

Creating Safe and Caring Schools

Start Right 2020

Dr. Scott Morrison

Treaty 7 Land Acknowledgement

I acknowledge that I am on Treaty 7 territory, the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, the Kainai. I also acknowledge the TsuuT'ina and the Stoney Nakoda First Nations, and the traditional homeland of the Métis and all the peoples who make their home in the Treaty 7 regions of southern Alberta.

I am aware and I honour that some participants are joining us from other Treaty areas in Alberta/Canada.



CASS

College of
Alberta School
Superintendents



CASS builds and supports members' leadership capacity and provides career long professional learning opportunities.

LEADERSHIP AND SYSTEM EXCELLENCE

LQS

- ✓ Fostering Effective Relationships ★
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership ★
- ✓ Leading a Learning Community
- ✓ Providing Instructional Leadership ★
- ✓ Supporting the Application of Foundational Knowledge about FNMI
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



The Jungle





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

- classrooms (the most structured)
- the parking lot
- the bus loop
- the hallways during morning entry, breaks, lunch, and after school
- the field
- the gym or cafeteria
- extra-curricular events

5 Ways to Create a Safe and Caring School

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

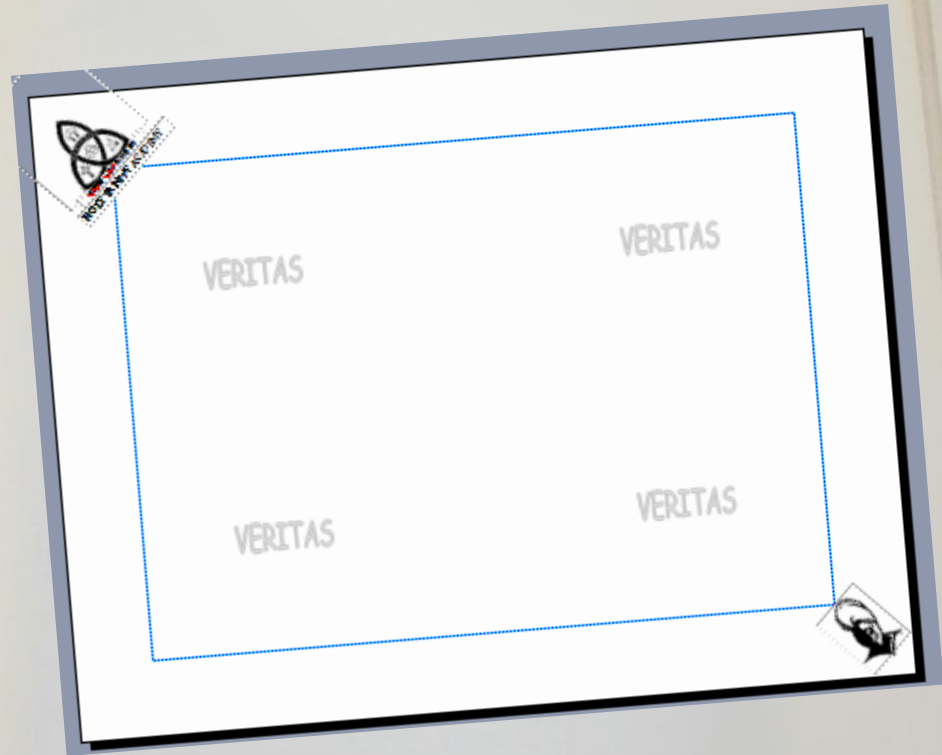
Visibility

"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





...on visibility

The Hawthorne Effect (Landsberger, 1958) found employees productivity increased simply because they were being observed...someone cared. **The Sweep...The Lot**

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

Keruskin (2002) studied teacher and student observations about visible principals:

- They stabilize behaviour by visibility in unstructured areas where trouble may occur.
- Staff listen to them because they’re aware of the undercurrents of the school.
- Students have a rapport and listen to them because they’re everywhere on campus. **The Sweep...The Lot**

