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| **Dignity and Respect in the** **School Workplace****A Handbook for School Leaders****Session 2 – Preparing the Ground**  |
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| Notes to PowerPoint presentations Staff Sessions on Developing bespoke DWaR Charter and Policy |
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| **August 2021** |

Table of Contents

[Slide 1 - PREPARING THE GROUND 1](#_Toc80110610)

[Slide 2 .b 1](#_Toc80110611)

[Slide 3 – Quote from Cher 2](#_Toc80110612)

[Slide 4 - If it is to be it is up to me 2](#_Toc80110613)

[Slide 5 - Self-Awareness 3](#_Toc80110614)

[Slide 6 - Why Be Self Aware – Reflective Exercise 4](#_Toc80110615)

[Slide 7 - The Real Driver, Unmet Needs 4](#_Toc80110616)

[Slide 8 – Dr William Glasser’s 5 Basic Needs 101 5](#_Toc80110617)

[Survival 5](#_Toc80110618)

[Love/belonging/connection 5](#_Toc80110619)

[(Em)Power/Value/significance/competence 5](#_Toc80110620)

[Freedom/autonomy 5](#_Toc80110621)

[Fun/learning 5](#_Toc80110622)

[Slide 9 - Does our Workplace meet our Basic Needs 5](#_Toc80110623)

[Slide 10 - Restorative Practice (Optional) 5](#_Toc80110624)

[Slide 11 - RP Questions – Powerful Tool 6](#_Toc80110625)

[Slide 12 – Reflection 6](#_Toc80110626)

[Slide 13 – The Why 6](#_Toc80110627)

[Slide 14 - Circle of Influence / Concern – Ref Stephen Covey 7](#_Toc80110628)

[Slide 15 - Workplace Climate 7](#_Toc80110629)

[Slide 16 - Some Characteristics of a Great Place to Work 8](#_Toc80110630)

[Slide 17 – The Road Ahead for DRaW 8](#_Toc80110631)

[Slide 18 - Who is to Blame? 8](#_Toc80110632)

[Slide 19 - Closing Chat 8](#_Toc80110633)

## Slide 1 - PREPARING THE GROUND

This session does what it says on the tin! It prepares the ground and queues staff up for the process ahead.

**The Objective**

* To prepare the staff for participating in the process.
* It has personal takeaways for our own lives.
* We look at Glasser’s 5 Basic Human Needs and how understanding them can drive our behaviour and be helpful to our own daily living.
* We look at the benefits of the 4 Cs - Connection, curiosity, concern and compassion and the power of parking your JCBs - Judgement, criticism and blame.
* We also look at the characteristics of a great place to work.
* It highlights the issue of schools as workplaces.
* It prepares the ground for developing your own Dignity at Work Charter/Policy.

## 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 – Quote from Cher

*“The only thing in the world you can change is yourself and that makes all the difference in the world”.*

Discuss this quote and its implications – no point in giving out about someone else’s behaviour and becoming frustrated in trying to change them.

## Slide 4 - If it is to be it is up to me

Do we have a responsibility to be nice to each other in the workplace?

What does “not nice behaviour” look like?

There is only one person you can change and this is yourself.

Think about this:

* Is there anything about yourself you would like to change? Any habit? Have you tried to change, to improve yourself?
* Have you been successful? If yes, how difficult or easy was it to make the change? How long did it take?

Did it last?

* What did you have to do to change?

Key question: If is not so easy to change yourself, how effective do you think you will be in seeking change someone else? But we can model the behaviour we want to see. This idea is not just for us to do with children. It is also a powerful tool with our peers.

*See Supplementary Notes below for more on this topic*

How different we are when we are in a good humour and feeling well and energised? Contrast this with when we are in foul humour, feeling upset or belittled, ill or tired.

Do we bring our best self to work?

Most people do because we do not want to “let ourselves down”.

We prepare for school, choose clothes and put on our best front.

Is it fair to expect everyone to do this? How do we all help when one of our colleagues fails to do so either consistently, once in a while or rarely? Frequency and intensity are relevant.

Do we have to put up with “Worst Selves” in others, ever or once in a while and how do we know the difference?

We all have a breaking point.

Do we watch out for that point in ourselves/in our colleagues?

How do you ensure that you do not reach that breaking point?

Is there an obligation/responsibility on all of us to take measures to prevent hitting a breaking point where possible?

If we see that point being reached, what do we do to help?

Can we help each other when the going gets tough for one of us? Support is critical

We need to cut ourselves and each other some slack – kindfulness.

**Curiosity, Concern, Compassion and above all Connection**…our friends!

At the end of the day, **if it is to be it is up to me.**

## Slide 5 - Self-Awareness

Begin with [Simon Sinek on How Reflection Informs Personal Growth - YouTube](https://www.youtube.com/watch?v=_Ky-mKuhKgU&list=PLKqC3ePueBaShSzbz0_SLpiHR0-3PzuuN&index=1) We need to see ourselves in a balanced manner and that takes practice and reflection.

