

Creating Emotionally Safe Schools

March 8, 2023
March 22, 2023

Dr. Molly McMahon
Mr. Eric Frenette



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Virtual Housekeeping Items

- You have the slides
- Please ask questions in the chat
- 9-10am, no breaks
- Be present



Objectives today

- Clarify that “whole adults” create emotionally safe schools for everyone
- Create a shared understanding for the work of supporting “whole adults”
- Define the whole adult 3 “buckets” we will explore in 2 sessions
- Identify practices that create adult capacity building



Our human capital... is our greatest asset

“Ultimately, there are two kinds of schools: learning-enriched schools and learning impoverished schools. I’ve yet to see a school where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the chart downward, or a school where the learning curves of the adults were steep upward and those of the students were not. **Teachers and students go hand in hand as learners - or they do not go at all.** (Barth, 2001, p. 23)

“**The most important resource in every school will continue to be the professionals in it... They will do more than voice the belief that all students can learn; they will act on that belief.** They will create a shared vision of the school they must create in order to help all students learn. They will identify and honor collective commitments clarifying what they are prepared to do to move their school toward that vision.” (Whatever It Takes, DuFour, DuFour, Eaker & Karhanek, 2004, p. 37)

- Whatever It Takes, DuFour, DuFour, Eaker & Karhanek



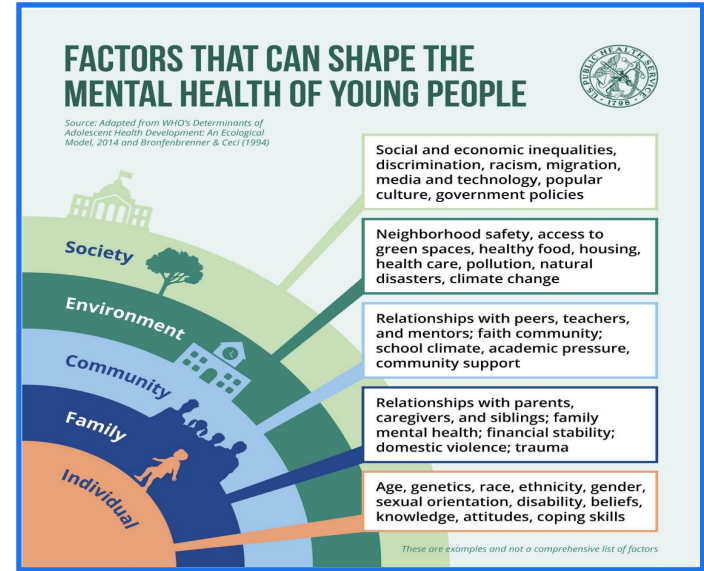
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One shared why for whole adults...

A report from the CDC published in February 2022:

- ADHD (9.8%) and anxiety (9.4%) most common in children and adolescents aged 3–17 years
- 15.1% of adolescents aged 12–17 years had a major depressive episode in the past year
- 36.7% of high school students aged primarily 14–18 years experienced persistent feelings of sadness or hopelessness during the past year;
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This is our moment...



- ❑ Timeliness
- ❑ Urgency
- ❑ Clarity
- ❑ Opportunity

In the Ignatian tradition, *cannonball moments* are experiences that force us to stop how we are living and invite us to live in a new way.

