

Creating Safe and Caring Schools

START RIGHT 2025


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The Jungle



Welcome
to the
Jungle!

The Jungles....

- 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



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

Four Ways to Create Safe and Caring Schools

Visibility

Teacher Supervision

Academic Caring

Logical Consequences
and Intervention



Visibility

Visibility

Eyes On

The Sweep

Valentines

...that you told me she wanted more and more to be clear as to whether
...Miss Tina coloured as if she found the fact shocking. "I don't
...I'm perfectly true. I only wanted to be clear as to whether
...I told you the other night."
"That's perfectly true. I only wanted to be clear as to whether
...I told you the other night."
"About Jeffrey Aspern—that I'm looking for materials."
"What do you think she'd have sent for you?"
"If I had told her what I want to know. If she wants to keep
...I told her nothing."
"She won't speak of him," said Miss Tina. Then as she
...in a lower tone: "I told her nothing."
"For old Aspern's sake she won't say anything more."

Eyes On





The Sweep



VERITAS

VERITAS

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

VERITAS

VERITAS



Valentines

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

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

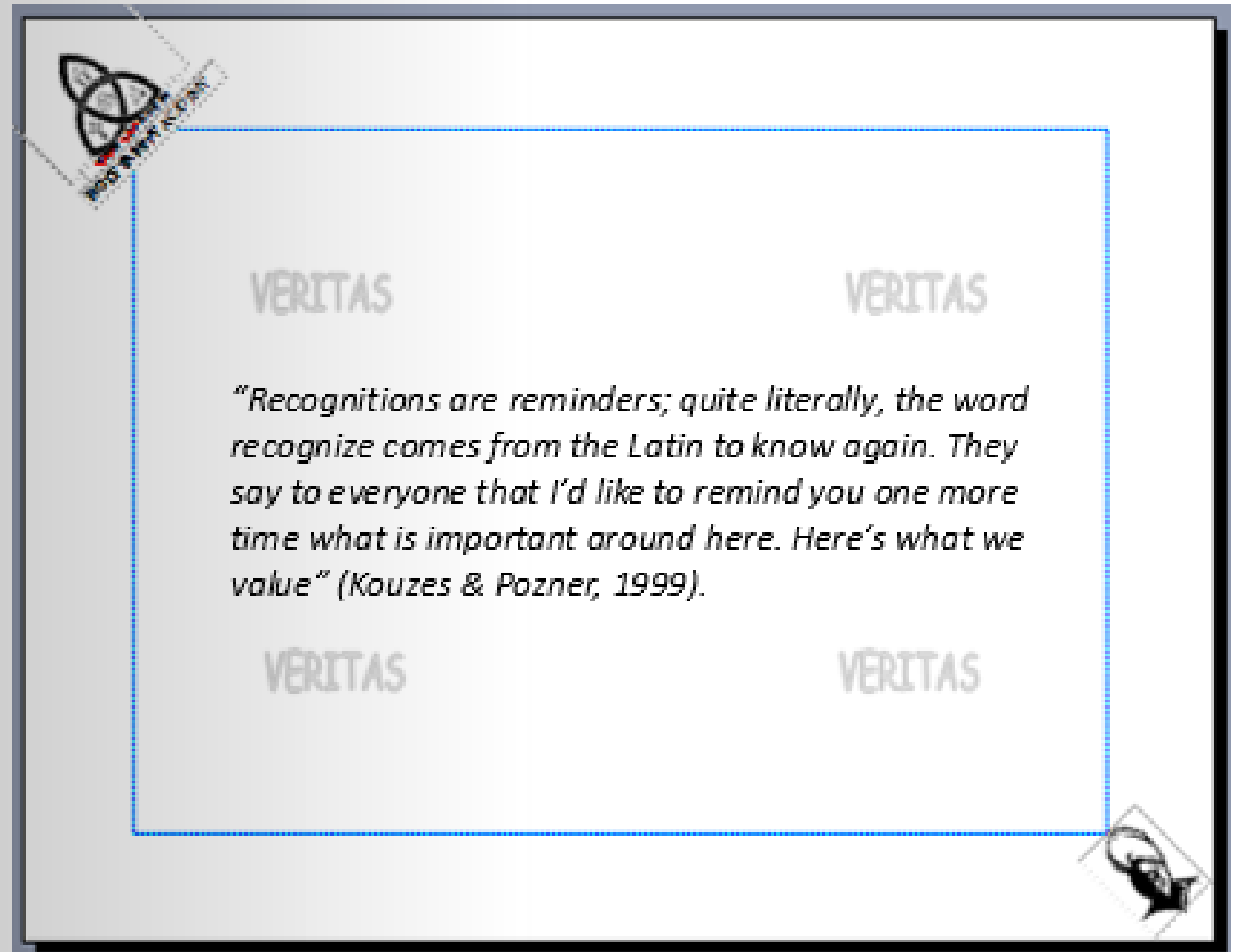
Keruskin (2002)
studied impact of
visible principals...