**Self-Awareness** requires nourishment. How do you stay plugged in?

**Reflective Practice** benefits us all. It is difficult in this busy, busy world – go, go, go! Reflecting on ourselves and being the “fly on the wall” in relation to ourselves is what is needed to boost our self-awareness in a rounded fashion. It leads to empathy.

Such work will bring benefits for ourselves and for our relationships with others. Practicing self-reflection and becoming self-aware establishes practices that will become part of our life and bring us invaluable insights and benefits.

“*To know thyself is the beginning of wisdom”*. Socrates

*“To thine known self, be true*

*And it must follow, as the night the day,*

*thou canst be false to any man”.* Hamlet, by Shakespere

**Self-awareness** gives us the capacity to avoid over-emotional and kneejerk reactions and to press pause when confronted with a situation or comment. It allows us the freedom of choosing our response and deciding if tact or forthrightness is the more appropriate reaction here.

**Declan Coyle,** in his book, “The Green Platform” makes us aware of how self-awareness gives us the privilege of choosing whether we will land on the Green (calm) platform or Red (confrontational) platform when we react to a situation.

He quotes Victor Frankl, a survivor of Auschwitz

*“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”*

Another Victor Frankl quote is *“Everything can be taken from a man but one thing - the last of human freedoms – to choose one’s attitude in any given set of circumstances, to choose one’s own way.”*

*Ref: Man’s search for meaning*

## Slide 6 - Why Be Self Aware – Reflective Exercise

Reflective exercise

* How often have you snapped or being less than your best self because you were stretched?
* Write down one thing you will do to nourish self-awareness/ to mind yourself and stand back e.g. 1-minute breathing?
* Minding yourself is an investment in your relationships.
* What do you do every day for yourself?
* How good are you at meeting your own needs? Back to meeting needs.

Ref: **Declan Coyle** - Green and Red platform – poor judgement off red – over emotional and kneejerk - press pause.

See extra notes on slide 3

## Slide 7 - The Real Driver, Unmet Needs

Our behaviours are driven by unmet needs and we must always ask ourselves as educators - What need is not being met for this child / colleague, that has made them act out or behave in this matter?

**Examples**

How are you when you are hungry?

How are you when you are feeling out of place?

How are you when you do not feel valued?

**Are you your best self?**

Look beyond the behaviour to see the unmet need. Do we do this with our colleagues / families?

We are used to and very good at, considering pupils’ behaviour to understand the ABS (Antecedent, Behaviour, Consequence) of their actions in order that we can help them avoid destructive and unhelpful behaviour. We look for clues as to what the child wants to achieve by exhibiting the behaviour. More often than not it is because they are not getting the attention they crave – an unmet need. Can we not apply the same process to ourselves? What are the unmet needs which drive our impolite or anti-social behaviour?

Realising this will surely cause us to consider swapping our **JCB for our CCCC? Judgement, Criticism & Blame for Curiosity, Connection, Concern and Compassion**

Reflection exercise - reflect and discuss. How good are we at putting our own needs at the top of the pile?

## Slide 8 – Dr William Glasser’s 5 Basic Needs 101

### Survival

This is similar to Maslow's [physiological](http://changingminds.org/explanations/needs/health.htm) and [safety](http://changingminds.org/explanations/needs/safety.htm) level. They are Old Brain 0r Amygdala basic needs. **But core to them is sleep, proper nutrition, safety, shelter and need to procreate.**

Now how often have you come to school with no breakfast or sleep deprived?

### Love/belonging/connection

This is similar to Maslow's [belonging](http://changingminds.org/explanations/needs/belonging.htm) need and recognises how important it is for us as a tribal species to be accepted by our peers and to have bonds of social connection.

### (Em)Power/Value/significance/competence

 This maps to some extent to Maslow's [esteem](http://changingminds.org/explanations/needs/esteem.htm) need, although the [power](http://changingminds.org/explanations/power/power.htm) element focuses on our ability to achieve our goals (which is perhaps a lower-level [control](http://changingminds.org/explanations/needs/control.htm) need).

### Freedom/autonomy

[Freedom](http://changingminds.org/explanations/needs/freedom.htm) is the ability to do what we want and to have free choice. It is connected with procedural [justice](http://changingminds.org/explanations/trust/four_justice.htm) where we seek [fair play](http://changingminds.org/explanations/needs/fairness.htm), to self-express and to be our real authentic selves.

### Fun/learning

'Fun' is an interesting ultimate goal. When all else is satisfied, we just (as Cyndi Lauper sang) 'want to have fun'.

**NOTE: We all have these needs. Some are stronger drivers for some of us than for others.**

**Which needs are your drivers?**

## Slide 9 - Does our Workplace meet our Basic Needs

The diagram of the hand and 5 fingers is often used to illustrate Glasser’s 5 Basic Needs.

Helps us take a **personal inventory.** It highlights areas that we may need to nourish in order to “be well”.

This slide asks the staff to personally reflect on a number of questions that should be gradually introduced and expanded on only if really necessary. For most people, just reading the questions is enough.

Optional - Make notes on the needs which require nurturing on a flipchart.

Core to this process is keeping these needs on our radar as we go. Staff are asked to keep these in mind as we progress.