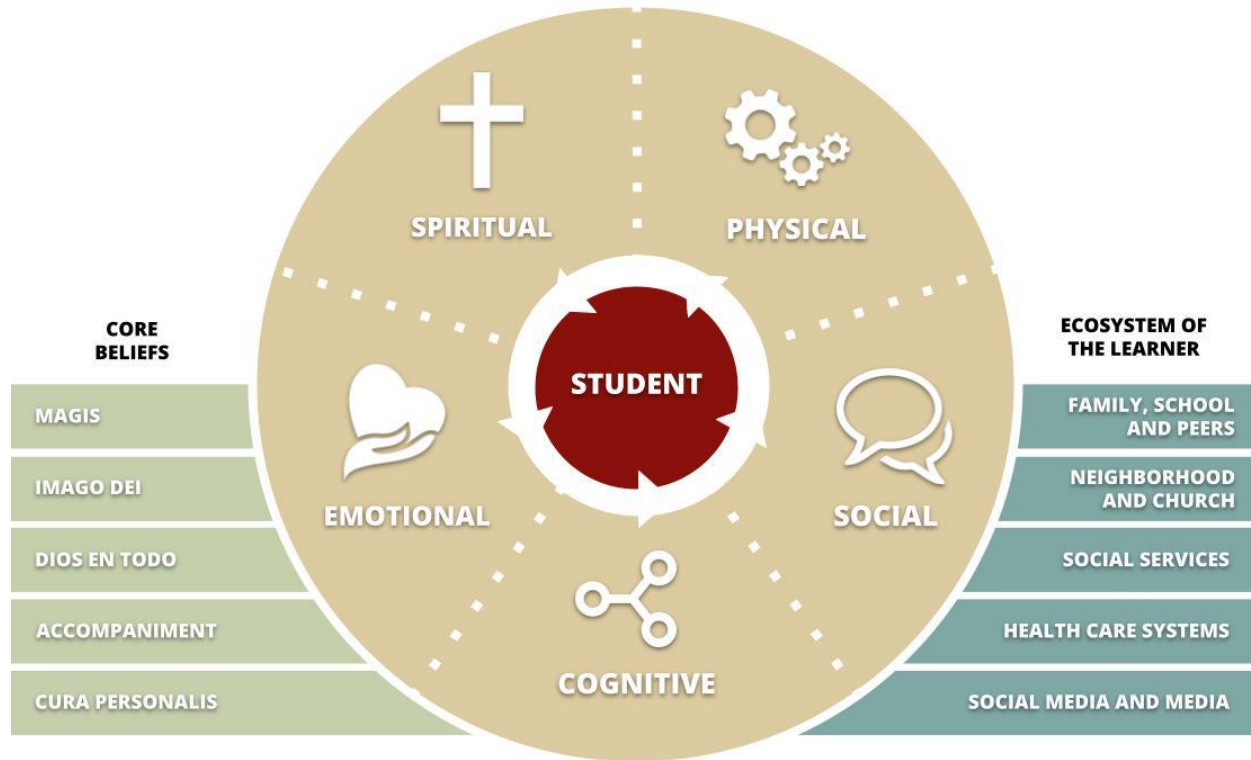
~Christopher Kerr



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Whole Child Education in US Catholic Schools



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Cura Personalis and Accompaniment

Consider the simple directions of a flight attendant:

“In the event of an emergency, oxygen masks will fall. If you are traveling with children, please place the oxygen mask on yourself first and then, and only then, place it on the child.”



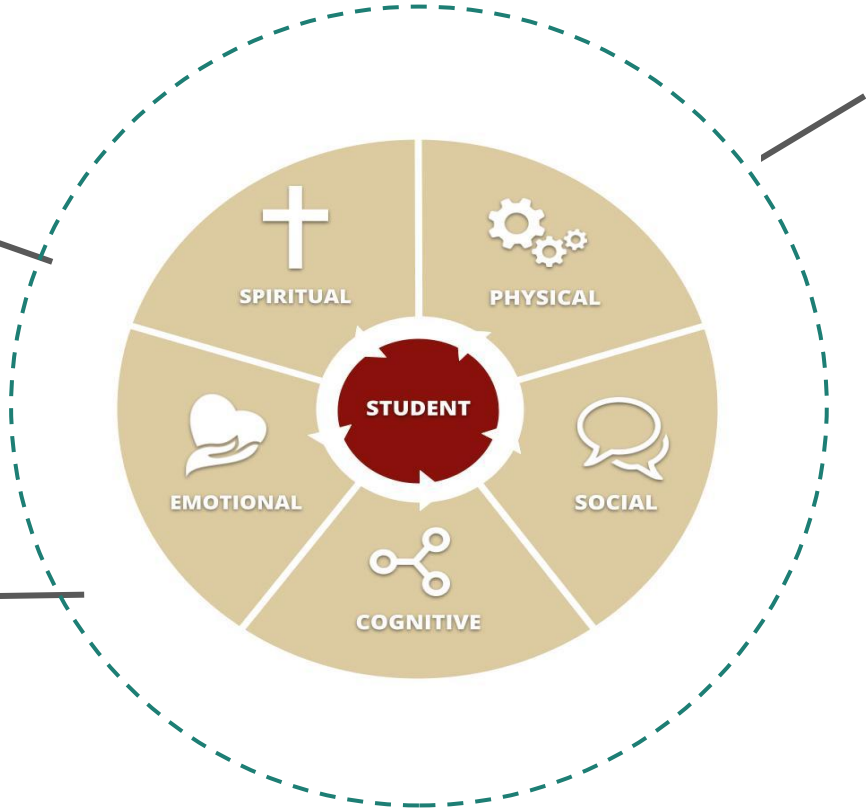
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Care for the whole adult to “give the oxygen...”

Adult Wellbeing:
SEL & Positive
School Climate

Teacher Capacity:
Training &
Professional
Development



Adult Relationships:
Teachers,
Administrators,
Families

**Supporting the Whole
Teacher (Aspen
Institute, 2017)*



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Whole Adults

- Norms of Collaboration
- 3 Signature Practices
- Productive Communication

**Adult Relationships:
Teachers,
Administrators,
Families**

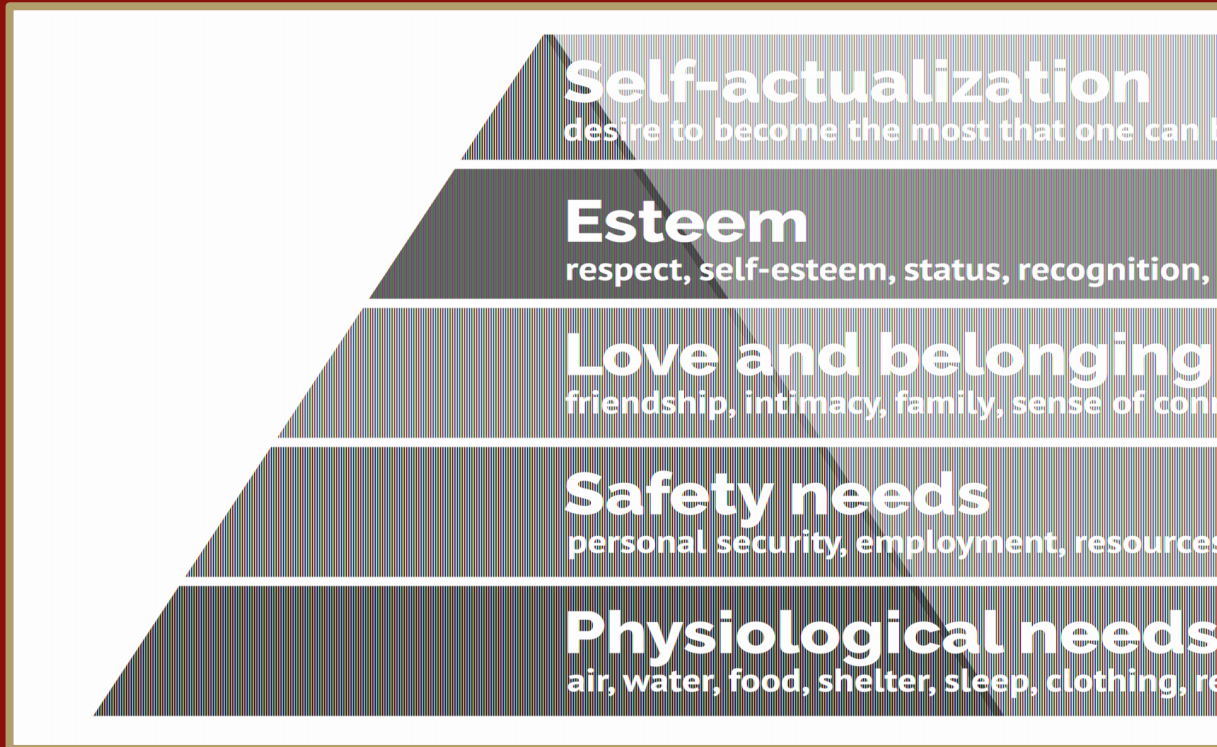
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What if the hierarchy is wrong?