They stabilize behaviour in unstructured areas.

Staff listen to them...they're aware of the undercurrents of the school.

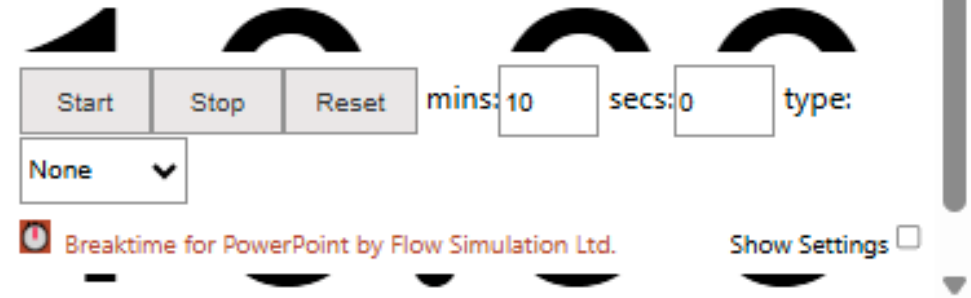
Students have a rapport and listen to them because they're everywhere

More on Valentines



Structured Listening Session

Focus Question – What are your insights on visibility?



Structured Listening Process

Reflect - What do I have to say about this issue?
Individually develop a 30-second response to the question. **30-seconds.**

Collect - What do others have to say about this issue?
Each group member to share without further group comments. **30-seconds each**

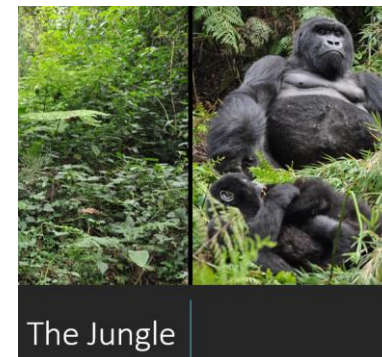
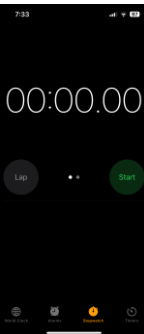
Consolidate - What new thoughts and insights do you have after hearing everyone? Facilitator leads further dialogue. Develop a six-word maxim that captures a main idea and record it here. **10-minutes**

Structured Listening Roles

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

Timer – Display stopwatch on phone ----->

Recorder – Enter six-word maxim here.



Teacher Supervision



Build criteria with
sticky notes

- Reading a book to 1 person
- Talking about yourself
- A rewrite of a book
- Your perspective
- Talking to me

What we know Personal Narration

Teacher Supervision

Diana and the Bully

More Than Words

Elbow to Elbow

Diana and the Bully



When in conflict...

