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| **Dignity and Respect in the**  **School Workplace**  **A Handbook for School Leaders**  **Session 3 – Getting Real** |
|  |
| Notes to PowerPoint presentations  Staff Sessions on Developing bespoke DWaR Charter and Policy |
|  |
| **August 2021** |

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## Slide 1 -Getting Real

**This session has a lot of potential interaction and opportunities for discussion and reflection**

**Intro…**

**Objective**

In this session we ask some of the hard hitting questions about how we are really doing in terms of being a great place to work.

We take stock of what our reality is around communication, roles & responsibilities and how fair we are in our practice.

In this session we also take the survey and scale how we think we are doing.

This is a powerful and courageous action towards nurturing our culture of improvement in a meaningful way.

Setting up an inclusive committee is also part of this session.

Today we are going to look at how we, as a staff, are doing in relation to respecting each other’s dignity here in our workplace.

Emphasise this as a non-confrontational examination of the core issues.

**This is a no name/no shame look at how we are doing.**

**This session has a lot of potential interaction and opportunities for discussion and reflection.**

**NOTE**

Each school leader will have to decide how to broach this subject. Are there issues? Is there hostility/disrespect among the staff for example?

These issues needs to be surfaced and ultimately dealt with.

Even without the full participation of everyone in the beginning, it is worth going ahead.

Doing this takes courage.

## Slide 2 - .b

What we are doing today is actually about taking responsibility for our own wellbeing, our dignity and that of our colleagues.

We all have both personal and collective responsibility for this.

We have rushed to get here and now we will take a minute to ground ourselves.

So, let’s calm down deliberately.

This quote from Brené Brown is indeed a truism.

This .b exercise is one that you can practice at any time to calm your mind and reset your day.

So when you are ready

* Settle yourself comfortably in your chair,
* Let your body be alert yet relaxed.
* Feel your feet firmly on the ground.
* Feel your back against your chair.
* Allow your shoulders to drop.
* If you are comfortable doing so allow your eyes to close gently or simply lower your gaze
* Now bring your attention to the flow of your breathing
* Just allow yourself to feel each in-breath and each out-breath
* Breathing in and breathing out
* Allow your body to be still
* Let your thoughts come and go and simply keep bringing your attention back to your breathing……
* 45 seconds ….
* Take one last cleansing breath and
* when you are ready you can gently open your eyes and bring your attention back to the room.

**Side Bar**:

**4,7,8 Breathing** is a powerful tool to help get to sleep – Breathe in for 4, hold for 7 and breathe out over 8. Repeat and you will soon be asleep.

**7/11** Breathing great for calming and grounding us. Breathe in over 7 and exhale slowly over 11.

## Slide 3 - Psychological Safety

Term coined was by Amy Edmondson, Prof. Harvard Business school - it has taken root in the area of medicine in particular. It is about developing a culture where we reflect on what we are doing and rather than fear mistakes take them as learning opportunities.

This demands giving time to reflective practice – actually giving time to it!

The importance of feeling safe in the workplace cannot be over emphasised.

Fear is a poor bedfellow for learning of any kind.

Think back to a time when you were frightened. How well did you perform?

How was creativity?

Fear stifles initiative and creativity.

No one does well if fear is a factor. For example, children do not learn and learning outcomes are limited.

Psychological safety is becoming prevalent in medical organisations and the public sector.

Huddles to analyse how mistakes can be learned from and such learning becoming the norm.

Project Aristotle carried out by Google researched the areas of Teams.

On the slide are 5 of the core areas that provide a culture where people thrive.

Go through each one.

Does your school’s atmosphere reflect these key indicators?

School leaders will have to judge for themselves if they are comfortable doing this slide.

Lack of comfort in doing so may indicate the presence of issues that do need to be explored!

## Slide 4 - The GROW Model

Many of you will be familiar with the Grow Model of addressing or undertaking a new project.

GROW is a coaching framework used in conversations, meetings and everyday leadership to unlock potential and possibilities.