“It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.”

- Margaret Wheatley

Lieberman, 2013



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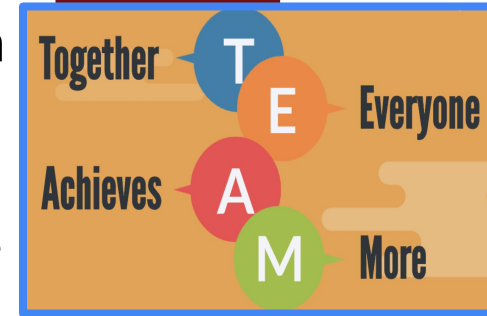
How will we work together? NORMS (Aguilar, 2018)

What do YOU need to work successfully on a team?

- Think about a positive experience working on a team
- Think about a negative experience working on a team

What made the difference?

1. Using THREE post it notes, please write the top three things that YOU need to feel like you can work successfully on a team
2. Narrow down the repetitive ones
3. Define
4. Revisit at the start AND end of EVERY meeting



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Samples of Norms...

(Aguilar, 2018)

Procedural:

- Start and end on time
- Cell phones silenced and not a distraction
- Let others know if you will be late or have to leave early ahead of time

Behavioral:

- Be fully present
- Keep students at the center
- Presume positive intentions
- Be solutions oriented
- Monitor airtime
- It is okay to agree to disagree
- Maintain confidentiality
- Be willing to put ideas on the table and take them off
- See the goals for the whole school
- Be open to possibilities
- Actively participate
- Asset based approach and growth mindset
- Take an inquiry stance when things get hard



Norms Brainstorm

1. *Start and end on time*
2. *Agenda given with roles*
3. *Maintain Confidentiality*
4. *Knowing it is okay to agree and disagree*
5. *Keep students at the center*
6. *Goal and solution oriented*
7. *Presume positive intentions*
8. *Respect for ideas with open and honest communication*
9. *Fully engaged and actively participating*

Good to do with whole staff... with all teams and committees too!



SJS-TIP

“St. Joseph School-Tiered Intervention Planning”

- Collaborative approach to student intervention.
- Regularly scheduled meetings where teachers bring cases to the team’s attention.
- Team works together to create an intervention plan, cooperates in assessing effectiveness, redesign if needed, etc.
- Allows for:
 - the sharing of responsibilities,
 - utilizing experience and strengths of colleagues
 - accountability for interventions
 - documentation

More than donuts in the teacher's room...

How can we support the relationships with and among staff?

For adults:

[Oakland Unified School District...](#)

For more information:

- [3 Signature practices from CASEL \(video\)](#)
- [Two pager summary to adapt](#)
- [Signature Practices Playbook](#)



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Individually...Plan YOUR April Faculty Meeting

Objectives of the Meeting:

1. *
2. *
3. *

1. Welcoming Activity -
2. What engaging strategies will help us meet our objectives?
3. Optimistic Closure -



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How do we communicate with one another?

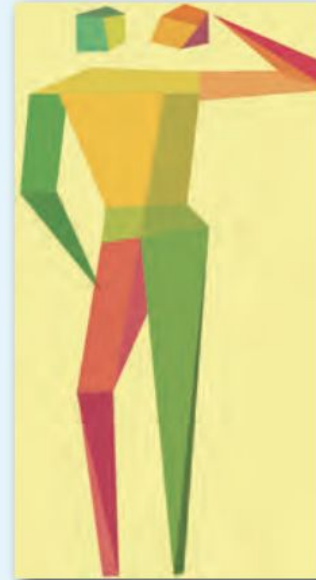
SENTENCE STARTERS TO SHIFT THE TONE

Jennifer Abrams, author of *Having Hard Conversations* (Corwin, 2009), said some sentence starters are better openers to change charged situations and affect the tone of a conversation. She suggests trying these:

- “Tell me more about what makes you say that.”
- “I’m not willing to agree with that generalization.”
- “Do you think that’s true generally? Do you have a specific student or example in mind?”



