

# Creating Safe and Caring Schools

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# The Jungle

A person wearing a purple long-sleeved shirt and dark pants is walking through a dense, green jungle. The person is seen from the side, moving away from the camera. The background is filled with various types of trees and foliage, creating a thick canopy. The lighting is natural, suggesting daylight.

Welcome  
to the  
Jungle!

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# The Jungles....

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- 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



# Leadership Quality Standard

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A whole-school approach is inclusive of school staff, students and education partners and touches all aspects of school life. It should promote positive mental health and academic achievement and include social-emotional learning in school practices, policies and partnerships.

A whole-school approach also means that everyone in the school feels safe and welcome, no matter their: ability, disability, language, cultural background, sexual orientation, gender identity, gender expression, age

# Five Ways to Create a Safe and Caring School

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Visibility

Teacher  
Supervision

Relationships

Academic Caring

Logical  
Consequences  
and Intervention



# Visibility

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# Visibility

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*Eyes On*

*The Sweep*

*Valentines*

...but you told me she wanted more and more to be  
believe they're perfectly true. I only wanted to be clear as to whether  
when Miss Tina coloured as if she found the fact surprising, I  
"That's perfectly true. I haven't invented it I think people often  
to her what I told you the other night."  
"About Jeffrey Aspern—that I'm looking for materials."  
"If I had told her do you think she'd have sent for you?"  
"That's exactly what I want to know. If she wants to see  
might have sent for me to tell me so."  
"She won't speak of him," said Miss Tina. Then as she  
noted in a lower tone: "I told her nothing."  
The old woman was sitting in the same place in which  
she stood yesterday with the same expression on her face.



# More on Visibility...*Eyes On & Valentines*

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Landsberger (1958) observed The Hawthorne Effect in which employee productivity increased simply because they were being observed...someone cared.

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

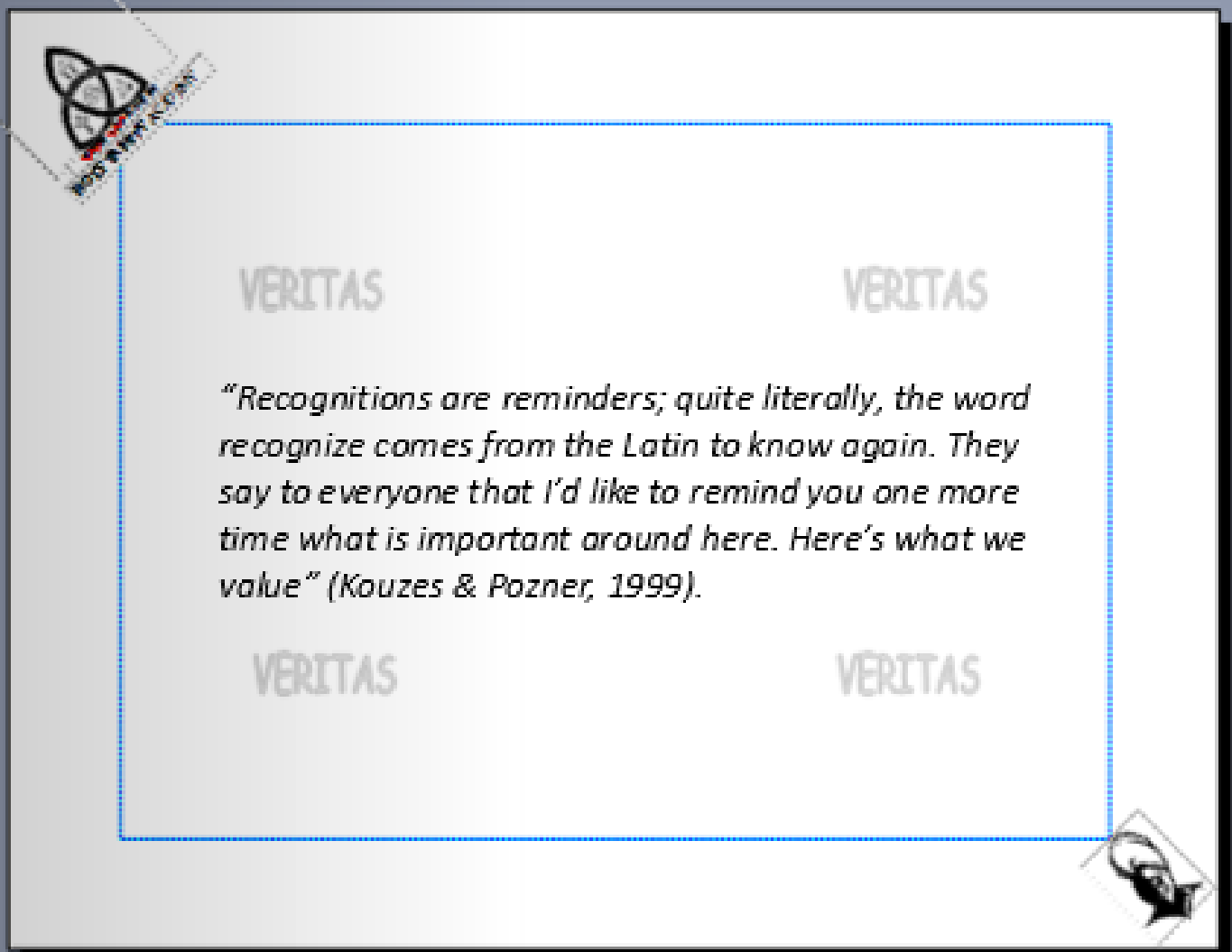
They stabilize behaviour by visibility in unstructured areas where trouble may occur.