GROW was [created by Sir John Whitmore](https://www.performanceconsultants.com/sir-john-whitmore) and colleagues in the late 1980s. (Ref: Coaching for Performance)

It has since become the world’s most popular coaching model for problem solving, goal setting and performance improvement.

GROW is more than a coaching model loved by the coaching community.

It is also a [top leadership tool](https://books.google.co.uk/books?id=3Mn5AwAAQBAJ&pg=PT28&lpg=PT28&dq=the+big+100+jeremy+kourdi+john+whitmore&source=bl&ots=gaQZUOYgG4&sig=ACfU3U31vvx_Mt8EfTgL5TFfkeytQC3DcQ&hl=en&sa=X&ved=2ahUKEwj_5ObB9O3jAhUTShUIHduICSwQ6AEwBXoECAkQAQ#v=onepage&q=the%20big%20100%20jeremy%20kourdi%20john%20whitmore&f=false) that works across all disciplines and cultures.

With its four deceptively simple steps, GROW has proved successful all over the world.

It forms the backbone of coaching in many organizations and universities globally, due to the outstanding results. It helps people to achieve success personally or as part of a team.

It can be used with great effect to plan small or big projects.



## Slide 5 - The GROW Model (Structuring a Coaching session)

*This slide is optional and provides additional insight and information on the GROW model and its uses*

As the GROW Model image above shows, the name is an acronym for the four key steps in GROW coaching: **G-oals**, **R-eality**, **O-ptions** and **W-ill**. With a few powerful coaching questions, a leader or coach can quickly raise awareness and responsibility in each area:

* **G:**goals and aspirations
* **R:**current situation, internal and external obstacles
* **O:**possibilities, strengths and resources
* **W:**actions and accountability

The key is to set a **Goal** which is inspiring and challenging, not just SMART (specific, measurable and achievable in a realistic time frame). Then move flexibly through the other stages, including revisiting the goal if necessary. The final **Will** element is the barometer of success. It converts the initial desire and intention into successful action.

The GROW approach promotes confidence and self-motivation, leading to increased productivity and personal satisfaction.

The GROW coaching model is so effective that you can even use it to coach yourself.

Give the following activity a try.

First, think about something you would really like to achieve or perhaps resolve at work. Then write down your answers to each of these questions:

**GOAL**

1. What would you like to work on?
2. What would you like to have after answering this set of questions - a first step/strategy/solution?
3. What is your goal related to this issue?
4. When are you going to achieve it?
5. What are the benefits for you in achieving this goal?
6. Who else will benefit and in what way?
7. What will it be like if you achieve your goal?
8. What will you see/hear/feel?

**REALITY**

1. What action have you taken so far?
2. What is moving you toward your goal?
3. What is getting in the way?

**OPTIONS**

1. What different kind of options do you have to achieve your goal?
2. What else could you do?
3. What are the principal advantages and disadvantages of each option?

**WILL**

1. Which options will you choose to act on?
2. When are you going to start each action?
3. How committed are you, on a scale of 1–10, to taking each of these actions?
4. If it is not a 10, what would make it a 10?
5. What will you commit to doing? (*Note:* It is also an option to do nothing and review at a later date.)

## Slide 6 - G Goal

Our overall Goal is to develop our own DRaW. Core to doing this will be the following 6 areas:

1. **Values:**
   * Examining and revisiting our **values** as a school and as a staff
   * What are CORE 3/5 values?
   * Are they known by pupils, staff and parents?
   * Are they lived and respected?
   * What do we do when we see these values not being met?
2. **Vision** 
   * Is it inspiring and magnetic?
   * Is it known by pupils, staff and parents?
   * Does it reflect our core values?
   * Do we live it as a staff not just in our classrooms?
   * Does our ethos reflect our values and vision? Our Ethos is how we do things round here. (Ethos is grounded in reality – it’s what gives a school its “feel” or its “character”). It is felt in the welcome and warmth you feel and encounter when you enter the building and begin to meet us. Or is it expressed in the lack of welcome and coldness/suspicion you encounter when you enter our school and meet us?