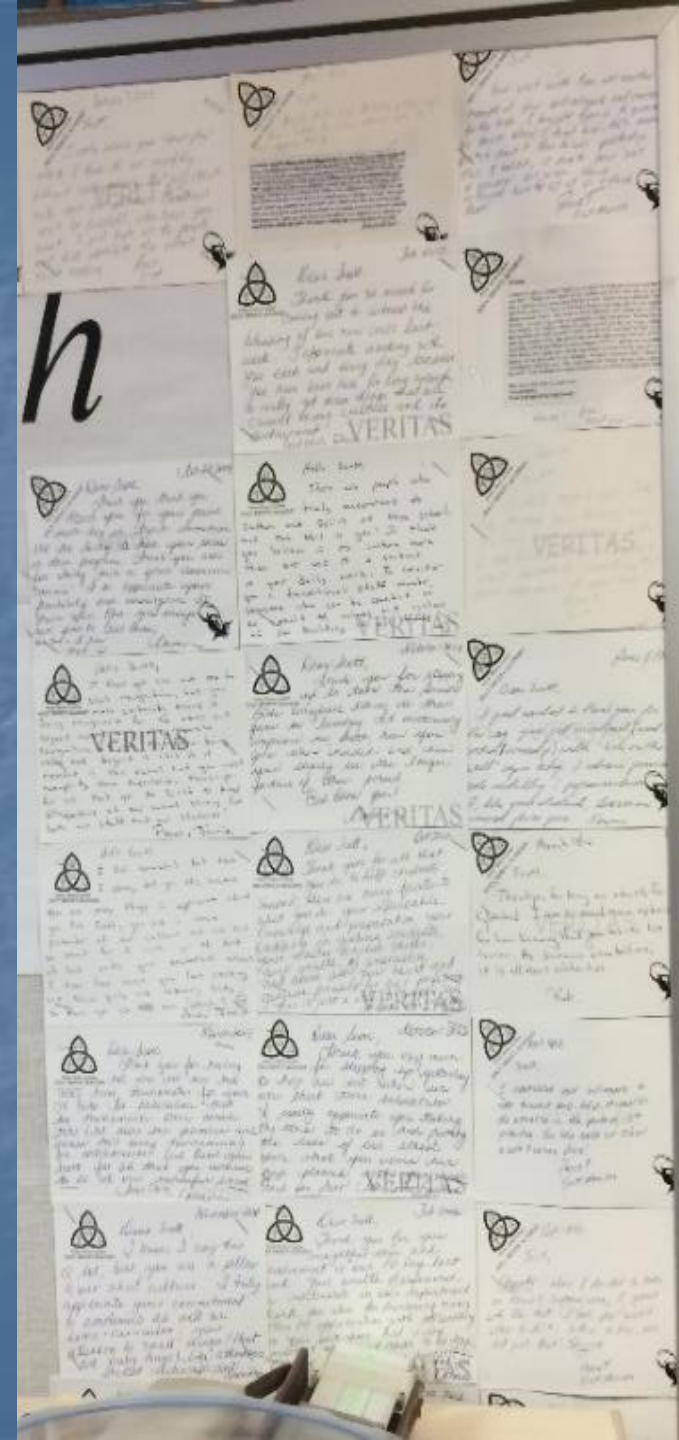
...more on valentines

Why they indicate how our 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*

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





BREAKOUT ROOMS

Breakout rooms

- Appoint a facilitator to ensure everyone participates in the discussion
- Maxims and focus questions are only possibilities...let the conversations go where they might



BREAKOUT ROOMS

Visibility Maxim...

*Just showing up is
half the battle*

- How does this maxim resonate with you?
- Discuss the stories shared and your insights.
- When did your visibility put you in the right spot at the right time?

A blue book cover with a white border. The title 'Relationships' is written in a white, sans-serif font. Below the title is a quote in a white, cursive font. The book is shown from a three-quarter perspective, with the spine on the left and the pages visible at the bottom.

Relationships

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

The Jericho Effect

Freckles

15 Seconds at a Time





...on relationships

Teachers who had high-quality relationships with their students had 31 percent fewer discipline issues over a year's time than teachers who did not (Wessler, 2001). **The Jericho Effect**

Teachers interact with dozens of students per year. Principals interact with hundreds. We need to make every 15 seconds count. **Freckles. 15 Seconds at a Time**



BREAKOUT ROOMS

Relationships Maxim...

*Invest hours in relationships
...even seconds*

- How does this maxim resonate with you?
- Discuss the stories shared and your insights.
- Have you built any relationships 15 seconds at time?

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.”

**Learning
Support**

**The Cult of
Self-Esteem**

**The Messages
We Send**





...on academic caring

Students need to feel successful at school tasks. Success contributes to self-esteem, and, in turn, to more positive student behaviour” (Lasley & Wason, 1982). **Learning Support.**

Wilson and Corbett (2001) studied student impressions of teachers and noted:

- When asked how they know a teacher cares about them, students 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. **Learning Support. The Cult of Self-Esteem**
- “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”. **The Cult of Self-Esteem. The Messages We Send**



...on academic caring

Collective teacher efficacy ($d = 1.57$, #1 of 256) the shared belief that all the teachers can improve learning, coupled with the evidence to indicate they are doing so (Hattie, 2017). **The Messages We Send**

Students identified as spurters to their unknowing teachers outgained the 80% of students who were not identified as spurters (Rosenthal & Jacobsen, 1968). **The Cult of Self-Esteem...The Messages We Send**

“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). **The Messages We Send**



BREAKOUT ROOMS

Academic Caring Maxim...

