

Creating Safe and Caring Schools

Start Right 2022

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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

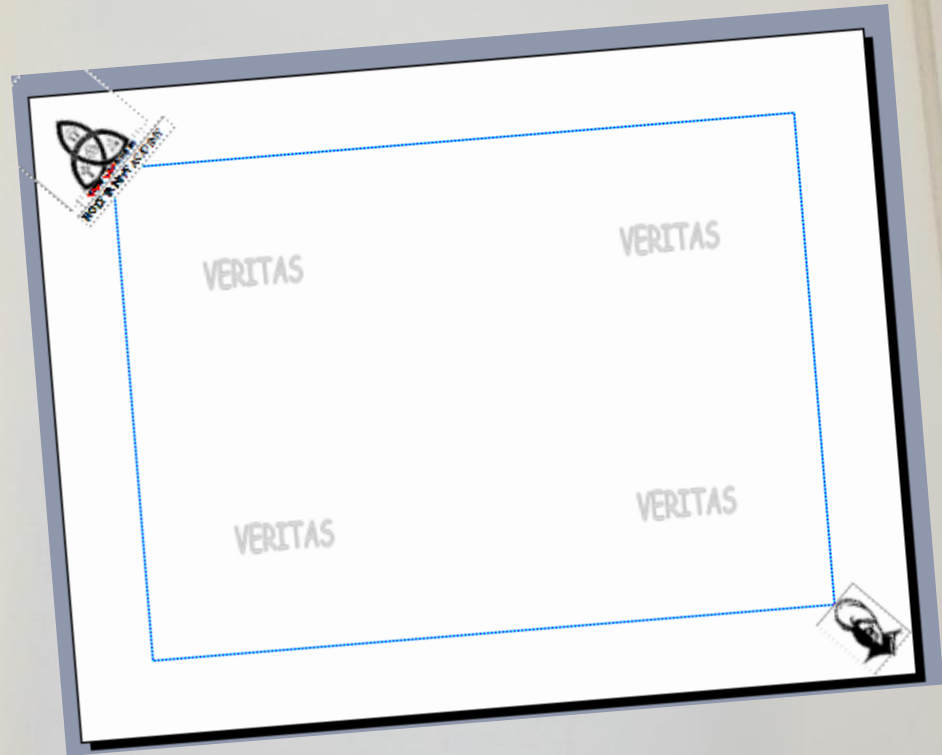
Visibility

"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

Landsberger (1958) observed *The Hawthorne Effect* in which 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**

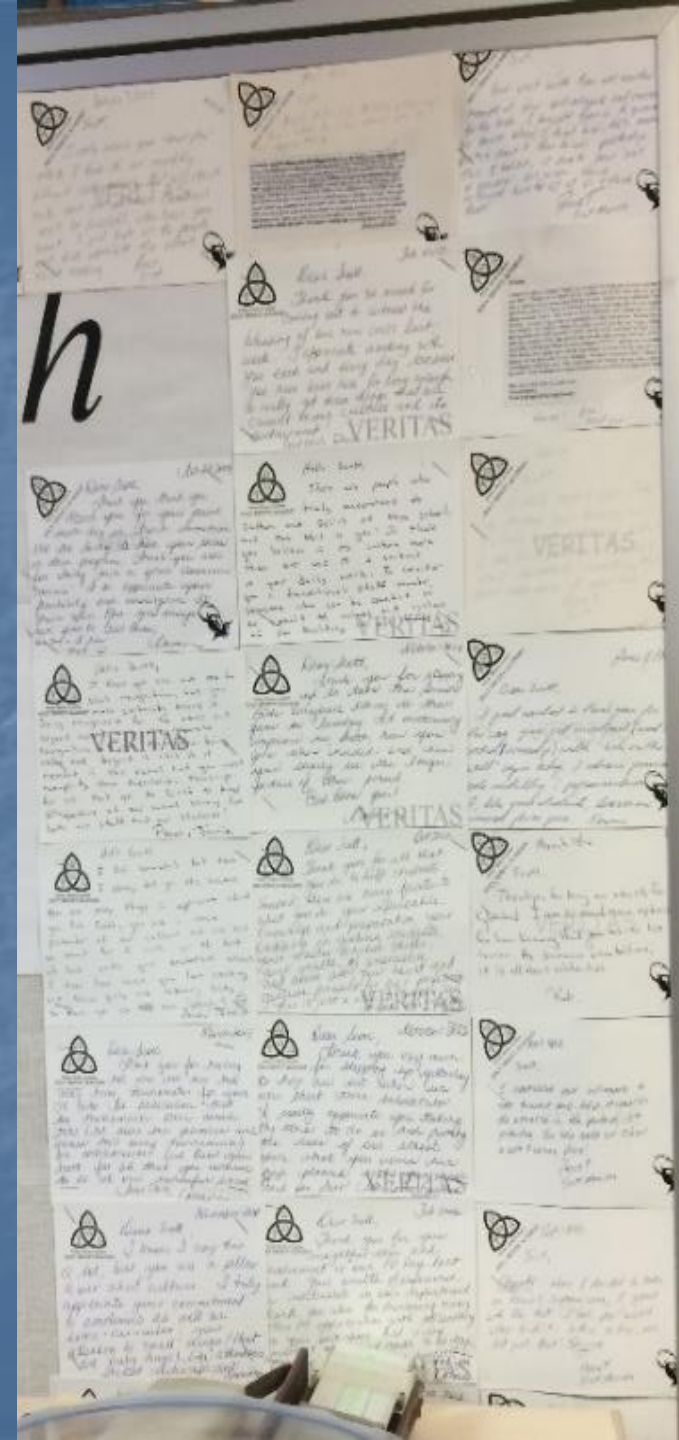
...more on valentines

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).