3. **Roles rights and responsibilities to each other, to our profession and to our school community**

* + What are they?
  + Do we respect the rights and responsibilities of our colleagues?

1. **Effective** **mechanism for conflict resolution**
   * Do we have one?
   * Is it used?
   * Is it effective?
   * Can we come up with or buy into a mechanism that is designed by us, for us all?
2. **A commitment to Surfacing ‘Not Nice’ behaviour**
   * What constitutes this?
   * Are we clear on our standard?
   * Do we call out unacceptable behaviour in a no shame way?
   * Will we commit to surfacing ‘not nice’ behaviour and to show it no tolerance?
3. **Buy In**

* Will we all sign up to our DRaW annually?
* Will we safeguard it and what would that look like?

## Slide 7- R - Reality

Is our school a great place to work?

Let’s spend some time examining why clarity around these issues might be core to ensuring our school is a great place to work. Go through them quickly. They will be discussed in detail in the following slide and sessions.

### Roles, Rights and Responsibilities and Communication.

We include communication here because, without proper communication we won’t know who is responsible for what and confusion and anxiety creeps in.

Respecting the role each of us play is crucial but having role clarity is vital to ensuring people feel safe. Lack of role clarity causes huge conflict.

### Values, Vision and Ethos.

If we do not know what our values and vision are how can we uphold them?

Do we know ours? Do the students and parents know them?

We will look at what our values, our real values are and how they fit in with our stated vision for the school.

We will then match these against a needs meeting environment and a school ethos which is the warm welcoming nurturing one we aspire to have.

### Fair Process and Perceived Fairness.

It is often said that perception is reality and that is very true in a workplace where fairness is concerned.

Communication is the best means of aligning reality and perception.

We will look at how we perceive fairness among ourselves.

Clarity of expectation is also crucial to fair process. Do we know what is fair to expect?

### Conflict Resolution Mechanisms.

We will look at how we resolve conflicts in our school community and among ourselves as a staff.

The ability to say sorry and move on will also feature here.

We will look at identifying a mechanism that we can all buy into.

## Slide 8 – R - Rights

Reflective slide to highlight that we all have the right to be treated with dignity.

But with every right comes an equal and opposite responsibility.

No need to linger too long on this but it does need to be acknowledged.

Do you have a copy of the UN charter of Children’s Rights in a visible place in your school?

This slide is intended to prepare staff to consider their own and their colleagues’ role in teamwork. It will be easy to blame others and to find fault. *“First take the log out of your own eye and then you will be able to see clearly to take the speck out of your brother's eye.” Matthew 7:5*

**INTENT: Always look at the intention.** Consider whether the person you see as being at fault is doing so intentionally or not. Should you speak with them?

Consider what a difference it would make if we were to have a culture of no blame, no shame

**Park your JCB (Judgement, Blame and Criticism)**

**Engage your CCCC (Curiosity, Concern, Compassion and Connection)**

## Slide 9 - R - Roles & Responsibilities

Humorous pic to illustrate the importance of collaborative teamwork. It serves to highlight the issue of cooperation vs interference…. All about respecting and Helpfulness.

**What is the Intention? Great question to ask ourselves before we choose to take offense**

If I offer to help what is my intention- to help or to show up deficiencies?

Issue of individual and collective responsibility.

Importance of clarity of roles and respect for those of each other.

**The one constant is change and managing change is crucial to the success of any organisation.**

**Huge changes in education in the last number of years.**

**Covid alone has forced us to do things we never thought possible!**

**But once upon a time there was the master and his pupils….**

Many more men teachers, no SNAs no SEN no Posts apart from Vice Principal.

Schools were made up almost completely of teachers for 100 years.

Mono religion and mono cultural – majority RC

Since 1998 (Education Act) had a major change in terms of personnel (SNAs and support teachers post holders came and went and are coming back at a snail’s pace) SEN, integration etc.

Schools have to develop a code of practice around all those inter related roles in a collaborative and progressive way.