We learn to fail by failing, and we learn to succeed by succeeding

- How does this maxim resonate with you?
- Discuss the stories shared and your insights.
- How do we create school cultures where every teacher feels it's their responsibility to ensure students learn?



Teacher Supervision

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

**Trinity's Visitation
Culture**

Diana and the Bully

Elbow to Elbow





...on teacher supervision

Keesor (2005) studied the impact of increased admin visibility and found:

- teachers significantly reduced discipline referrals
- teachers viewed them as highly visible and supportive
- admin spent more time on true instructional Leadership

Trinity's Visitation Culture. Diana and the Bully.

Direct engagement, modeling, and team-teaching is a way to help resistant teachers to "act their way" into new thinking. **Elbow to Elbow**

If you want to guarantee you won't be listened to, come to a conference like this, learn 5 things, and then tell everyone else what to do. **Elbow to Elbow**

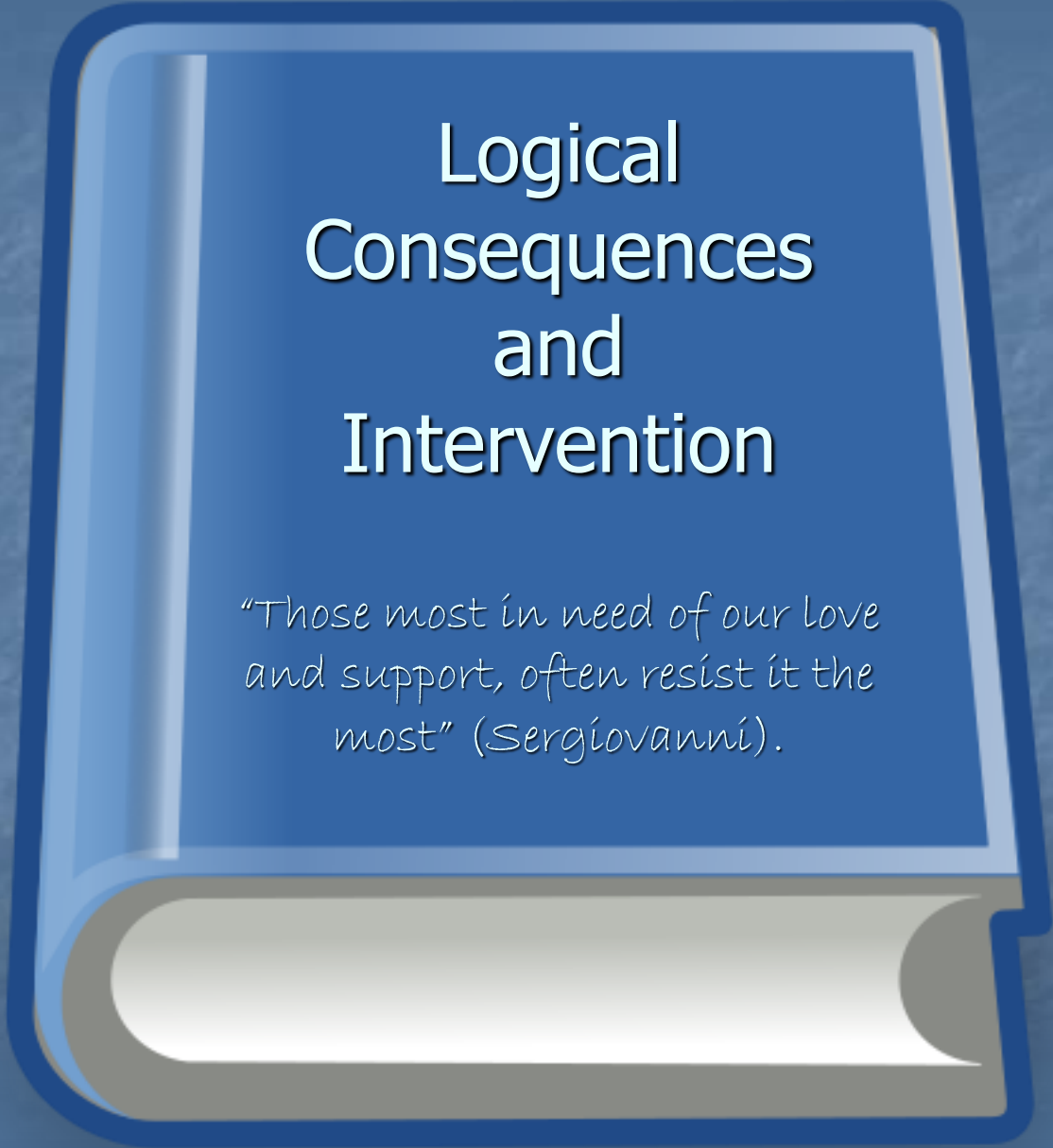


BREAKOUT ROOMS

Teacher Supervision Maxim...