- “Some of the words you just used make me uncomfortable.”
- “I don’t agree with what you just said. Could you please share more about what you mean?”
- “That makes me feel uncomfortable. Can we talk about it?”
- “That seems unfair to me. Do you really feel that way?”



- “Could you explain that to me, please?”
- “Tell me more about what makes you say that.”
- “I have a different opinion, but I’m willing to listen and share.”
- “Here’s an example of how I feel differently.”

Whole Adults

**Adult Wellbeing:
SEL & Positive
School Climate**

- **Adopt SEL Practices**
- **Inquiry Stance**
- **Shift the tone**

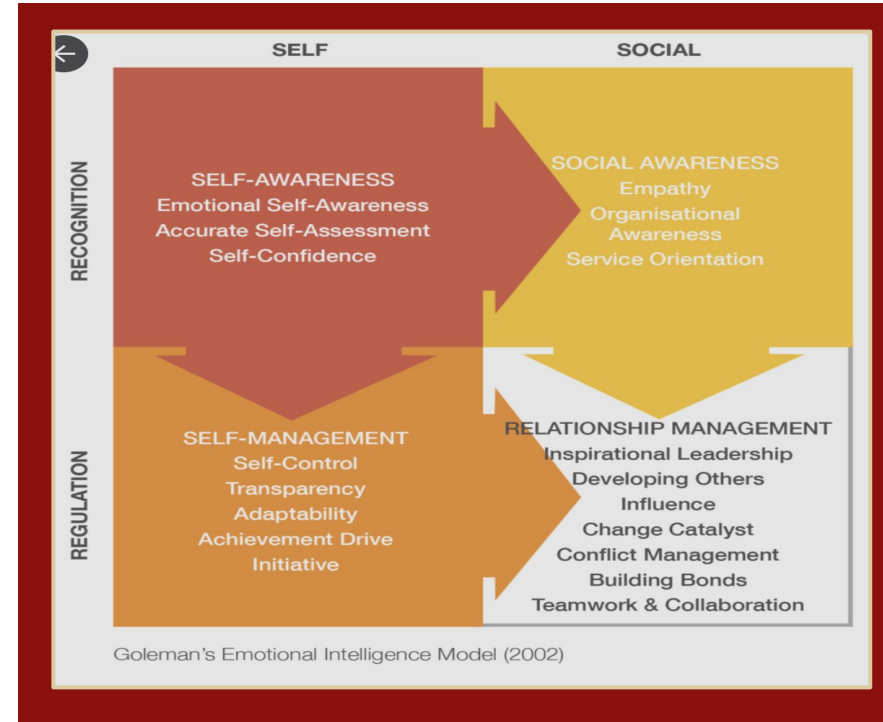
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What is Emotional Intelligence?



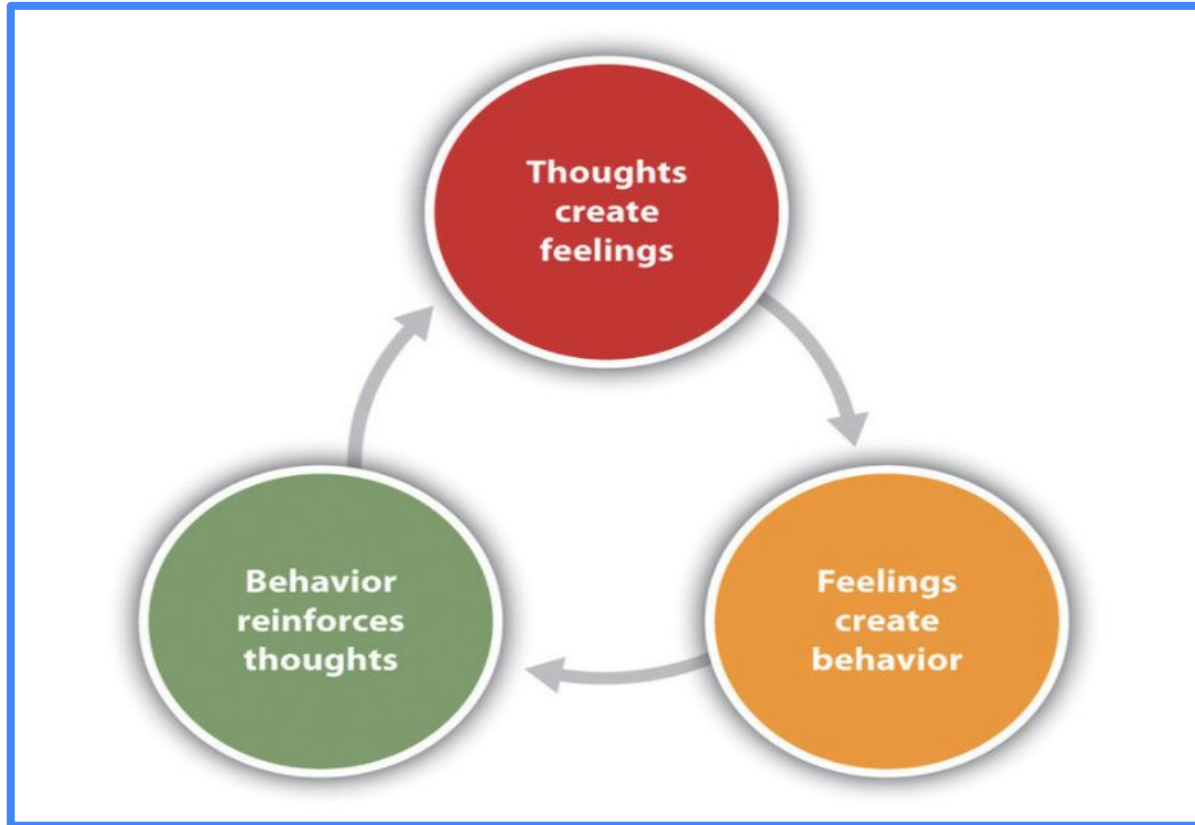
Emotional Intelligence matters...

