

Creating Safe and Caring Schools

Start Right 2018

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The Jungle



The jungles are the
unstructured
environments in your
school...

6 Ways to Create a Safe and Caring School

1. Visibility
2. Relationships
3. Academic Caring
4. Teacher Supervision
5. Intervention and Logical Consequences
6. Whatever it Takes



Visibility Part 1

"The lockdown was a bit unsettling, but when I saw you in the hall, I breathed, relaxed, and thought everything will be okay."

The Sweep

The Lot

Valentines



...more on Valentines

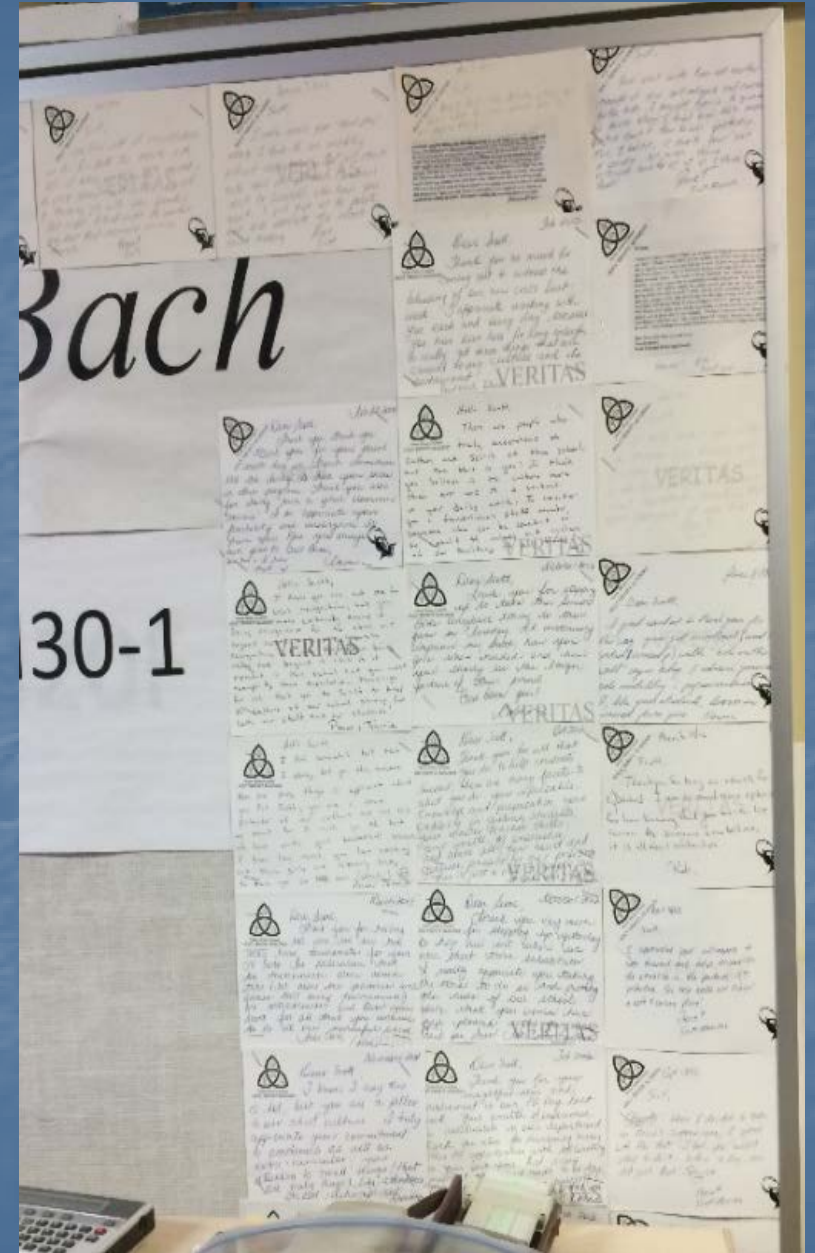
Why they're meaningful with staff who are following our mission...*informational*

"Recognitions are reminders; quite literally, the word recognize comes from the Latin to 'know again'. They say to everyone that I'd like to remind you one more time what is important around here. Here's what we value" (Kouzes & Pozner, 1999).

Why they're meaningful with staff who are not following our mission...*controlling*

"We are what we repeatedly do We are what we repeatedly do. Excellence, then, is not an act, but a habit" (Durante, 1926).

"Changes in behaviour **often** precede changes in belief" (Fullan, 2006).