1. Seek to understand and empathize

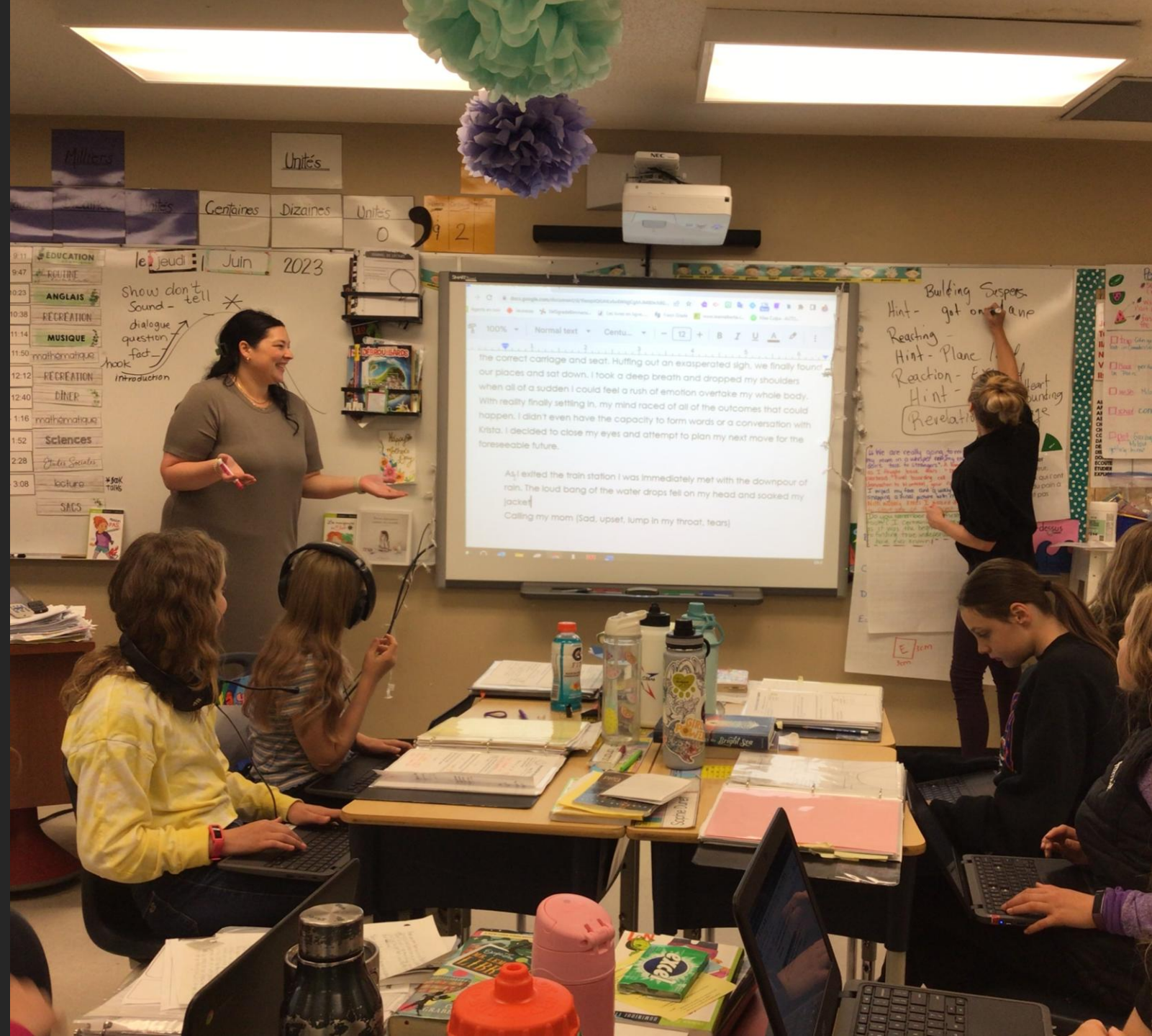
2. Tell them what you know

3. Tell them what you'll do going forward



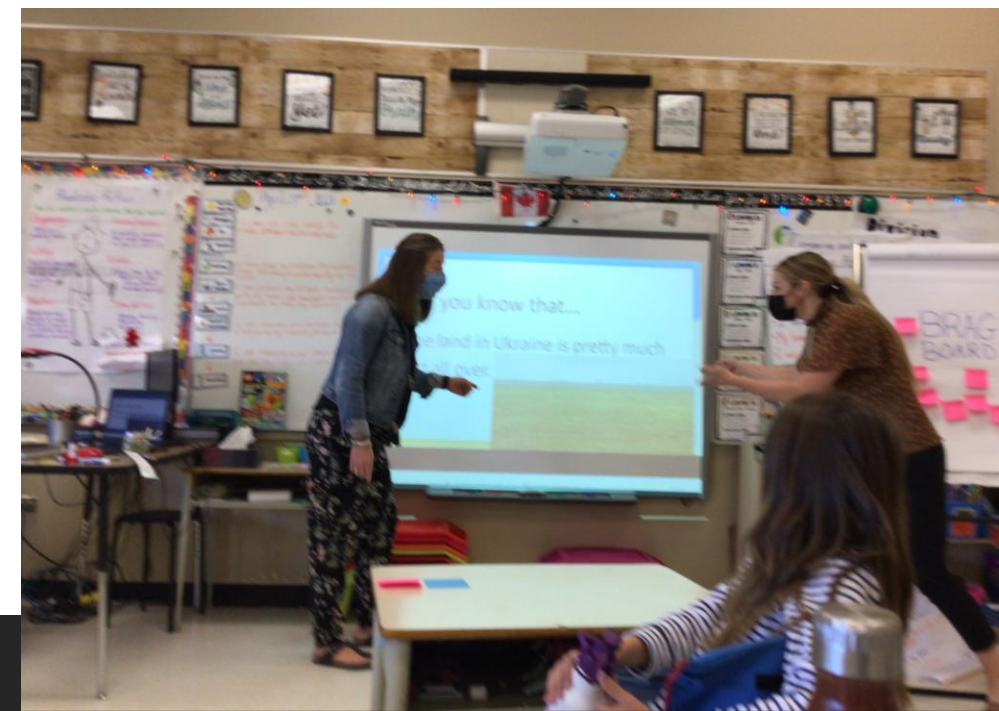
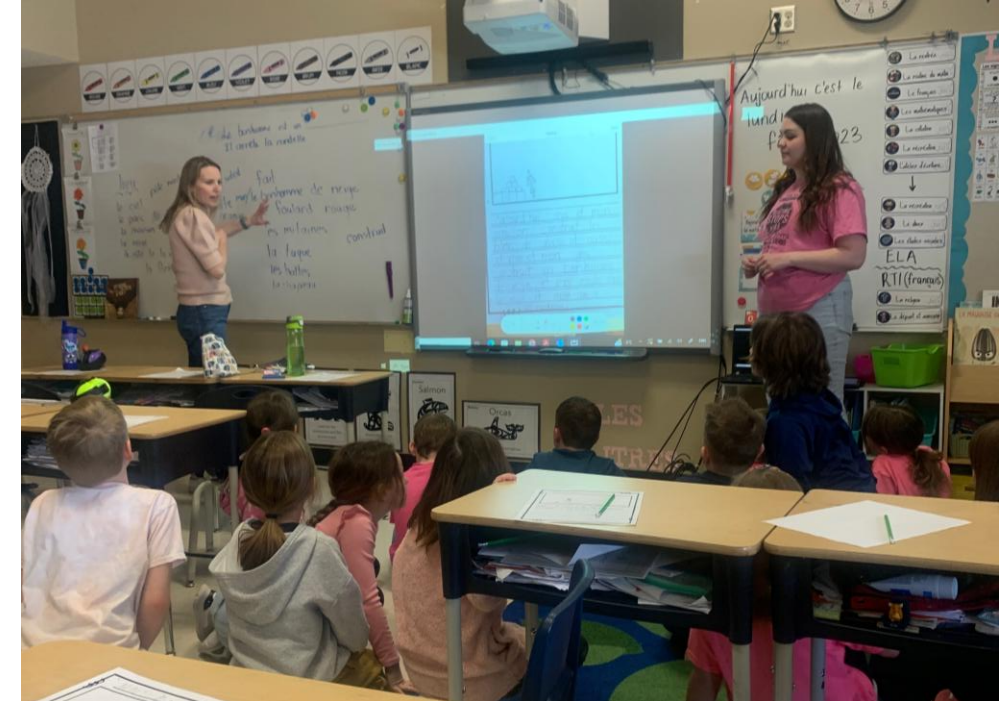
More Than Words

Elbow to Elbow





Elbow to Elbow





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

- * reduced discipline referrals
- * viewed admin as highly supportive
- * admin spent more time on 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.



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.**

On Teacher Supervision



Walk the Talk (Herbst, 2012) along side teachers to build confidence, commitment, clarity, and purpose...by using *More Than Words* and working *Elbow to Elbow*.