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.

# More on Valentines

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VERITAS

VERITAS

*“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).*

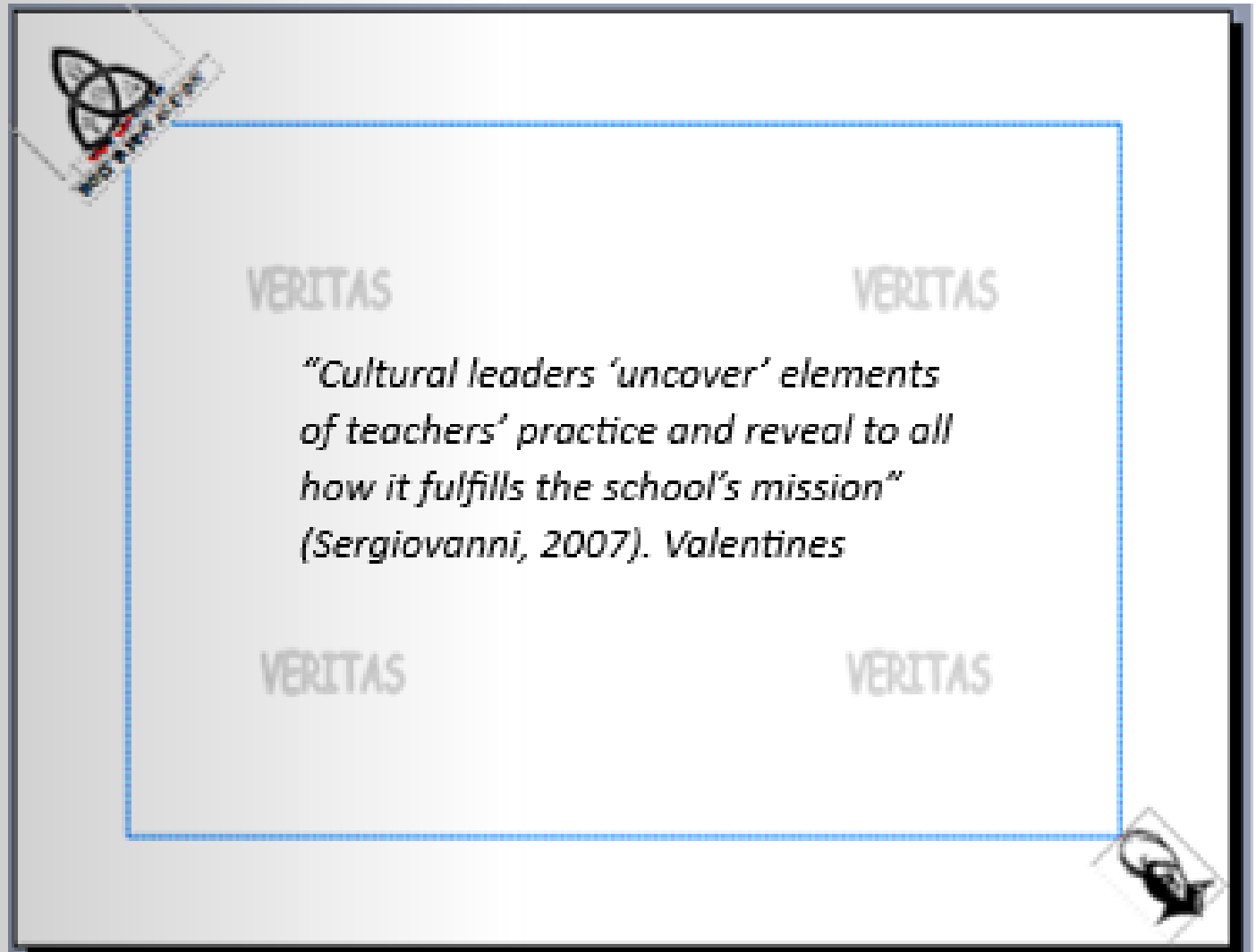
VERITAS

VERITAS

The graphic is a square with a blue dotted border. In each of the four corners, the word "VERITAS" is written in a light gray, sans-serif font. In the center of the square, there is a quote in italics: "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). The entire graphic is set against a white background and is framed by a thin black border. There are also two small logos in the corners of the graphic: one in the top-left and one in the bottom-right, both featuring a stylized figure and the text "THE UNIVERSITY OF TEXAS AT AUSTIN".

# More on Valentines

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# Structured Listening Session

Focus Question – What are your insights on visibility?

Start Stop Reset mins: 15 secs: 0 type:  
None ▾  
Breaktime for PowerPoint by Flow Simulation Ltd.  
Pin controls when stopped

## Structured Listening Process

**Reflect** - What do I have to say about this issue?  
Individually develop a one-minute response to the question

**Collect** - What do others have to say about this issue?  
Each group member to share without further group comments.

**Expand** - What new thoughts and insights do you have after hearing everyone? Facilitator leads further dialogue.

## Structured Listening Roles

**Facilitator** – Ensure the structured listening process is adhered to. The person who has taught the most different grades.

**Timer** – Put phone in the centre with one-minute stopwatch.





Je vois	J' aime	Je fais
Tu vois	Tu aimes	Tu fais
Il/Elle va	Il/Elle aime	Il/Elle fait
Nous allons	Nous aimons	Nous faisons
Vous allez	Vous aimez	Vous faites
Ils/Elles vont	Ils/Elles aiment	Ils/Elles font

Build criteria with  
sticky notes

Mardi

- Reading a book to 1 person
  - Talking about yourself
  - A rewrite of a book
  - Your perspective
  - Talking to...
- What we know