Facilitator – Most experienced educator

The focus questions are only possibilities. Let the conversations go where they might.



BREAKOUT



BREAKOUT

Facilitator: Most Experienced Educator

- Discuss the stories shared and your insights.
 - The Sweep
 - The Lot
 - Valentines
- Do you have any stories or observations about visibility?

15:00



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

Facilitator: Most apps on phone

- Discuss the stories shared and your insights.
 - The Jericho Effect
 - Freckles
 - 15 Seconds at Time
- Have you built any relationships 15 seconds at time?

15:00



Academic Caring

Students say 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**





Facilitator: Plays the most different sports

- Discuss the stories shared and your insights.
 - Learning Support
 - The Cult of Self-Esteem
 - The Messages We Send
- How do we create school cultures where every teacher feels it's their responsibility to ensure students learn?

then
break

10:00

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

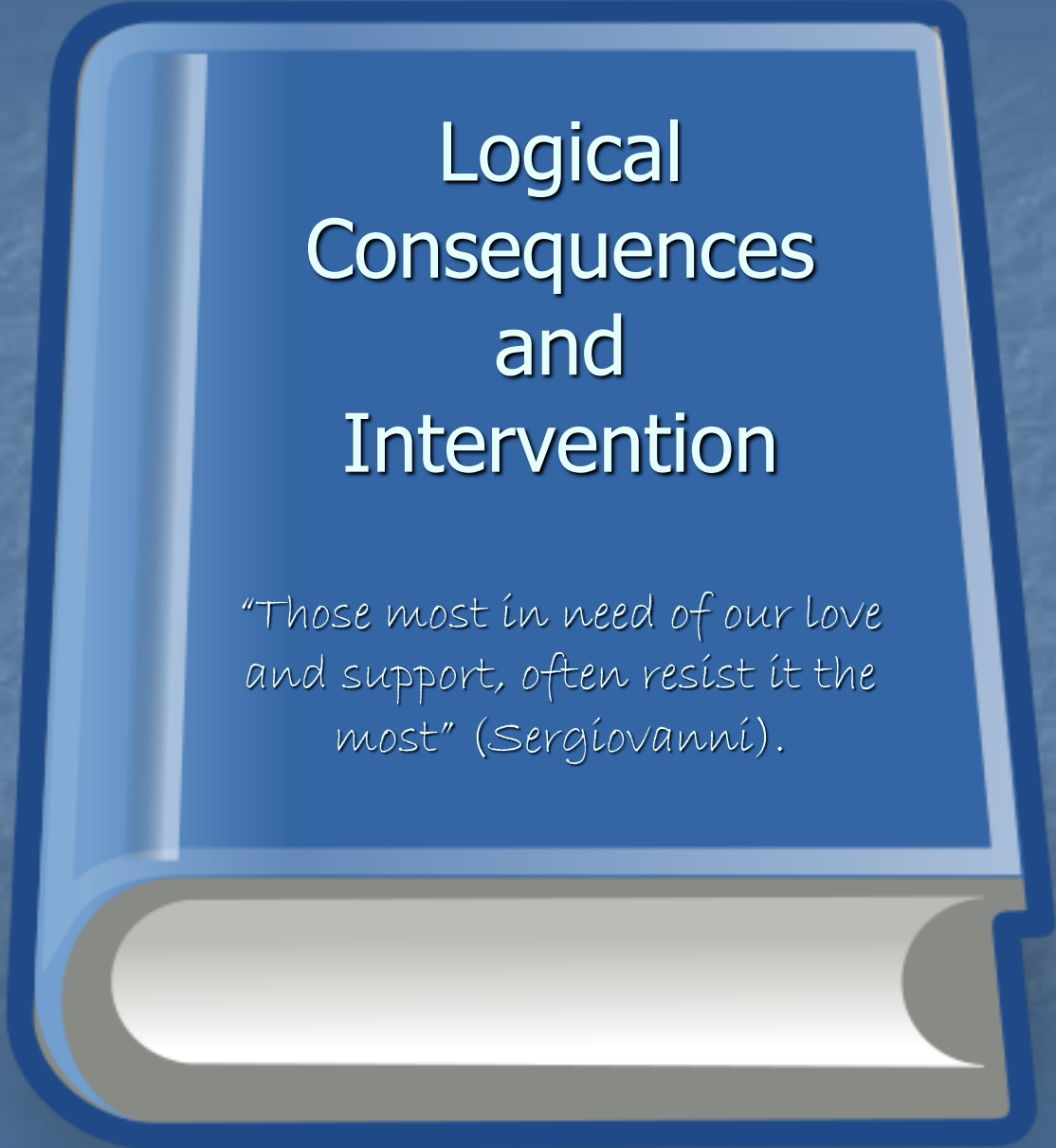
Keesor (2005) studied the impact of increased admin visibility and found:

- 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**



Logical Consequences and Intervention

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



BREAKOUT

- Facilitator – Most pets
- Discuss the stories shared and your insights.
 - Trinity's Visitation Culture
 - Diana and the Bully
 - Elbow to Elbow

5:00

**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

- Facilitator – Oldest care
- Discuss the stories shared and your insights.
 - Support the Teacher or the Cheater
 - Structured Recess
 - Dysregulated

5:00

It's our Grad

"The administrator who manages symbols does not sit in his or her office mouth clever slogans. Eloquence must be disseminated...administrators must get out of their offices and spend lots o 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?