Professional Renewal (Neilson, 2012)...a must for educators who consciously renew themselves daily with colleagues and admin.



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

Model reflection: reflect in front of your staff on your instructional decisions and talk about your challenges.

Structure reflection: Purposefully build time into agendas to talk about the craft.

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

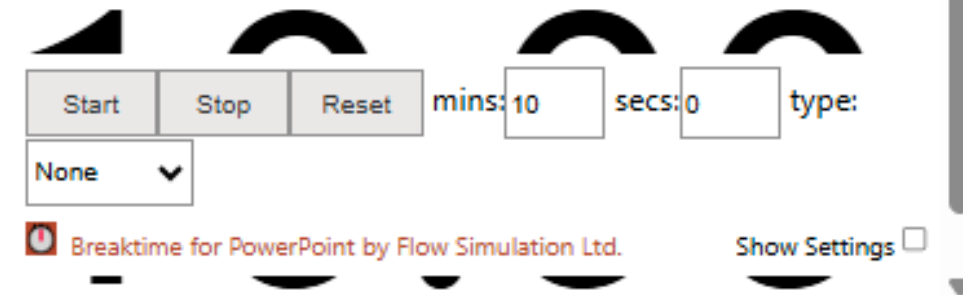
Everyone wants improvement...it's change they don't like." Anonymous

Smooth seas do not always make skillful sailors. African proverb

On Teacher Supervision

Structured Listening Session

Focus Question – What are your insights on teacher supervision?



Structured Listening Process

Reflect - What do I have to say about this issue?
Individually develop a 30-second response to the question. **30-seconds.**

Collect - What do others have to say about this issue?
Each group member to share without further group comments. **30-seconds each**

Consolidate - What new thoughts and insights do you have after hearing everyone? Facilitator leads further dialogue. Develop a six-word maxim that captures a main idea and record it here. **10-minutes**

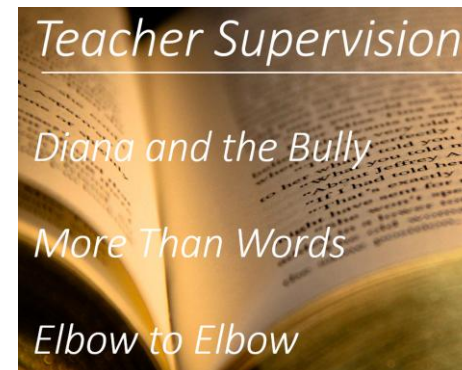
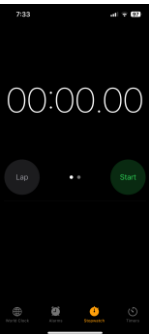
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Structured Listening Roles

Facilitator – The person with the closest birthday. Ensure the structured listening process is adhered to.

Timer – Display stopwatch on phone ->>>>>>>>

Recorder – Enter six-word maxim here.





10:00

Start	Stop	Reset	mins: 10	secs: 0	type: None ▼
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Breaktime for PowerPoint by Flow Simulation Ltd.