Emotional Intelligence - the ability to manage ourselves and our relationships effectively

- In multiple studies, EI is the strongest predictor of success in job performance
- EI is the foundation of trusting relationships
- Emotional Intelligence is not fixed... it can grow



The Cycle of the Emotion... CBT



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The Cycle of an Emotion (Aguilar, 2018)

Prompting Event

Interpretation

Physical Response

Urge to Act

Action

After Effects

What are the entry points with which we can pause an emotion?
How can we change the outcome by pausing?



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Stop and Jot...

**Think of a time that you didn't
intervene in the cycle of your
emotions...**

**What could you have done differently
with your own self-awareness?**



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Stance of Curiosity...



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Asking Questions... Problems to be solved

[Pocket Guide to Probing Questions](#) (SRI Protocols)

Clarifying questions... simple questions of fact

Ex.

- How much time does the project take?
- How were the students grouped?
- What resources did the students have available for this project?

Probing questions... help someone to think more deeply

- If it doesn't get to that, then it was actually a clarifying question OR you offered a solution...

Ex.

- Why do you think this is the case?
- What would have to change in order for...?
- What was your intention when...?
- What do you assume to be true about...?
- What is the connection between...and...?



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Attentive Listening... Seek to understand

Tools for your Toolkit... and let's try it...

[How Do I Listen](#): Resource for reflecting on own listening skills

How Do I Listen?

Read through the kinds of listening activities listed here. Ask someone to talk for a minute or two. Notice what kinds of listening activities your mind does, and check off the boxes as you notice your mind going into these places. Alternately, listen to someone talk, watch your mind wander, and then use this tool afterward to record your observations.

- Listening to find **connections**. Your mind thinks, "Oh, I remember when that happened to me too!"
- Listening to find a **story of your own** to share. Your mind thinks, "I can tell her about that time that I..."
- Listening but **wanting to jump in** and finish the speaker's sentence.
- Listening to find a point you **agree or disagree** with.
- Listening to find something you can ask a **clarifying question** about after because you want more information.



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Personal Reflection

What is a recent problem that came your way?

- **What types of questions did you ask?**
 - **What could you have asked?**

Reflection on who you are as a listener...

- **What type of listener were you in this situation?**
 - **In what ways do you want to seek to be a more attentive listener?**



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Thank you...



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Resource list will be sent



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PAUSE... Day 2 next



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- Identify practices that create a culture of learning for the adults in your building



Objectives



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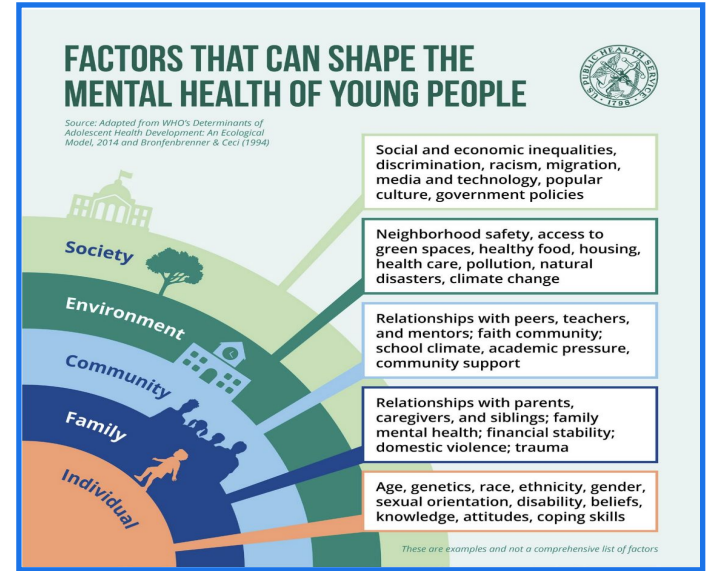
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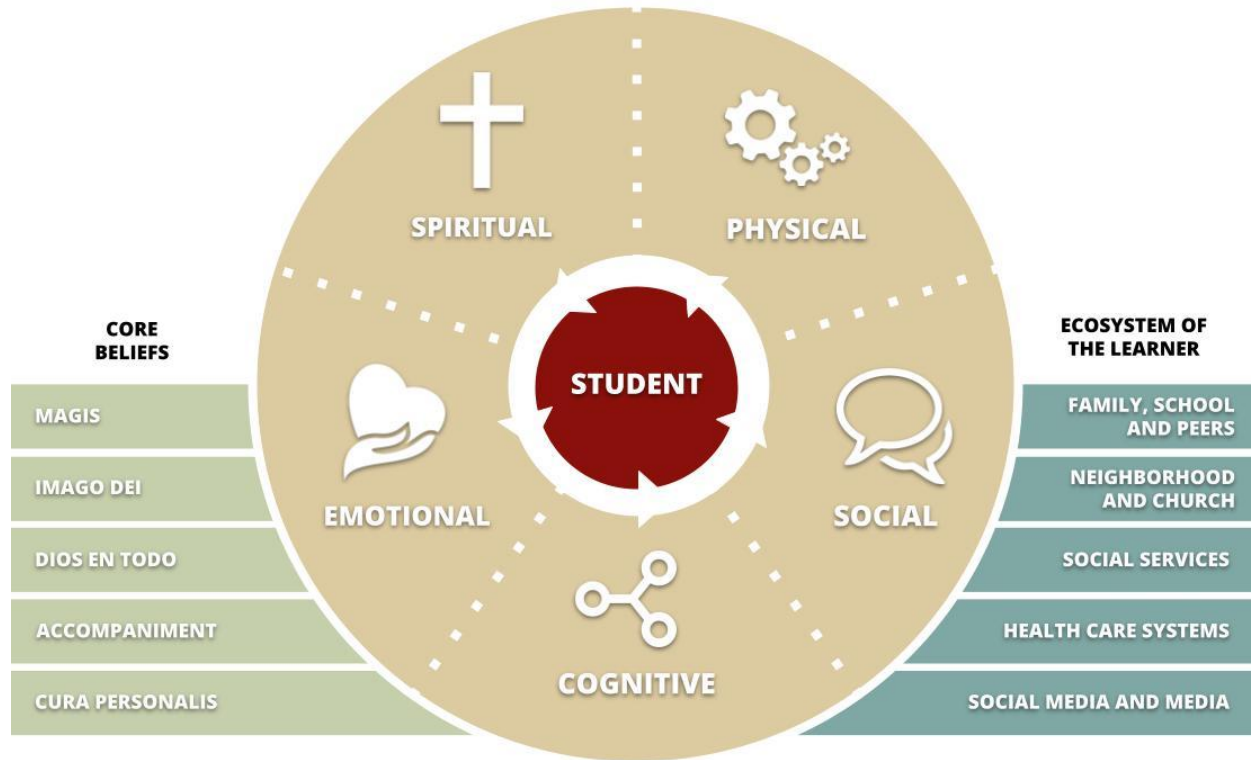
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Whole Child Education in US Catholic Schools



