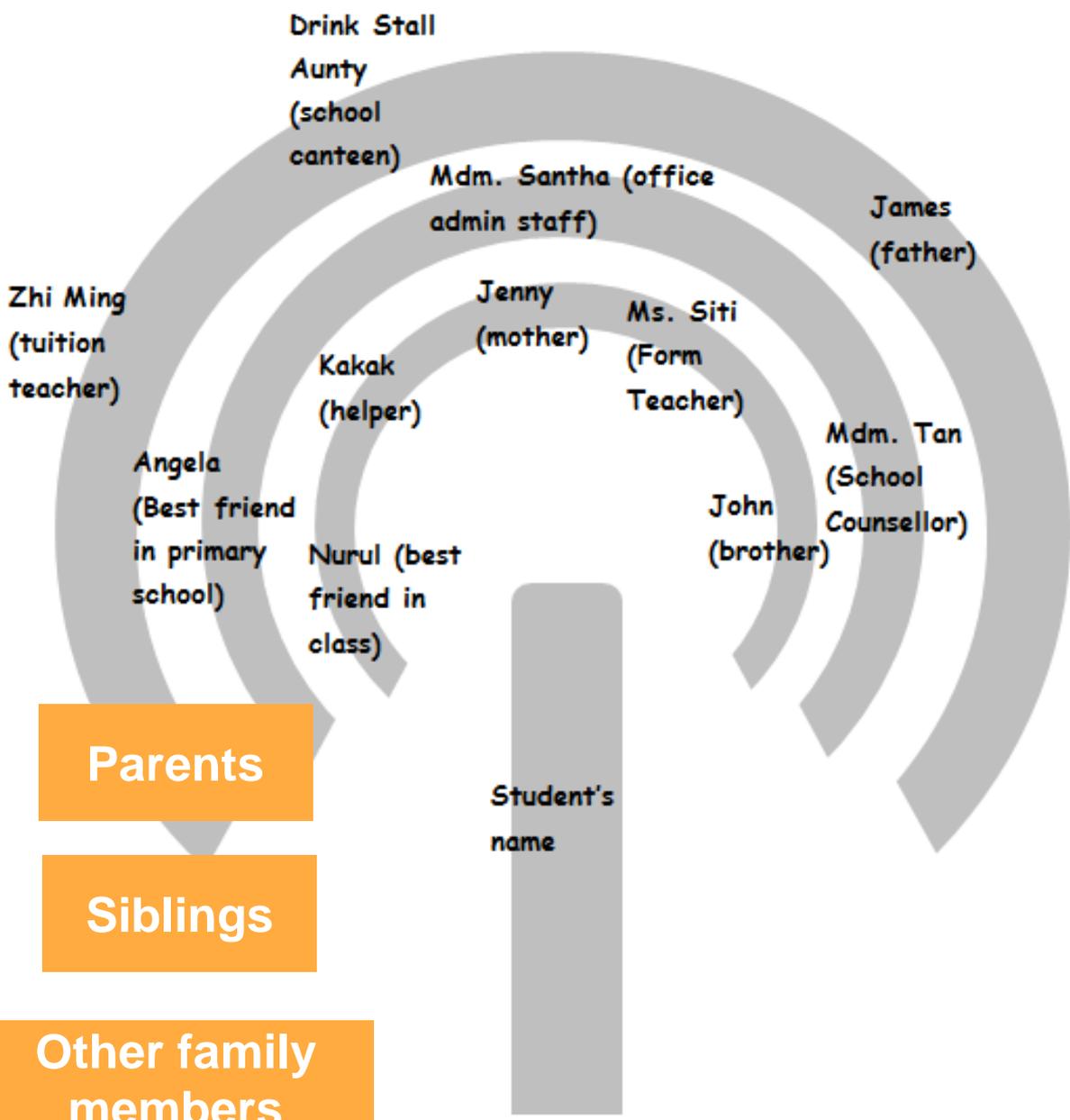
Teachers

School
Counsellor

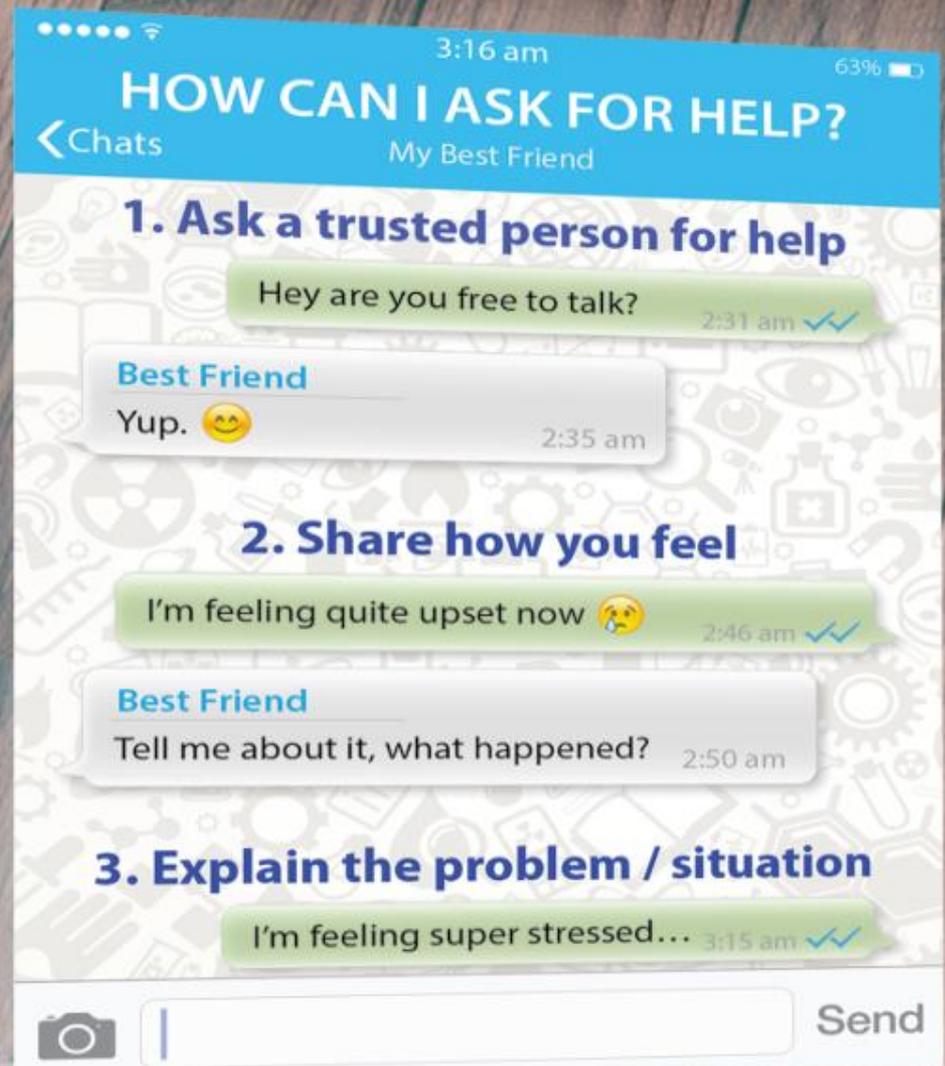
Parents

Siblings

Other family
members



Help-Seeking Skills



Feeling down?
Speak with your school counsellor or contact
Samaritans of Singapore Tel: 1800-221-4444
Audible Hearts: <http://www.audiblehearts.sg>