# Teacher Supervision

# *Teacher Supervision*

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*Diana and the Bully*

*More Than Words*

*Elbow to Elbow*

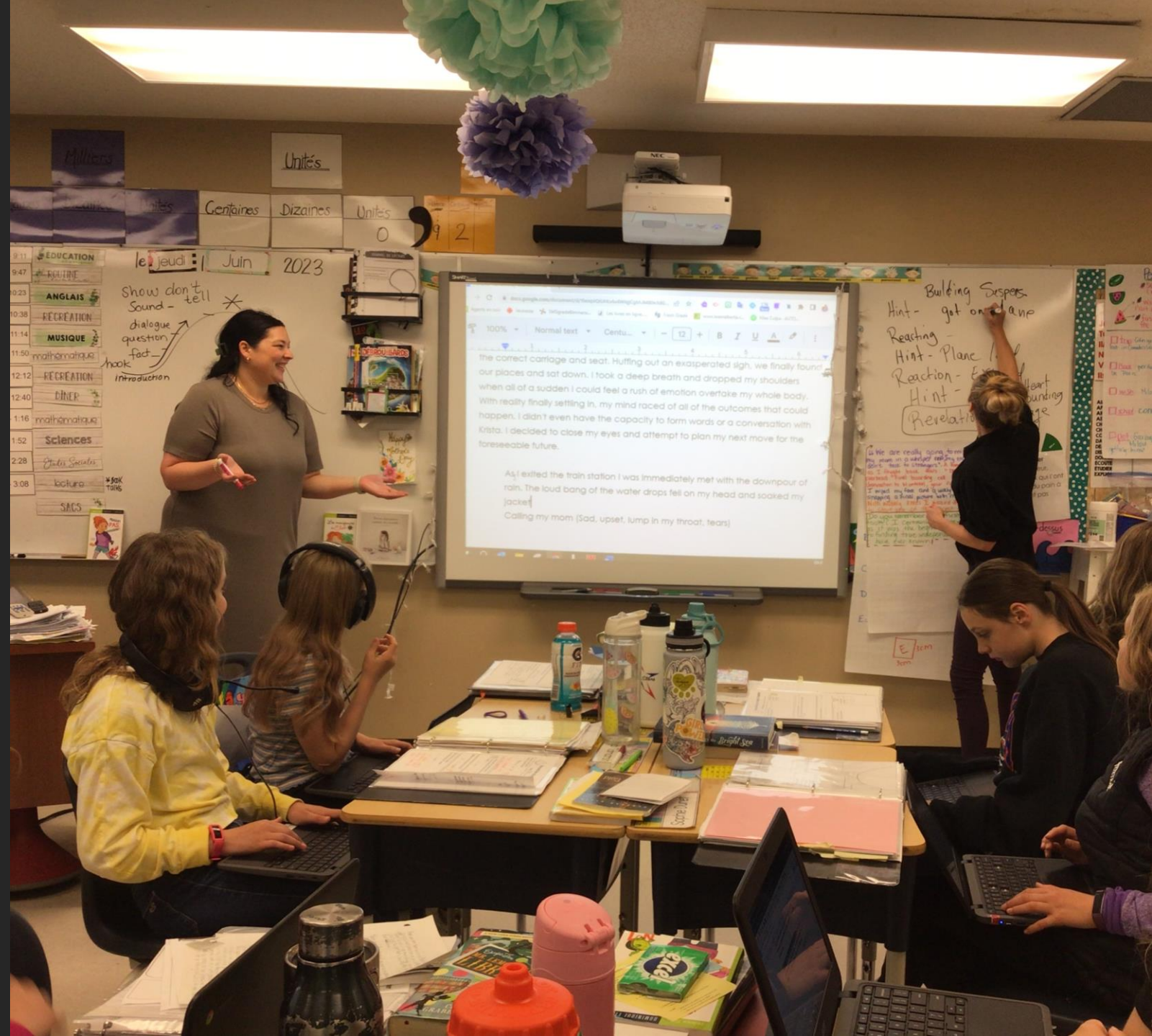


# More Than Words

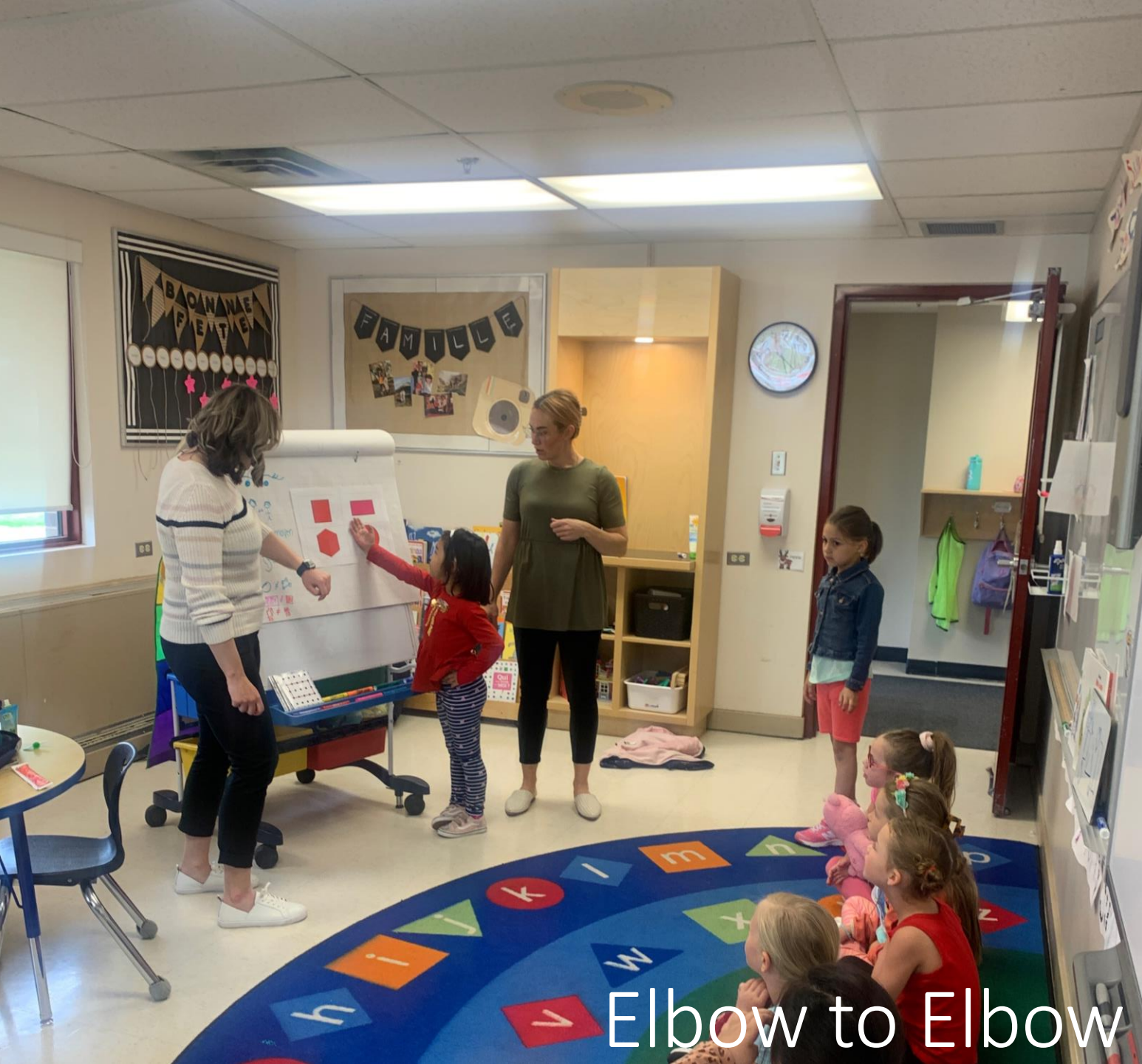
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# Elbow to Elbow