## Slide 10 - Restorative Practice (Optional)

Restorative Practice (RP) is practiced in many schools. While it may not be practiced in your school, the following three Slides introduce a philosophy which may prove useful in resolving conflicts and restoring or maintaining community and relationships in the school.

These slides briefly sum up the philosophy of RP and where it can be used.

**Firstly, what is RP?** **“**Restorative Practice is a values-based philosophy, it aims to actively promote relationships, respond to harm/conflict in a way that honours relationships and CONNECTS us to our best selves and to one another.

This way of being informs how we think, engage, speak, listen and approach situations, all day, every day. (Ref: Connect.ie)

## Slide 11 - RP Questions – Powerful Tool

These are the 5 basic questions asked in any RP situation:

* What happened?
* What were you thinking about at the time?
* What have your thoughts been since the incident?
* Who do you think has been affected by your actions? In what way have they been affected?
* What do you need to do now to make things right?

**NOTE**: These questions respect due process.

They are fair – everyone gets a chance to be heard and listened to.

They are focused on a win-win solution based outcome.

## Slide 12 – Reflection

This slide asks the staff to reflect on the question of Why, having gone through the sessions to date, we need a DRaW in our school. Explain that the understanding of Why for buy-in from everyone. Discuss feedback.

*See again Slide 2 notes from Session 3 – Psychological Safety must be safe to be vulnerable*

## Slide 13 – The Why

Simon Sinek urges us to always **start with the Why** and to let the **What** and the **How** follow from that.

We deserve to work in a safe environment that respects our dignity.

Not just the school leader’s job – We are all the answer – Collective responsibility.

The culture is what **we** make it.

JCB or CCC?

**We need this place to be safe, secure and meet our needs.**

We need to talk professionally to make it happen.

We need to keep dignity as a way of being on our radar.

## Slide 14 - Circle of Influence / Concern – Ref Stephen Covey

**Background:**

There is a circle of influence and circle of concern that can make or break your life. The concept comes from a popular book titled **‘The Seven Habits of Highly Effective People’ by Stephen Covey.** [A circle of concern](https://uthscsa.edu/gme/documents/Circles.pdf) is a pool of things about which you are constantly worried - finance, health, people, life, in fact anything that concerns you is a part of your circle of concern. This is the mind-set and [behaviour of an average human being](https://themindfool.com/six-stages-of-change-that-dictate-our-behavior/).

On the other hand, your circle of influence is still a part of your circle of concern, but this encircles worries that you can actually solve or change. Generally speaking, these are the things that you can actually influence by your response, behaviour or reaction.

Most people would want to**focus on a circle of influence** to function better in their personal or professional lives. Well, unfortunately, most people are also stuck in the circle of concern and don’t know how to break it. Interestingly, all of us want to solve our problems rather than keep them.

Self- awareness and setting one’s own independent goals is one of the best ways to break it.

We cannot control what is outside our control!

**Don’t water the stones**

So often we try!

But we must acknowledge that as people working in the educational sector we have taking a pasting.

We are now picking ourselves up again, dusting ourselves down and it’s time to recognise what we can influence and control.

Go through slide – first 4 points – little or no personal influence or control.

SNA role and WSE – some influence and some control – not a lot!

But last 4 items **are down to each one of** us making a real contribution.

Responsibility to model this stuff too. Children watch, learn and copy.

Behaviour is learned.

## Slide 15 - Workplace Climate

This slide asks the staff to consider and discuss the real issues which affect the workplace climate in the school.

**Values light the way**

**Should ensure our needs are met – keep 5 Basic Needs on your radar when discussing the values.**

It is also about Psychological safety.

Safe to be vulnerable.

Make a list of what comes up in this session.

You, as school leader, will have to decide if this is a safe option for your staff.

In some schools where this might cause anxiety for people, it might be better to ask for anonymous written submissions firstly. ?????? Give some thought as this is an important consideration. This might be followed by a discussion

## Slide 16 - Some Characteristics of a Great Place to Work

Too often we forget that school is a work place.

In an effort to be child centred we often forget about the adults.

If Mom ain’t happy….ain’t nobody happy.

These are some **internationally recognised** characteristics of a great place to work.

Go through them and ask people to consider which apply to our school. Discuss as you think fit.

These will later be worked into a survey on how we are doing.

## Slide 17 – The Road Ahead for DRaW

These are some of the areas to be addressed as we progress the DRaW project in our school.

## Slide 18 - Who is to Blame?

[Brené Brown on Blame - RSA (thersa.org)](https://www.thersa.org/video/shorts/2015/02/brene-brown-on-blame) to finish off the session

Discuss main points brought up in slide:

* Blame is the discharge of our pain and discomfort
* It takes away our opportunity for empathy - we are too busy blaming to listen and make the connection about who has actually been hurt
* It has an inverse relationship with accountability
* Blamers **lack the courage** to hold themselves and others to account.

## Slide 19 - Closing Chat

Sum up the session.

What can we take from what we have just heard and discussed? Main points heard.

Formulate simple plan of what we, as a staff, can do over coming period to keep dignity on our agenda and radar every day.