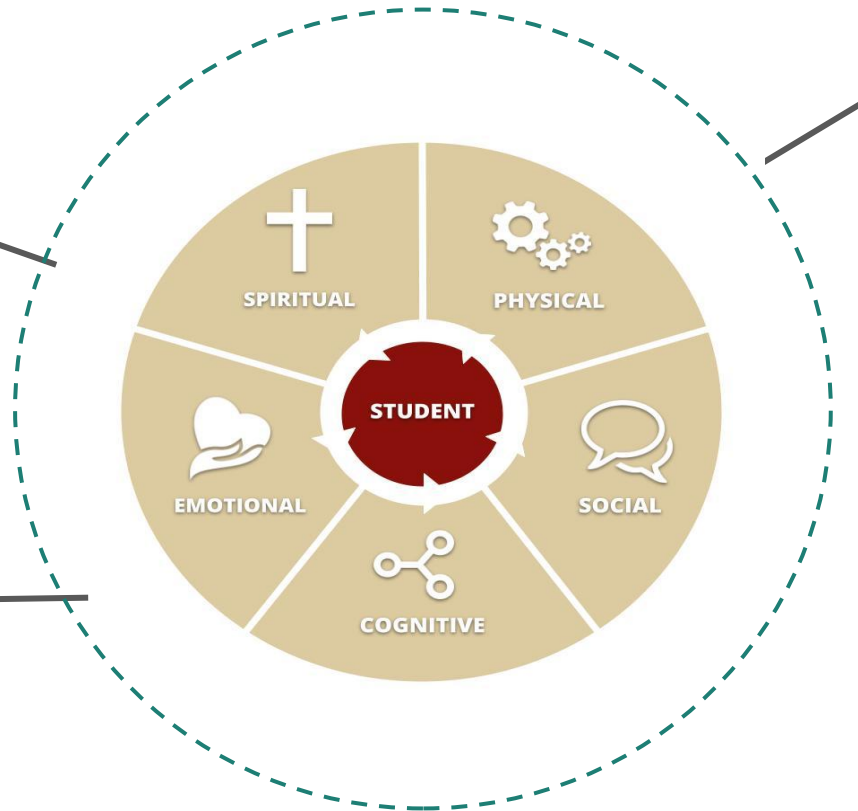
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Care for the whole adult “to give the oxygen...”

Adult Wellbeing:
SEL & Positive
School Climate

Teacher Capacity:
Training &
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Adult Relationships:
Teachers,
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Families

**Supporting the Whole
Teacher (Aspen
Institute, 2017)*



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Whole Adults

Adult Wellbeing:
SEL & Positive
School Climate

- Adopt SEL Practices
- Inquiry Stance
- Shift the tone

**Supporting the Whole
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Shift the “tone” in your community

Venting...

- Carefully pick who
- Relationships
- Perspective
- Solutions oriented



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The Fish Philosophy

“There is always a choice about the way you do your work, even if there is not a choice about the work itself.” -Lundin, p. 21

“Get to do” attitude...