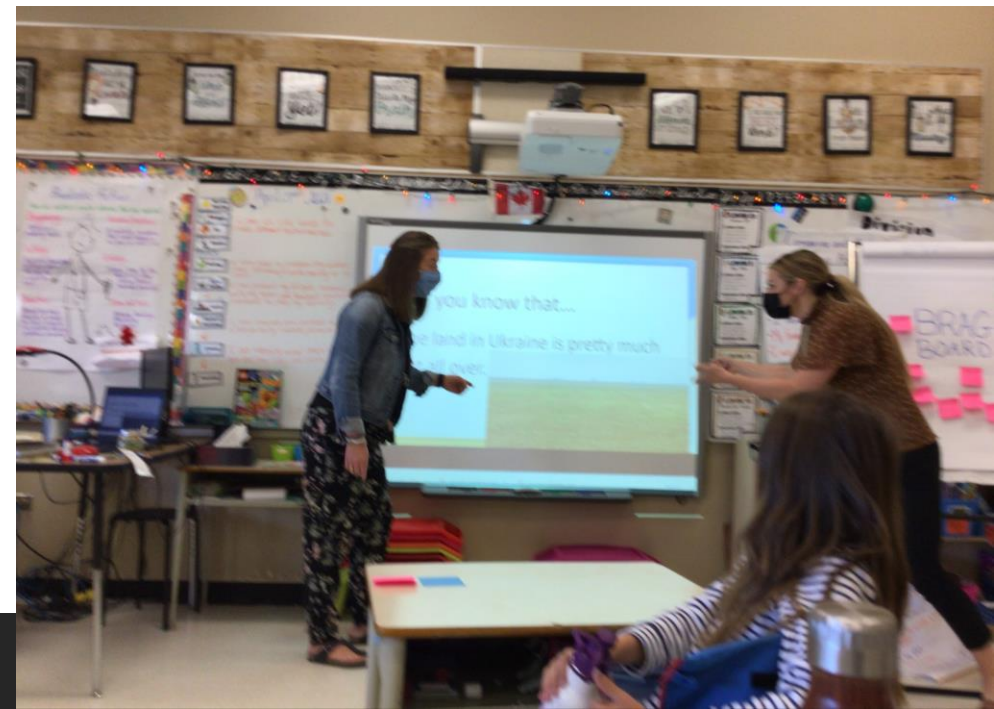
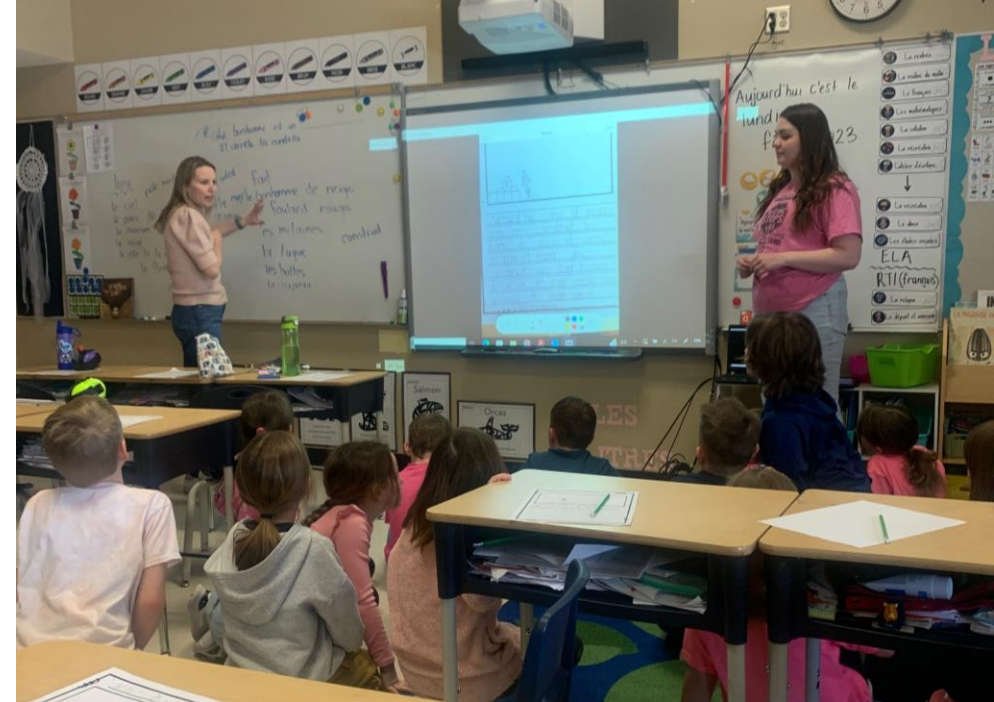
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Elbow to Elbow