Visibility: Management By Walking Around

“In effect you are being yourself walking throughout the organization looking for opportunities to make positive comments and/or receive input and feedback” (Business Town.com, 2010).

“This approach allows you to see everything going on, and it allows you to listen directly to the employees” (Business Town.Com, 2010).

“The approach permits all employees direct access to the boss and frequently generates high levels of spontaneous, creative synergy while employees and the boss exchange ideas” (Business Town.Com, 2010).

Cultural leaders “uncover” elements of teachers’ practice and reveal to all how it fulfills the school’s mission” (Sergiovanni, 2007).

The Hawthorne Effect (Landsberger, 1958) found employees behaviour improved/changed simply because they were being observed...somebody was watching and noticing, someone cared.



- What themes did the stories communicate?
- What does the research suggest?
- What are your reflections?



Visibility Part II

*"You're not like the other carpet
walkers I've worked with."*

Freckles

It's Our Grad!





Teacher Supervision

In the classrooms where administrative visibility increased:

- there was a significant reduction in the number of discipline detentions and referrals.
- administrators spent more time on true instructional Leadership (Keesor, 2005).

A vice-principal committed to extensive classroom visitations and teachers indicated that he was highly visible and supportive. He observed students working in a productive way and showcased their work (Keesor, 2005).

"Simply by changing how administrators monitor student behaviour by being visible in the classrooms....they are able to decrease the number of behaviour problems in the school while meeting one of their most important goals: being an instructional leader" (Keesor, 2005).



Visibility: Management By Walking Around

- Teachers explained that effective principals are visible in the school, classrooms, and the cafeteria where trouble with students could occur. Principals help control and stabilize behaviour simply by being visible (Keruskin, 2002).
- Accessible principals are viewed by teachers as informed and aware of the undercurrents of the school. Teachers tend to accept decisions that are made by an informed principal because teachers realize they are aware of the undercurrents of the school (Keruskin, 2002).
- Accessible principals usually establish a rapport with students because the principal is talking with them and because he or she sees them everywhere on campus, they tend to accept his or her advice or criticism (Keruskin, 2002).
- "The administrator who manages symbols does not sit in his or her office mouthing clever slogans. Eloquence must be disseminated... administrators must get out of their offices and spend lots of time one on one – both to remind people of central (missions) and to assist them in applying these (missions) to their own activities. The administrator teaches people to interpret what they are doing in a common language" (Sergiovanni, 2007).



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A blue book icon with a white outline, set against a dark blue background. The book is shown from a three-quarter perspective, with the cover and spine visible. The cover is a solid blue color and contains the word "Relationships" in a white, sans-serif font. Below the title is a quote in a white, cursive font: "The coffee is fresh, please linger with us?".

Relationships

*"The coffee is fresh,
please linger with us?"*

Okay Coach...

15 Seconds at a time

The Jericho Effect





Relationships

"Teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related problems over a year's time than...teachers who did not" (Wessler, 2001).

Hattie noted positive relationships with students are highly correlated with achievement. In fact, their impact is 11th highest on a list of 138 strategies and circumstances studied.

"This is the worst group of students we have"...type of thinking. Staffroom talk about students cannot be gossip or complaining. Problem solving is fine. If spurters did well, how do you think the class known this way will do?

Regardless of how small someone's issue is, you must ensure they know it is as important to you as it is to them. It may not be as serious as they think, but if it's their concern, it must be given importance.



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Academic Caring

"When researchers asked junior high students, 'How do you know when a teacher cares about you?' they responded that ...teachers who care are committed to their learning and hold them to high standards."



Academic Caring

"Teachers can show respect in a variety of ways, but maintaining standards is one of the most important: One of the best ways to show respect for students is to hold them to high standards— by not accepting sloppy, thoughtless, or incomplete work, by pressing them to clarify vague comments, by encouraging them not to give up, and by not praising work that does not reflect genuine effort" (as cited in Wilson & Corbett, 2001).

"Ironically, reactions that are often intended to protect students' self- esteem— such as accepting low quality work— convey a lack of interest, patience, or caring" (as cited in Wilson & Corbett, 2001).

"When researchers asked junior high students, 'How do you know when a teacher cares about you?' they responded that paying attention to them as human beings was important, but more striking was their belief that teachers who care are committed to their learning and hold them to high standards" (as cited in Wilson & Corbett, 2001).