Gratitude



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Whole Adults

Our Human Capital is our greatest asset

- A culture of learning for ALL
 - Teacher Leadership
 - Data + Observation = goal setting and the creation of professional learning

**Supporting the Whole Teacher (Aspen Institute, 2017)*

Teacher Capacity:
Training &
Professional
Development



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Teacher Leadership Competencies



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Teacher Leadership Competencies

Joyful

Developing a Vision for Leadership	Supporting Adult Learners	Leading Teams	Teacher Observation & Feedback	Leveraging Data
<i>Visionary</i>	<i>Humble</i>	<i>Adaptable</i>	<i>Attentive</i>	<i>Adaptable/Attentive</i>
<ul style="list-style-type: none"> • Distributed leadership • Inquiry stance • Goal-Setting • Models of implementation • Development of vision of self as leader • Reflective Practice 	<ul style="list-style-type: none"> • Developing a culture for learning among adults in school community • Needs of adult learners • Communication skills • Conflict as opportunity-courageous conversations 	<ul style="list-style-type: none"> • Develop a shared vision among team members • Shaping team culture • Developing goals for student learning outcomes • Crafting meaningful meetings (norms, agendas) 	<ul style="list-style-type: none"> • Fostering trust among colleagues • Development of collaborative professionalism • Non-evaluative peer observations • Learn and utilize the practice of lesson study • Art of meaningful feedback 	<ul style="list-style-type: none"> • Use data to inform decision-making & advance school mission • Linking metrics to goal-setting • Data collection and goal-setting • Data tracking process • Data-informed improvement and change



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Teacher-Leadership Definition (ex. CRN Teacher Leadership Program)

Teacher Leadership occurs as an action and stance when teachers — in collaboration with their school leaders and fellow educators — utilize their professional knowledge and gifts **and** strive for ongoing growth **to** support the holistic development and formation of students **in** a mission-aligned, data-informed manner that centers equity and justice.



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Teacher-Leadership Belief Statements (ex. CRN Teacher Lead Program)

Our Teacher Leaders will know and understand the following while working with colleagues (Aguilar, 2018):

- Learn within the Zone of Proximal Development (ZPD) in order to meet colleagues where they are and take them forward
- Lead with an assets-based approach and build upon successes
- Create cultures of learning for adults so that student learning and holistic formation increases



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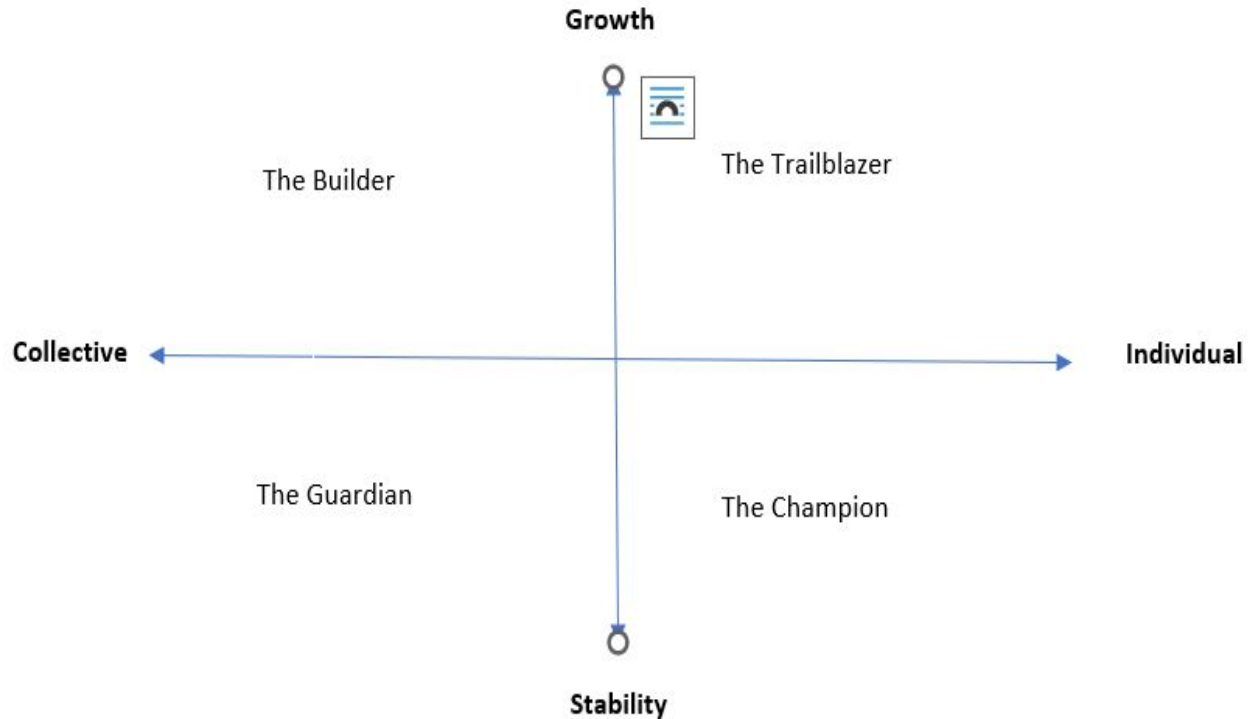
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Personal Reflection...

- 1. Do you believe in teacher leadership?
As a stance? As an action?**
- 2. Is there a culture in your school that
allows for teacher leadership?**
- 3. Are there structures in place that
allow for teacher leadership?**



Liang and Klein's Value Archetypes (from *How to Navigate Life*)



Guided Exercise...