**Role clarity with mutual respect are central to ensuring positive school climate**

General Data Protection Regulation

**Lack of role clarity – huge cause of conflict**

## Slide 10 – R - Roles & Responsibilities

*This is another optional slide to be used if required*

In this slide we begin to ask the staff to look at things from different points of view.

Looking at things from another standpoint will be vital in getting to a DRaW.

Here we examine role clarity from the point of view of

* The Boss (BoM / School Leaders)
* The Post Holder / Class Teacher / Football Coach / Social Club member etc.
* People not directly involved in the role

How the role is actually carried out?

Will all of the above have a different opinion of how successful it is being carried out?

How do we reach a consensus?

Is it possible, or does it always depend on your particular viewpoint?

**Examples/Scenarios – Session 4 will look at some and test our values and role clarity!**

## Slide 11 - R - Role Clarity

*This is another optional slide to be used if required*

Matrix on role clarity and flexibility

Core to this slide will be discussion on one or two scenarios. Feel free to come up with your own.

* **Scenario 1:** The BoM has refused a job share. There are already 6 job shares. This is a staff of 12. The principal tells the staff member and gets the full force of the disappointment and anger. Discuss.
* **Scenario 2:** An SNA with a doctorate has told a parent that her child needs an assessment. He has done this without speaking with the teacher or the principal. Discuss.

Ask the staff to ponder each of the scenarios and perhaps give their thoughts at the end. This exercise, as with the previous slide, is to prepare them to consider the intricacies of role and responsibility and how they would professionally regard these. It focuses on leading them to consider how a TEAM would approach these issues and how all have a responsibility to be involved as well as to be helpful to all, not just focussed on their own particular roles and responsibilities all of the time.

## Slide 12 – Reality of School

Use this slide to discuss roles and responsibilities among the staff and how each works together as a team.

Emphasise that all are team members and examine rights in terms of co-operation or opting out.

Upholding of dignity and respect for others is reflected in how we treat our colleagues in respect of their roles.

Professional conduct can also be addressed here in terms of working as a team – Teaching Council Charter Code of Conduct. Communication is vital to this and so it will be included here also.

Who does what around here? Who has what responsibilities?

Should it just be left to the Senior and Middle School Leaders because they are getting paid extra? What responsibility do each of us have to help out?

Do we have a right to refuse to look out for one another?

Do we have a responsibility to co-operate?

Where does our professionalism start and finish in relation to our role and that of our colleagues in the school?

Can we afford to go back to the era in the mid to late 20th Century when each teacher was Queen or King of his/her own classroom and closed the door when they went in and when they came out?

We have come a long way from there and it is now about working as a team for the betterment of our pupils and staff.

Let’s talk about communication among us. Discuss and let it all hang out, but in a non-judgemental manner.

Each school leader is going to have to manage this to avoid upset and conflict.

Do we clearly communicate about our roles and responsibilities? What are the blockages occurring here?

The reality is that we cannot exist without one another.

**SUGGESTED**: TED TALK 2015

Margaret Heffernan – Forget the Pecking Order at Work

Wonderful watch for a staff – 15mins long

## Slide 13 - Perception Is Reality

**True or False…** This slide can be gone through quickly or used as a springboard for staff discussion.

**Is it alright to have a bad day?**

## Slide 14 – Reality of our Communication

* Communication is key to everything.
* We are never not communicating.
* How good are we really? Let’s find out**!**
* **SWOT exercise**

## Slide 15 - Saying Sorry

This slide will help us discuss the benefits of being able to say sorry and carry on without shame or blame.

As we discuss it, we will be conscious of how we can remove blame and promote a healthier culture of taking responsibility and moving on.

Reflect on how hard it can be to say sorry. Is it really?

The related virtues of saying sorry **and forgiveness**.

We need both to allow us move forward.

The Grapes of Wrath!!

## Slide 16 - My Responsibilities

Explain that this is a slide for reflection.

Each staff member is encouraged to examine their own role as a team member.