**Learning
Support**

**The Cult of
Self-Esteem**

CCTV





Academic Caring

Effective schools are those, "...viewed as places to experience success. Students need to feel successful at school tasks. Success contributes to self-esteem, and, in turn, to more positive student behaviour" (Lasley and Wason, 1982)

"Great teachers have high expectations for students but even higher expectations for themselves. Poor teachers have high expectations for students but low expectations for themselves" (Whitaker, 2003).

High teacher expectations lead to academic success. In a study by Rosenthal and Jacobsen (1968), students identified as spurters to their unknowing teachers outgained the 80% of students who were not identified as spurters.

Dweck's (2006) focus on growth versus fixed mindsets inspires many educators to teach their kids about 'believing' they can get smarter through dedication and hard work; they aspire to convince students that intelligence, is not a fixed trait. This rhetoric is intriguing and valuable, but Bandura (1977) suggested how we can actually develop these mindsets in our kids over 40 years ago. Bandura indicated that the single greatest way to increase self-efficacy, and, therefore, develop a growth mindset, is to engage in repeated mastery experiences.



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Teacher Supervision

"I run to my mailbox at the end of every day you drop into my class...the classroom visitations write-ups are like gifts."

**Trinity's Visitation
Culture**

Diana and the Bully

Elbow to Elbow





Teacher Supervision

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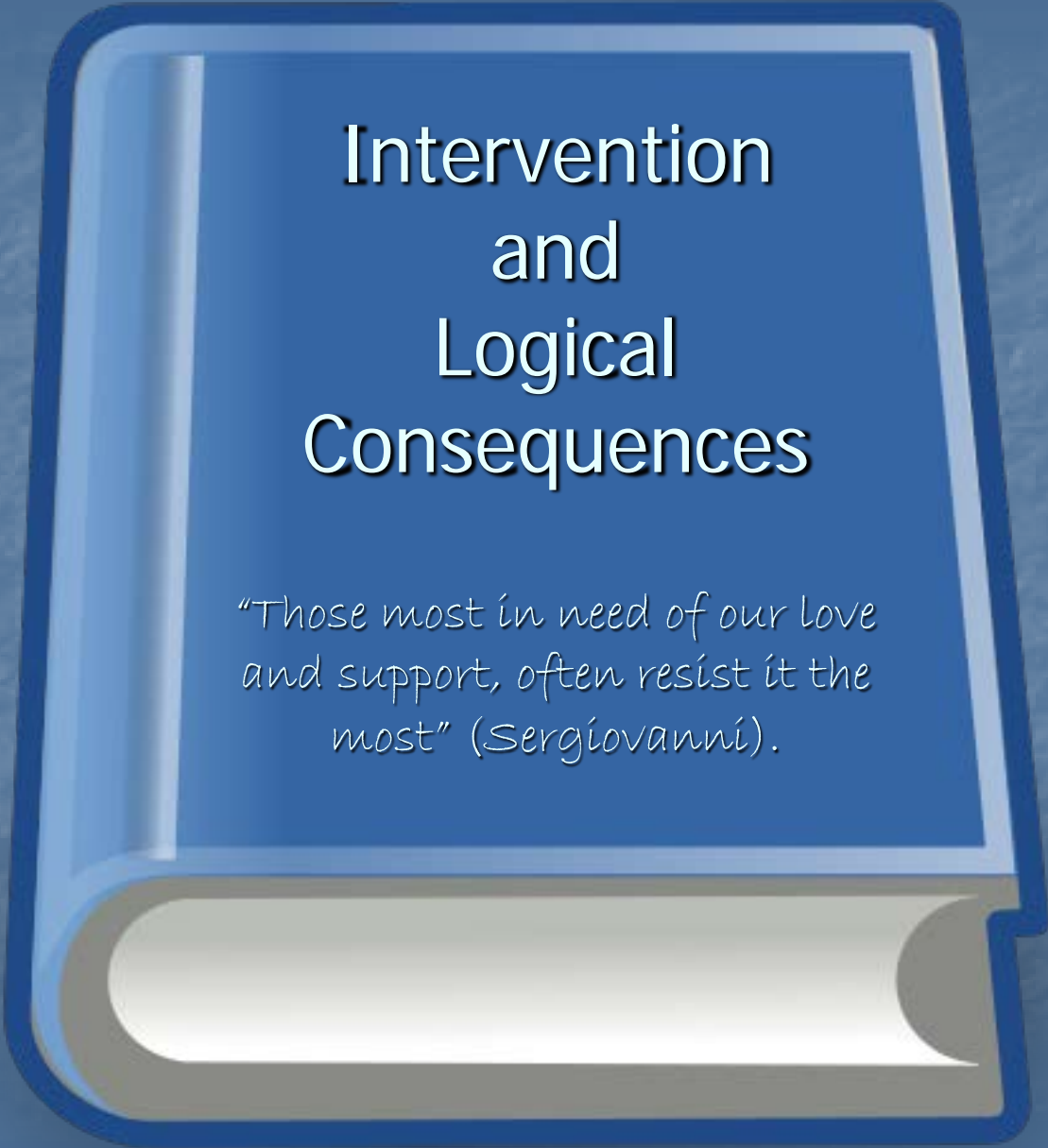
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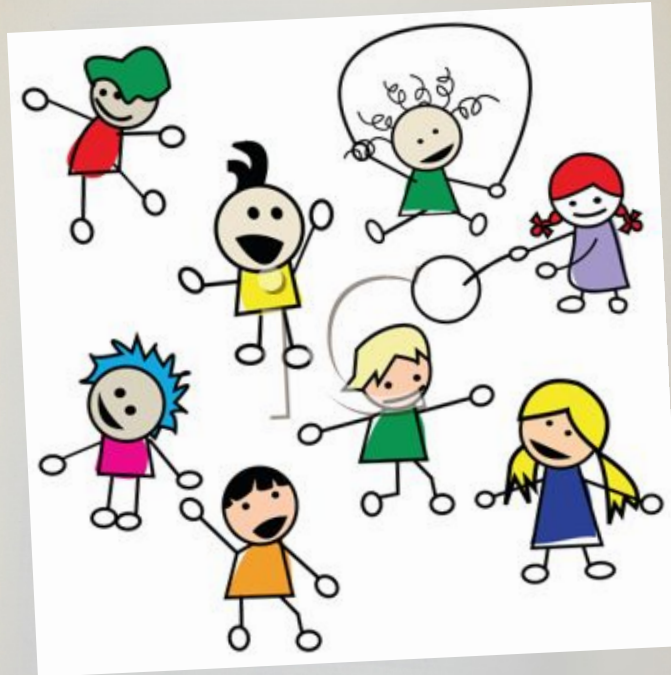
Intervention and Logical Consequences