Show Settings ☐

Break



Academic Caring

Academic Caring

Skin in the Game

Mad ☹️ Minutes

Expervention

Skin in the Game

You Do

1. New Deadline (missed so...)
2. Detention (missed so...)
3. Call Home + Detention

We Do

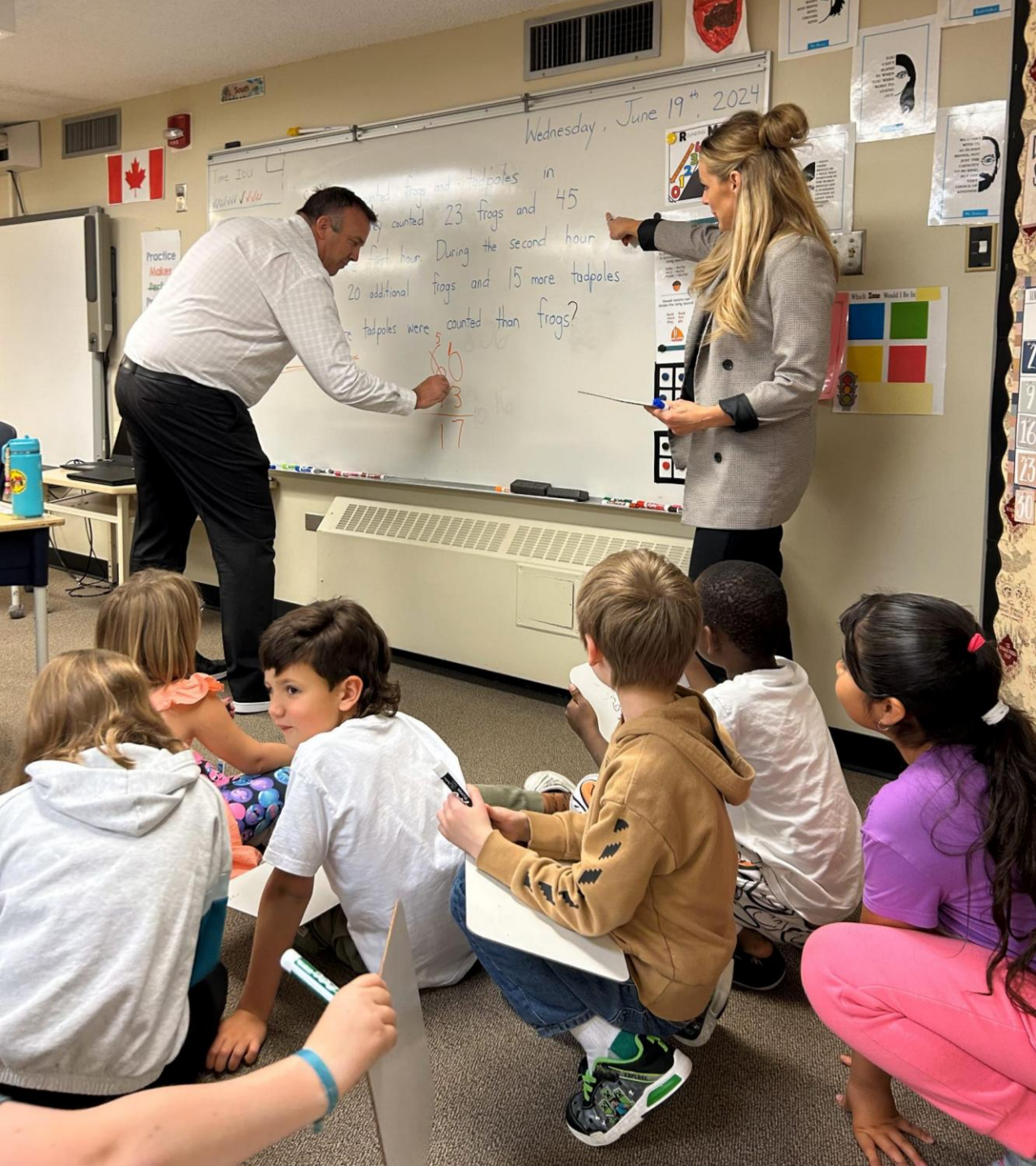
4. Academic Monitoring
5. Intervention Team
6. Learning Support



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

Mad Minutes





Expervention

Research on the Use of EA's

Teaching and Learning Toolkit (2024)

Teaching Assistant Interventions

- “.... students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present.”
- When research has found EA's having a negative impact on learning, “...it is likely that support from teaching assistants has substituted rather than supplemented teaching from teachers.”
- “Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (+5 months additional progress) ” on learning than that of a general inclusion EA (0 months additional progress).



The Messages We Send

Are all our
messages
caring?

