HERITAGE
CONSERVATION
In Schools
Brian Yen, Chong Ee Hsiun, Ernest Goh, Isaac Leong, Joshua Wong, Martin Lim, Sean Ong
Raffles Institution
WHY?

Interested in RI history 90%

Don’t feel connected to RI history 62%
HOME
Of far greater importance was the need for a comprehensive and continuous history of the school to serve as a source of inspiration to generations of pupils who would pass through it...

Eugene Wijeysingha
Former Headmaster of RI, Author of Eagle Breeds a Gryphon
“Prejudiced pride in the past... is (heritage’s) essential aim. **Heritage attests our identity** and affirms our worth.

David Lowenthal
OUR JOURNEY
Visits to Micrographics and National Archives
Participated in a NHB discussion on community spaces
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Why – do you want to ‘preserve and conserve’
Who – are your stakeholders, past, present and future?
What – do you want to ‘preserve and conserve’
What – are the changes and needs that will have to be met now and in the future growth of your school?
Whose – stories and values will you be passing on?
What – tools will you use to interpret your heritage?
How – will you proceed on the approach?
How – will you go about it?
Worked with Raffles Archives & Museum team
CHALLENGES
CONFLICT

Singular narrative vs Multi-dimensional narrative

Day-to-Day memories vs Milestones & achievements
FRAMEWORK

Consultative

Enduring

Relatable
WHY?

Interested in RI history 90%

Don’t feel connected to RI history 62%
WHY?

1. HISTORIC ENVIRONMENT
   A shared resource

2. MASS PARTICIPATION
   In sustaining the historic environment

3. SUSTAINING VALUES
   Managing significant places

English Heritage, 2008
Singular narrative vs Multi-dimensional narrative

Consultative
Enduring Relatable
62% of respondents feel that RI history is only relevant to visitors
Day-to-Day memories vs Milestones & achievements

Consultative

Enduring Relatable
IN VolvEMENT

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Curriculum & Research
Stronger relevance to learning
58% of respondents felt that the Y1 RI History module was not interesting.
IN Volvement

1. Curriculum & Research
   Stronger relevance to learning

2. Archives & Collections
   Expanding artefact repositories
INVolVEMENT

1. CURRICULUM & RESEARCH
   Stronger relevance to learning

2. ARCHIVES & COLLECTIONS
   Expanding artefact repositories

3. ACCESSIBILITY
   Closer interactions with heritage
88% of respondents wanted students to have greater access to the Heritage Centre.


UNESCO. (2012). Memory of the world: The treasures that record our history from 1700 bc to the present day. Harper Collins Publisher Limited.


THANK YOU

_Raffles Institution_
Mrs Cheryl Yap (Head, Archives & Museum) & team
Mr S Magendiran (Senior Deputy Principal)
Mr Jason Tan (Dean, Academic Studies)
Mr Joseph Wong (Discipline Master)
Mrs Joycelene Lim (Head, Research Education)

_Urban Redevelopment Authority_
Mr Kelvin Ang (Director, Conservation Management)
Ms Sabrina Khoo (Executive Manager, Corporate Communications)

_Interviewees_
Ms Jasmine Chen (former AD, Education, National Heritage Board)
A/Prof Kevin Blackburn (HSSE AG, National Institute of Education)

_Teacher-Mentor_
Ms Tang Swee Noi (Dean, Raffles Academy, Raffles Institution)