*“Those most in need of our love
and support, often resist it the
most” (Sergiovanni).*

Three and Out

**Support the Teacher
or the Cheater**

Structured Recess





Intervention

"Schools with effective disciplinary systems ... invest in prevention of disruptive behaviour; establish efficient systems for identifying and responding to at-risk youth early; build the capacity for highly intense interventions with the small number of students with chronic problem behaviours" (Lasley & Wason, 1982, my emphasis in italics).

Subsidiarity states that matters ought to be handled by the lowest competent authority. When applied to the school setting, subsidiarity is the idea that the principal should have a subsidiary role in discipline whenever possible, performing only those tasks which cannot be performed effectively by volunteers, teaching assistants, and teachers."

Administrators should ask staff to request advice and/or administrative intervention before small problems become big ones. A "Dealt With It" form system sends this message.

Good discipline often costs the disciplinarian more than the student being disciplined.

"When administrators and faculty subordinate themselves to set of ideas, they become followers. Followership changes the hierarchy. We don't follow leaders, we follow ideas...mission, values, and beliefs" (Sergiovanni, 2007). "Intervention is an attitude, an approach to how we respond as a school when there are behavioural issues; we identify triggers, antecedents, and reinforcers of poor behaviour and attempt to address them." (Morrison, 2017).

Logical Consequences



"Logical consequences are situations engineered by the person in authority, which are logically connected to the wrong. It is logical because it *fits* the offence" (Witmer, 2006).

"*Logical consequences* are not to be confused with *natural consequences*. Natural consequences are situations that are not controlled by anyone, they happen naturally. If you put your finger in an electric socket, you get a shock" (Witmer, 2006).

Effective schools should not allow students to *accept* the natural consequences that no longer act as deterrents.

Good discipline often costs the disciplinarian more than the student being disciplined.

"To be effective, discipline must be a *learning experience aimed at improving behavior while keeping students in school*, letting them know that we care about them, we want them in school, and we are going to help and support them" (Ohio State Law Journal, 1997, my emphasis in italics).



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Whatever it Takes

“Those most in need of our love and support, often resist it the most” (Sergiovanni).

Brandon's Lesson

Segregated

Expelled





- Sharing