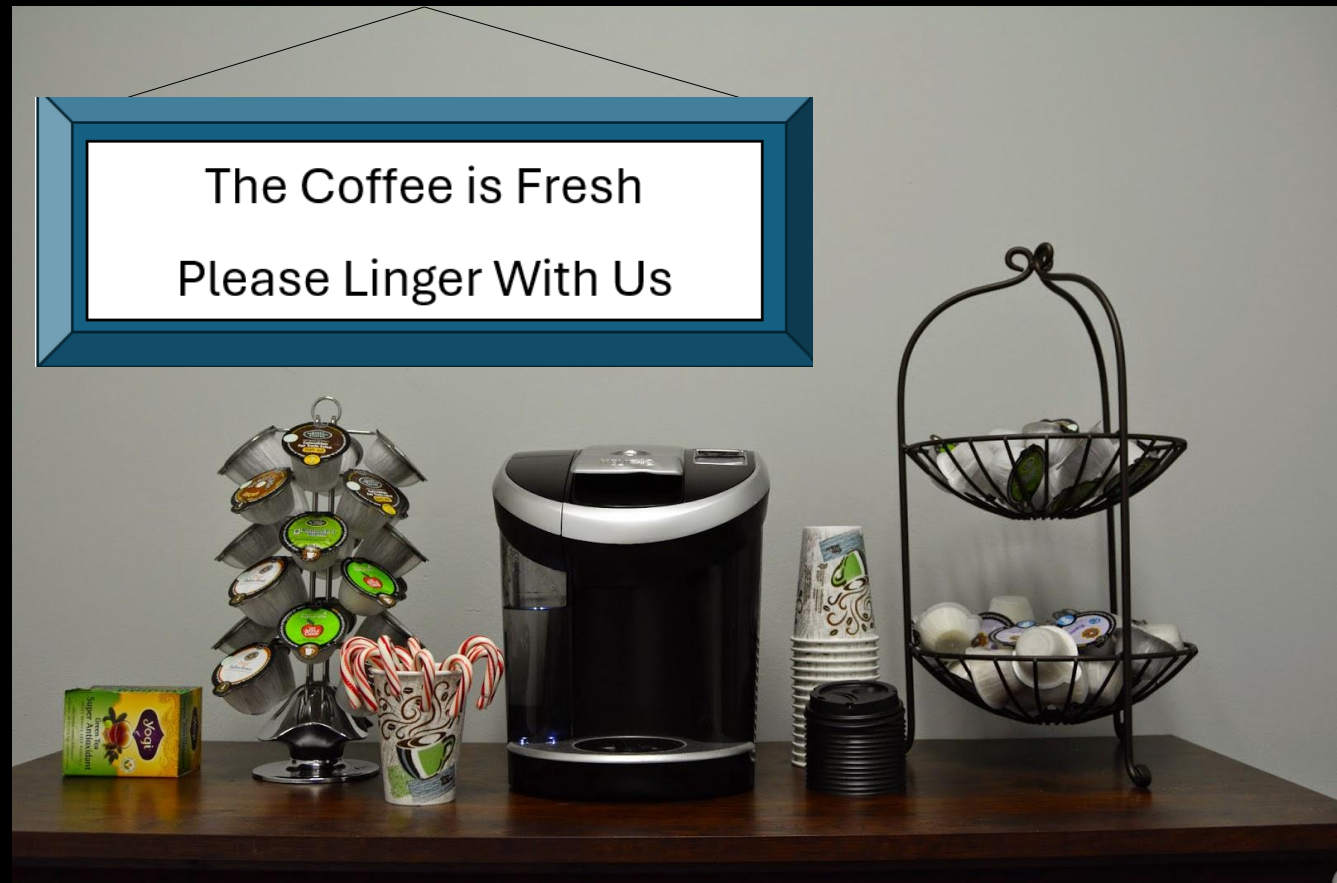




Blessings Upon You!



Please stop by the
office upon arrival.



On Academic Caring

Success contributes to self-esteem, and, in turn, to more positive student behaviour” (Lasley & Wason, 1982).

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

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

“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).

0.61 ZONE OF
DESIRED EFFECTS
(HATTIE, 2022)

Teachers
“not” labelling
students

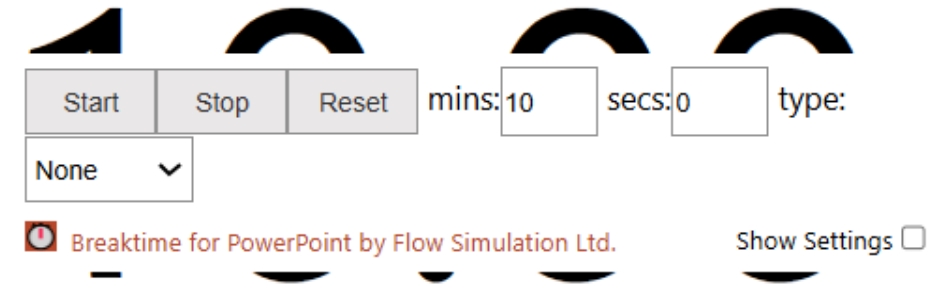
High expectations...an act of love

MORRISON'S SIX-WORD MAXIM



Structured Listening Session

Focus Question – What are your insights on academic caring?