Give some time for this reflection.

Ask people to concentrate on themselves.

Refer again to the previous slide where we discussed the ‘No Blame’ approach.

Go through the slide – give it time.

Might mention that living up to our responsibilities takes **courage** and often depends on our level of **wellbeing. Almost always contingent on our wellbeing and self-care.**

## Slide 17 – Building Connections

(As part of GROW model we now come to O - Options and W – Way Forward)

**What can we do and what will we do to improve connection in our daily, weekly and termly work?**

**Examples**

* Daily make a goal to touch base with all your class group teachers.
* Weekly make it a goal to sit beside someone you do not know so well once a week.
* Monthly – Organise a book club.
* Termly organise a night out.
* No matter if there is overlap What are the things we need to be doing for 2 minutes EVERY day? Because what we practice becomes our practice.
* See Samples on Slide 18 and 19 from other schools.

Now engage in activity on slide.

## Slide 18 – Daily Practice of Connecting

**Some examples see slide**

## Slide 19 – Further Connecting Ideas

This slide gives examples of short, medium and long term goals for improving connection and hence empathy.

## Slide 20 – Fair Play Radar

We can all tap into a time when we were unfairly treated or perceived that we were!

Perception is reality.

Think now of a time when you believed you were wronged or unfairly treated.

Call out the feelings that this elicits.

This can be done as a whole staff or in small groups.

Fairness is a muscle.

We must exercise it and keep it on our radar.

Am I being fair? – Key question we must always have on our radar.

## Slide 21 – Workplace Survey Sample

Now we come to our workplace survey.

Perception is reality.

We have looked in this session at the part we all must play in order to make our school a vibrant and needs meeting workplace.

**Play the slide**

Above on our slide are the key factors or the areas that are considered by Great Place to Work and Workhuman as determining a positive workplace climate.

On the slide we also have the need that each one of these factors seeks to meet. Each factor serves to meet one of our human needs.

This is a mythical school and the possible result rounded up as in a STEN!

Your reaction - W**hat strikes you?**

**Key Question**

Who in your head do you think is responsible for meeting the needs in our school?

**(It cannot be only the principal who is responsible for feedback and valuing)**

## Slide 22 - The Hard Questions

Put up and ask each question, give a little time and record the agreed answer.

It will be surprising if anyone disagrees, but, if so, discuss it.

Particularly important to discuss the proposition that there is an onus on everyone to engage in the DRaW process and for all to agree.

Agreement here is key. Without full buy-in, the process is weakened.

**Workplace Survey Time**

The survey is anonymous.

Pass out copies of the survey and ask each staff member to fill them in.

When collected and analysed, the results can be presented in a later session.

This survey is based on Jacinta Kitts and also Great Place to Work survey.

The areas surveyed are the key areas in determining a clear picture.

## Slide 23 - Option

**‘Staying Calm is a Super Power’** – Brene Brown

It takes practice and is very much contingent on how we are ourselves in terms of wellbeing.

You cannot pour from an empty bottle.

Use the quotation from Victor Frankl to get the staff to reflect on how they react to events, news or comments.

The benefits of buying time and avoiding a knee-jerk reaction.

Pressing pause is a powerful time.

Get the facts.

We do have the choice.

We have the option.

Can we learn to seize it?

The second quotation shows how powerful the Navy Seals rate emotional control.

These men trust their lives on controlling their emotions

## Slide 24 - Our DRaW Options

We have looked at various areas of our lives and situation in school.

We now have the option, at our next session, of working through the List above while looking at how our survey shows how we are doing in each and how we are really meeting our needs in terms of being a great place to work.

LAOS urges us to develop a culture of improvement. This is our opportunity.

What’s it to be?

Go through the areas again and get agreement to move on them.

## Slide 25 – What Will we Do?

This slide asks us to make our commitment real by setting up a representative committee of staff to co-ordinate the way forward.

The Committee will take the lead with the school leaders in moving the DRaW along in producing drafts and in publishing the final DRaW.