Keesor (2005) studied the impact of increased admin visibility and found: *Diana & The Bully*

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



“Changes in behaviour often precede changes in belief” (Fullan, 2006). Direct engagement, modeling, and team-teaching is a way to help resistant teachers to “act their way” into new thinking. *More Than Words*



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*

# On Teacher Supervision



***Walk the Talk: Sandra Herbst (2012)*** Be prepared to demonstrate how you, as a leader and as a member of a leadership team, 'walk the talk' along with classroom practitioners. Remember that alignment builds confidence, commitment, ownership, passion, clarity, and purpose.

*"Everyone wants improvement...it's change they don't like." Anonymous*

*Smooth seas do not always make skillful sailors. African proverb*



***Professional Renewal: Lori Neilson (2012).*** Professional renewal is an essential ingredient in good teaching that we neither buy nor have bestowed upon us; we renew ourselves by revising who we are and what we do, daily and consciously, alone and together with students, colleagues, and friends.



***Value reflection: describe the purpose and benefits of practicing it.***

***Model reflection: take the opportunity in front of your staff to wonder and think out loud. Reflect on you came to make a decision and talk about challenges.***

***Structure reflection: Purposefully build time into agendas to shine the light forwards and backwards on craft.***

***View reflection as the essential to goal setting – link it to research and to identify gaps***

# On Teacher Supervision

# Structured Listening Session

Focus Question – What are your insights on teacher supervisor

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## Structured Listening Process

**Reflect** - What do I have to say about this issue?  
Individually develop a one-minute response to the question

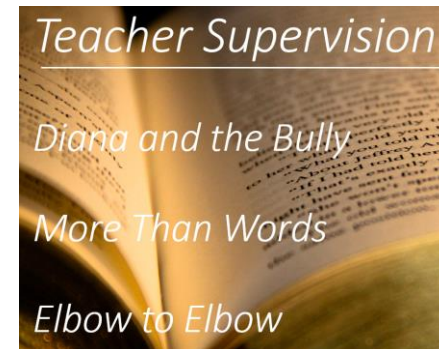
**Collect** - What do others have to say about this issue?  
Each group member to share without further group comments.