Structured Listening Process

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Individually develop a 30-second response to the question. **30-seconds.**

Collect - What do others have to say about this issue?
Each group member to share without further group comments. **30-seconds each**

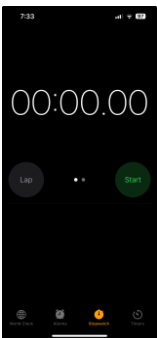
Consolidate - What new thoughts and insights do you have after hearing everyone? Facilitator leads further dialogue. Develop a six-word maxim that captures a main idea and record it here. **10-minutes**

Structured Listening Roles

Facilitator – The individual who got up earliest this morning. Ensure the structured listening process is adhered to.

Timer – Display stopwatch on phone ----->

Recorder – Enter six-word maxim here.





Logical Consequences & Intervention

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

Support the Teacher or the Cheater?

Anyone, Anyone...Bueller?

Structured Recess



Support the Teacher or the Cheater



Anyone,
Anyone...Beuller?



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Structured Recess

On Intervention

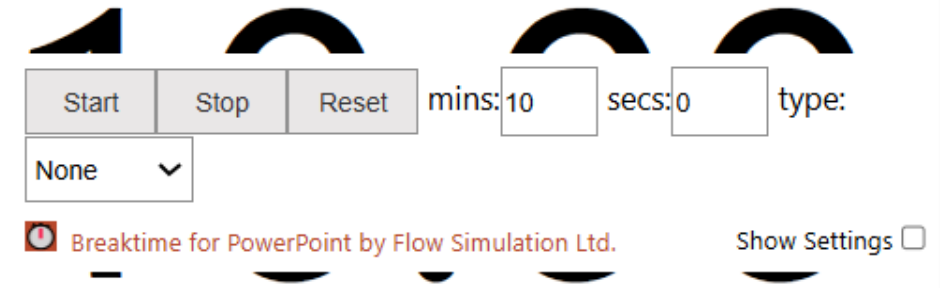
Intervention teaches desired behaviour, as opposed to punishment aimed at eliminating undesired behaviours.

Effective schools, “...establish efficient systems for identifying and responding to at-risk youth early; (using) 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.” (Source Unknown)

Structured Listening Session

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



Structured Listening Process

Reflect - What do I have to say about this issue?
Individually develop a 30-second response to the question. **30-seconds.**

Collect - What do others have to say about this issue?
Each group member to share without further group comments. **30-seconds each**

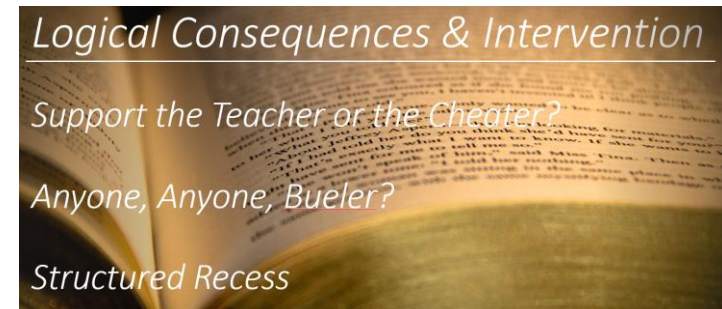
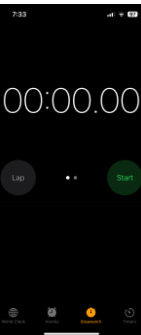
Consolidate - What new thoughts and insights do you have after hearing everyone? Facilitator leads further dialogue. Develop a six-word maxim that captures a main idea and record it here. **10-minutes**

Structured Listening Roles

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

Timer – Display stopwatch on phone ->>>>>>>>>

Recorder – Enter six-word maxim here.



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?