List your educators

**All of them...
don't skip
anyone**

**List their gifts/ talents/
passions**

**How do these gifts
align with the
goals / vision /
strategy or
cultural needs of
the school?**



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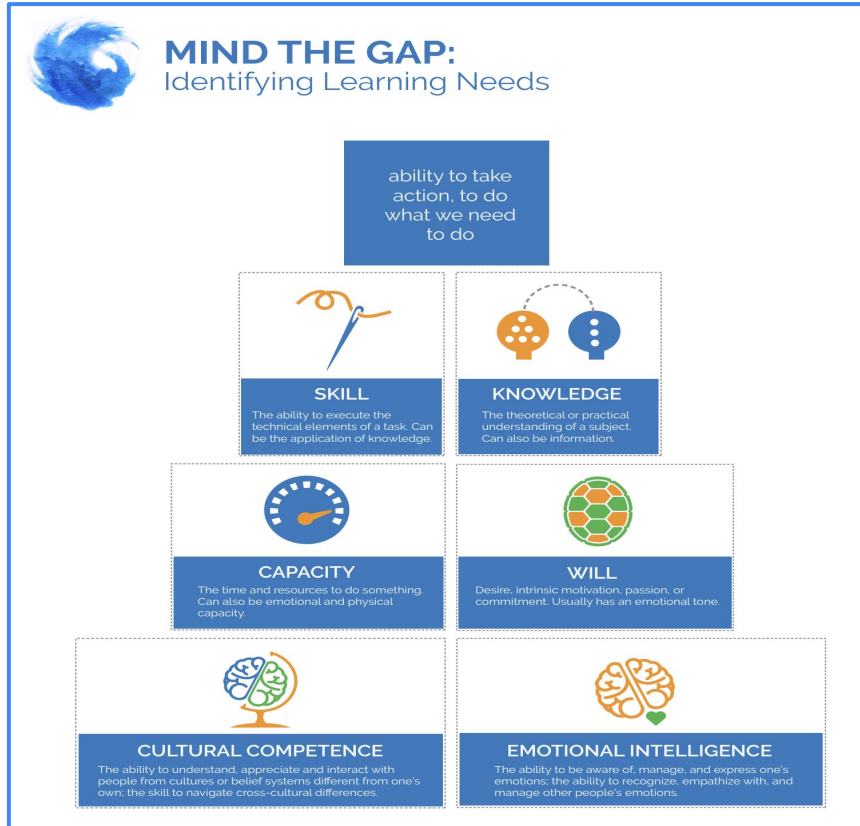
Principles of Adult Learning (Aguilar, 2018)

- 1. Adults must feel safe to learn**
- 2. Adults come to learning experiences with histories**
- 3. Adults need to know why we have to learn something**
- 4. Adults want agency in their learning**
- 5. Adults need practice to internalize learning**
- 6. Adults have a problem-centered orientation to learning**
- 7. Adults want to learn**



Mind the Gap... Learning Needs of adults

A Longer Explanation



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Goal Setting & Professional Learning

Data Informed Practices

“But small moves,
that’s the stuff.
Small effective moves
done with consistency
over time can
change a classroom,
a school, a community,
and quite frankly
the world.” - @meghanlawsonblog

- Quantitative data
- Qualitative data
- Survey data
- Anecdotally
- Observations

Goal setting...

Diocese/Network level

School level

Teacher level

- **Determines the professional learning needs**



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Goal Setting & Professional Learning

Data Informed Practices

Without data, all we
have is an opinion.

-Edward Deming

Individual Time to think about a goal to set:

1. What is a goal you have for your school?
2. What data is this based on? (More than just test scores)
3. What action steps would need to happen to achieve this goal?
4. How could you measure meeting the goal?



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I used to think.... And now I think...

Take a few minutes to think about how your thinking has changed about “whole adults”

In the chat...

I used to think... and now I think...



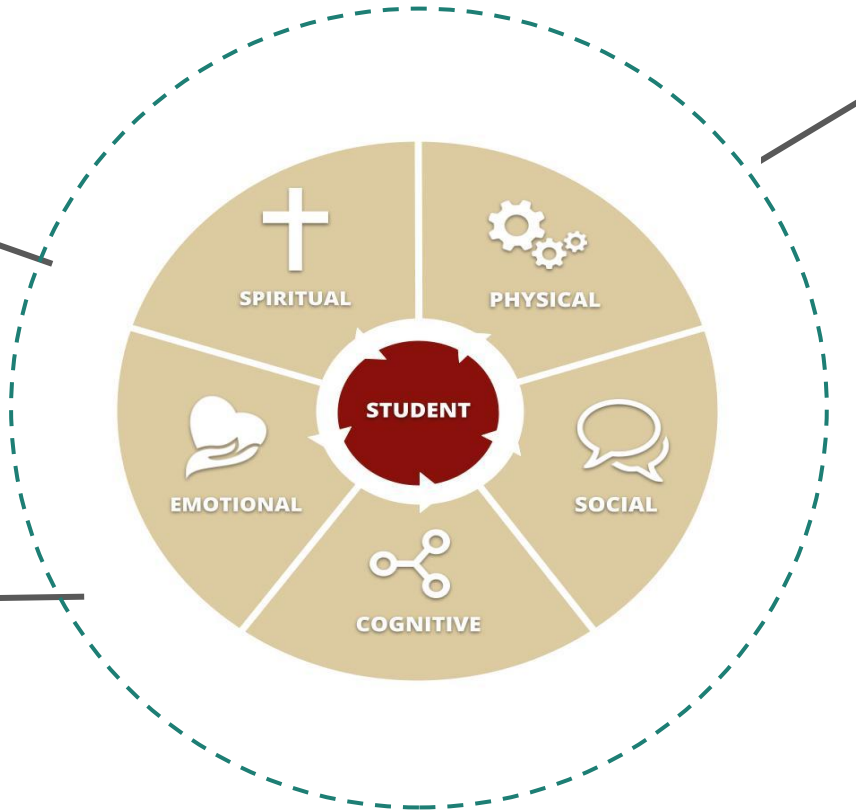
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Resource list will be sent



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