Signs that my friends need help



D Deliberately avoiding others

I Increased irritability, restlessness, agitation, stress and anxiety

S Sending or posting moody and morbid messages on social media

T Talking about dying and death

R Reacting differently or losing interest in things they used to like

E Eating more than usual or having a much reduced appetite

S Sleep pattern changes with difficulty going back to sleep or oversleeping

S Slowing down of energy level

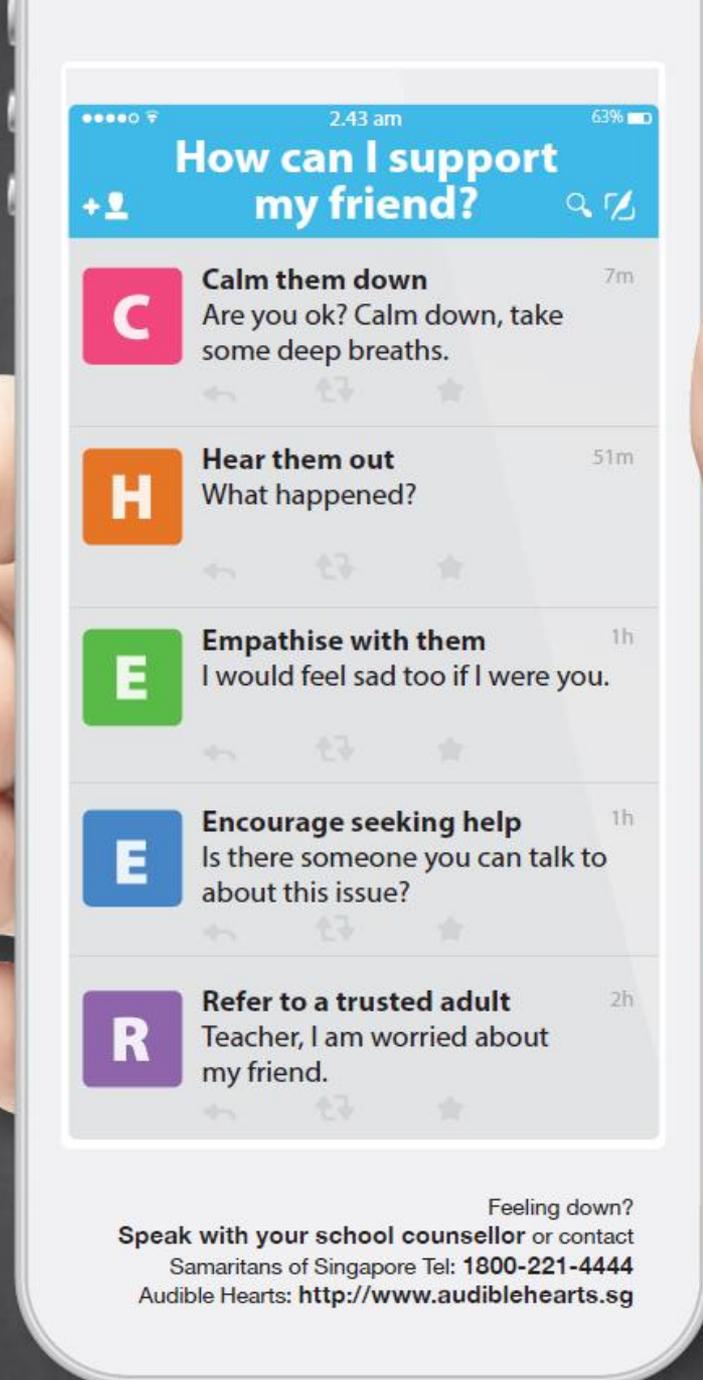
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Help- Giving Skills



STUDENTS' MENTAL HEALTH :

Early Identification and Supportive Strategies



Why is early identification important?

Some children and youth find it difficult to ask for help when they are in distress. Early identification and intervention may be effective in reducing the risk of outcomes such as delinquent behaviour, social isolation, and even suicide. Treatment outcomes are more optimistic with early intervention too.



DISTRESS Signals

Warning signs are often an appeal for help. There are several warning signs of distress that can be observed in students which may indicate the need for additional support.