*The shepherd should
smell like the sheep*

- How does this maxim resonate with you?
- Discuss the stories shared and your insights.
- What's the best feedback you've received on your teaching?



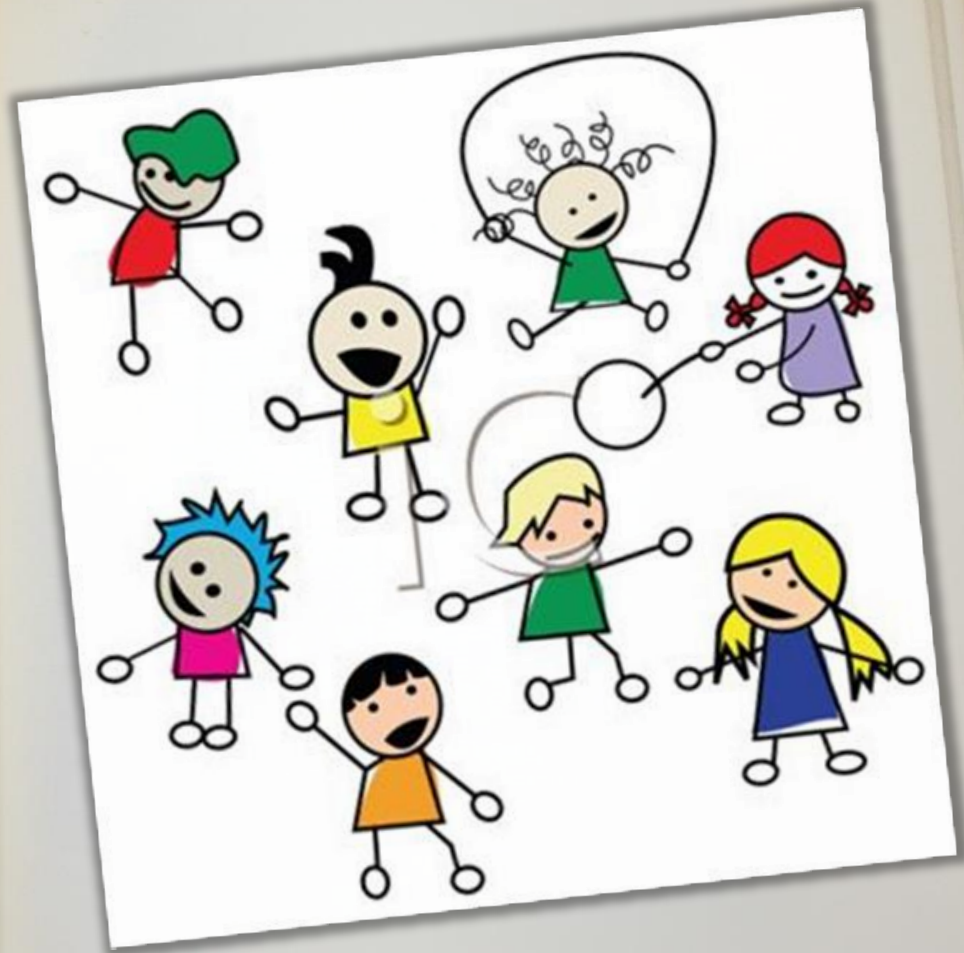
Logical Consequences and Intervention

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

**Support the Teacher
or the Cheater?**

Structured Recess

Dysregulated





...on logical consequences

Logical consequences are situations engineered by the person in authority, which are logically connected to the offense and instructive for the student (Witmer, 2006). **Support the Teacher or the Cheater?**

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

Support the Teacher or the Cheater?

Effective schools should not allow students to accept the natural consequences that no longer act as deterrents. **Support the Teacher or the Cheater?**



...on intervention

Intervention teaches desired behaviour, as opposed to punishment aimed at eliminating undesired behaviours.

Structured Recess. Dysregulated

Effective schools, "...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).

Structured Recess. Dysregulated

Good discipline often costs the disciplinarian more than the student being disciplined. **All Three Stories**



BREAKOUT ROOMS

Logical Consequences and Intervention Maxim...

Punish to stop, intervene to start

- How does this maxim resonate with you?
- Discuss the stories shared and your insights.
- When have you applied a consequence that was connected to the offense and aimed at starting a new behaviour?

**When Whatever it
Takes isn't Enough**



It's Our Grad!

- "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).





...on stories

Your school's stories are more important than you know. As a leader, part of your job is to build culture and the stories you identify, gather, and tell become fragments of your school's mission statement. Five to ten key stories can communicate more about what your school values and beliefs than any mission statement. Stories help your staff interpret what they are doing in a common language (Sergiovanni, 2007).

Closing question to consider: What are your core stories and how do they communicate your mission, values, and beliefs?