**Expand** - What new thoughts and insights do you have after hearing everyone? Facilitator leads further dialogue.

## Structured Listening Roles

**Facilitator** – Ensure the structured listening process is adhered to. The person with the most rings on their fingers.

**Timer** – Put phone in the centre with one-minute stopwatch





# 15:00

mins:  secs:  type:

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## Break

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# Relationships

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# Relationships

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Killer

The Jericho Effect

15 Seconds With Freckles



# 15 Seconds with Freckles

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# More on Relationships

- We build relationships by doing the work. Dall’Alba and Sandberg (2006) concluded old models of skill development separated the content and skills from using them in practice, whereas new models reflect the understanding that we cannot separate learners from the contexts in which they practice. Teachers need opportunities to develop practice-in-practice. *Killer*
- 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. *15 Seconds with Freckles*



**Blessings Upon You!**



Please stop by the office upon arrival.



# Structured Listening Session

Focus Question – What are your insights on relationships?

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None ▾  
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## Structured Listening Process

**Reflect** - What do I have to say about this issue?  
Individually develop a one-minute response to the question

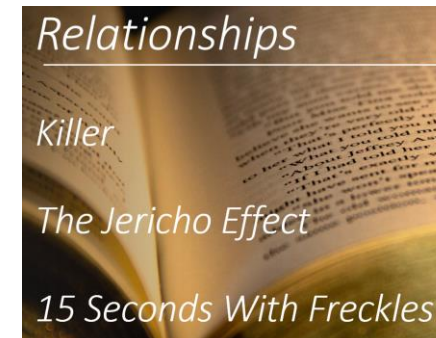
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**Expand** - What new thoughts and insights do you have after hearing everyone? Facilitator leads further dialogue.

## Structured Listening Roles

**Facilitator** – Ensure the structured listening process is adhered to. The individual with the most siblings.

**Timer** – Put phone in the centre with one-minute stopwatch.





# Academic Caring

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# Academic Caring

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*Learning Support*

*Mad 😞 Minutes*

*Expervention*

*The Messages We Send...*

Don't ask  
teachers to do  
anything admin is  
not already  
doing...better.

## 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.
- “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”.



## On Academic Caring

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Students identified as spurters to their unknowing teachers outgained the 80% of students who were not identified as spurters (Rosenthal & Jacobsen, 1968).

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“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). **Mad Minutes**

# Structured Listening Session

Focus Question – What are your insights on academic caring?

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None ▾  
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## Structured Listening Process

**Reflect** - What do I have to say about this issue?  
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**Collect** - What do others have to say about this issue?  
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## Structured Listening Roles

**Facilitator** – Ensure the structured listening process is adhered to. The individual with the most years teaching.

**Timer** – Put phone in the centre with one-minute stopwatch





# Logical Consequences & Intervention

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Logical consequences are situations engineered by the person in authority, which are logically connected to the offense and instructive for the student.

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.

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

(Witmer 2006)

# *Logical Consequences & Intervention*

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*Support the Teacher or the Cheater?*

*Anyone, Anyone, Bueler?*

*Structured Recess*

# On Intervention

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

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).

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

# Structured Listening Session

Focus Question – What are your insights on teacher logical consequences intervention?

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None  
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## Structured Listening Process

**Reflect** - What do I have to say about this issue?  
Individually develop a one-minute response to the question

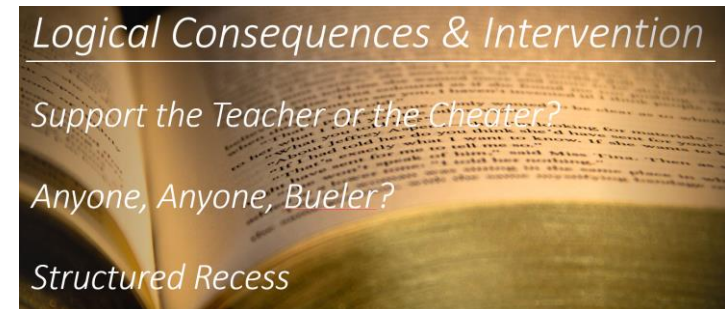
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**Expand** - What new thoughts and insights do you have after hearing everyone? Facilitator leads further dialogue.

## Structured Listening Roles

**Facilitator** – Ensure the structured listening process is adhered to. The individual with the fewest years teaching.

**Timer** – Put phone in the centre with one-minute stopwatch



# 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 reflection: What are your core stories and how do they communicate your mission, values, and beliefs?