When signs are present **IN COMBINATION** or in **MORE EXTREME** or **LONG-LASTING** forms, it may be more indicative that the students may be experiencing significant emotional and social distress. If in doubt, seek help and advice from your School Counsellor.

- D** Displaying out-of-character behaviour
- I** Injuries that are unexplained (including cuts, bruises or burns)
- S** Sudden changes in appearance, interests or habits (including eating or sleeping)
- T** Temperament changes (irritable, agitated, moody, stressed or anxious)
- R** Rebellious/ aggressive behaviour
- E** Extended absence/ deliberate social withdrawal
- S** Struggling to pay attention/ increased lethargy
- S** Sending/ posting moody or morbid messages (including expressions of death)

SUPPORTIVE Strategies

Creating a caring school environment is critical in facilitating the early identification and support of students in distress. Students can contribute to this supportive environment by looking out for and providing support to their friends in need.

You can encourage your students to use the 5 steps of the **CHEER** model to give help when they observe that their friends are visibly distressed.



Calm your friends down

Allow your friends time to cool down. Ask them to take deep and slow breaths to calm their emotions.



Hear your friends out

Listen attentively to your friends' words or feelings. Keep an open mind. Do not judge or interrupt.



Empathise with your friends

Understand how they feel by putting yourself in their shoes. Check if you have understood your friends' issues and emotions correctly.



Encourage your friends to seek help

If your friends cannot resolve the problem, encourage them to talk to a trusted adult, such as a parent, teacher or School Counsellor.



Refer your friends to a trusted adult

Talk to a trusted adult if you are worried that your friends may hurt themselves or others, or if the problem continues for a long time.

RESPONSE FLOWCHART : When and how to refer students for additional support?

Identify and Engage Students in Distress

RECOGNISE* warning signs in the student

- Be observant. Look out for **DISTRESS** signals and risk factors that can affect the mental well-being of the student (e.g. displaying out-of-character behaviour, temperament changes, family in financial crisis).
- Pay attention to indications, and follow up by gathering more information to understand student's needs (e.g. speak with parents/ other teachers/ peers).

REACH* out to the student

- Build rapport with the student and express care and concern.
- Talk with the student and share with them what you have observed. Be sincere.
- Listen actively and be non-judgmental. Attend to the student's thoughts and feelings, and observe non-verbal cues.

Yes

Does the student require additional support?

No

Follow-up Actions to Support Students in Distress

REFER student to School Counsellor

- Provide information to the School Counsellor.
- Respect confidentiality by not sharing details of the situation with anyone who does not need to know.
- School Counsellor to refer student to **REACH** if further assessment and intervention are required.

Monitor situation, continue to support student.

RENDER continued support to the student

- Promote a safe and supportive environment for the student.
- Provide simple coping strategies (e.g. emotion regulation) to support student in classroom.
- Maintain communication with the student.
- Continue to monitor the student as necessary*.

REFLECT on own needs

- Practise self-care.
- Seek help when you feel overwhelmed.

*Check with School Counsellor if unsure.

*If issues/symptoms persist or intensify, please seek further advice from School Counsellor and/or School Leader.



A Handbook for Teachers on Students At-Risk
Scan the QR code to access the handbook on OPAL.

Resilience



Giving Our Children S.P.A.C.E. to Grow

S

Support

Be an adult who is supportive and willing to listen

P

Problem-solve

Process setbacks and work with child to develop alternate plans to overcome setbacks

A

Affirm

Affirm strengths and encourage efforts (not just abilities or achievements) to enhance resilience and learning

C

Cheer

Cheer the child on for renewed effort and share inspirational stories of resilience

E

Empower

Provide child with skills and opportunities to try, take risks and experience challenges

KEY MESSAGES

- **Teachers and peers** have important roles to play to build a school culture of care.
- Positive TSR and SSR are **strong foundations** to building a caring school community and achieving better student outcomes.
- High **quality** positive relationships are built with **intentionality** and needs the whole school to be on board for **sustainability**.



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Thank you
for being
on this
journey
together! 😊

