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| **Dignity and Respect in the** **School Workplace****A Handbook for School Leaders****Session 4 – Values & Vision**  |
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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 - Values, Vision & Room to Improve 1](#_Toc80111759)

[Slide 2 - .b 1](#_Toc80111760)

[Slide 3 - Agreed at last session 2](#_Toc80111761)

[Slide 4 – Values, Vision and Ethos 2](#_Toc80111762)

[Slide - 5 Reality Check 2](#_Toc80111763)

[Slide 6 - Why Values? 2](#_Toc80111764)

[Slide 7 - What does my best self, look like? 3](#_Toc80111765)

[Slide 8 - What are Your Core Values? 3](#_Toc80111766)

[Slide 9 - Our School’s Core Values 3](#_Toc80111767)

[Slide 10 – Let’s Consider our Actual Values 4](#_Toc80111768)

[Slides 11 - Scenarios for Stress Testing your Values 4](#_Toc80111769)

[Slides 12 - Scenarios for Stress Testing your Values 4](#_Toc80111770)

[Slides 13 - Scenarios for Stress Testing your Values 5](#_Toc80111771)

[Slides 14 - Scenarios for Stress Testing your Values 5](#_Toc80111772)

[Slide 15 - Quote – Maya Angelou 5](#_Toc80111773)

[Slide 16 - Vision vs Mission 5](#_Toc80111774)

[Slide 17 - Vision vs Mission (want vs will) 6](#_Toc80111775)

[Slide 18 - Powerful Vision Statements 6](#_Toc80111776)

[Slide 19 - Out School Vision 6](#_Toc80111777)

[Slide 20 - Are we meeting the Needs? 7](#_Toc80111778)

[Slide 21 - Survey Feedback & Matters arising 7](#_Toc80111779)

[Slide 22 - Addressing Matters in Survey 7](#_Toc80111780)

[Slide 23 - Matters Arising in the Survey 7](#_Toc80111781)

[Slide 24 - Recap on Checklist - Next steps 8](#_Toc80111782)

## Slide 1 - Values, Vision & Room to Improve

This session is a crucial one and it is advised that it be taken slowly and if needs be, divide it into 2 sessions.

**Objective**

* This session addresses some of the most important aspects of our school culture - values and vision.
* How well are they known and agreed by all?
* We are asked to fine tune what our core values - less being best.
* We look at how well these values inform our vision.
* We get an opportunity to renew and strengthen our school’s vision.
* We look at the results of the survey and what actions might be helpful in addressing the gaps it has highlighted.

## 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 - Agreed at last session

Show this slide and ask the Committee to feed back on their actions to complete the tasks and on how they got on.

* Form Committee made up of full staff representation.
* Agree date of first committee meeting.
* Agree next full staff DRaW session.
* Committee take workplace climate questionnaire and collate.
* Committee circulate actions agreed on connecting more.
* Values - all staff submit their top 5 values by.... end of next week?
* Was this done????
* What needs to be addressed that was not done?

## Slide 4 – Values, Vision and Ethos

Checking the values in our Plean Scoile (have them on a handout).

Contemplating these values and this vision.

Are these values reflected in our ethos and culture (the way we do things?)

Look at and reflect on the school vision (have it on a handout).

Does it align with our values?

## Slide - 5 Reality Check

Our values are where we **actually** spend our time, energy and money.

We can be as philosophical as you like but this is the reality.

We need to be real.

If family is important am I there enough, living my life with them as my priority? Same can apply to fitness and health.

This is where the personal stress comes in when our values and how we are living, become pulled in different directions.

**How do you decide where you spend your day?**

**Are you living by your own values?**

## Slide 6 - Why Values?

We are always happiest when we are living our best selves.

Doing this means being true to ourselves and living our values.

This often requires courage.

Be true to yourself. Live in line and according to your values.

Going against or not being in tune with our values is a route to unhappiness.

When we are short tempered and or nasty, but we are generally kind and compassionate because they are our values, we feel less than our best.

**Scenarios**

So you hear a colleague gossiping AGAIN about another colleague – what do you?

A parent walks in and takes a teacher apart or takes you apart. What can you do?

What have you to hang it all on? It is our values we fall back on to give us our moral courage.

This goes for holding ourselves and others to account.

Knowing what we stand for is crucial if we are to live it.

## Slide 7 - What does my best self, look like?

**Activity - Personal Reflection for whole staff - 2 mins**

It is helpful if we see self-care as a part of the way we do things, embedded in our ethos and culture. It cannot be seen simply as an add on. It must be to be nurtured by **us all.**

Stressed Self - never our best self.

What words would you use to describe yourself when you are being the best version of you?

At your best what values are you exhibiting?

Take feedback.

## Slide 8 - What are Your Core Values?

Personal Reflection to start – 1- 2 minutes

What are your own core values?

Top 5 Do they meet the basic needs?

Are they aligned to your school’s values?

What happens when personal and professional collide?

(Love, Kindness, Truth, Respect, & Laughter)

We like ourselves most when we are being our best selves

What does that look like?

C**alm, Patient, Approachable, Authentic, Honest, Patient**

For a few moments self-reflect, make a list and then we will take some feedback.

## Slide 9 - Our School’s Core Values

Staff were all asked in the last session to submit their top 5 values.

Committee may have collated these and if so an opportunity should be given to discuss the top 5 and see if the majority are happy to adopt these or wish to add or remove any.

Are your values aligned to those of the school?

Is there a clash?

Maya Angelou - greatest virtue is courage - moral courage.

What happens when there is an obvious case of unacceptable behaviour? Is it surfaced?

Would our values include?

* Trust
* Respect
* Kindness
* Courtesy
* Fairness
* **Courage\*\*\*** - (to speak out, listen and be heard!)

What else might they include?

Are our values put into action? Do we model them?

Where’s the evidence? What does that look like?

## Slide 10 – Let’s Consider our Actual Values

10 - 15 Minutes staff discussion - Record - Whole staff discussion with flip chart OR break into groups and feedback to staff. Give it the time it takes as it is a hugely important.

What are the values we want to be known for?

 How many do we want? How many would be enough?

Are values known, understood and accepted by whole school community?

What actions are needed to make this a reality? (Who, How and by When?)

How are we on teaching & modelling the agreed values to our pupils? Can we do better?

Do we agree these are the values on which we hold one another to account?

**Record the agreed values**

How are we when the going gets awkward & tough?

Would an agreed conflict solving structure be helpful?

LESS IS BETTER.

## Slides 11 - Scenarios for Stress Testing your Values

Do they stand up under pressure? Do they serve to give us moral courage and a rationale for our actions?

How are you going to live your values?

Living your values takes courage. It can make you unpopular.

Let’s have a look at some scenarios.

Who is responsible for holding to account?

**Scenario 1: Gossip/Language/Reputational damage/Dignity At Work**

A member of staff comes into the staff room, clearly very annoyed and proceeds to, yet again, give out reams about another member of staff. The language being used and the whole situation is making you uncomfortable.

**What do you usually do? What can you do? What will you do? Who is responsible for holding to account?**

## Slides 12 - Scenarios for Stress Testing your Values

Do they stand up under pressure? Do they serve to give us moral courage and a rationale for our actions?

How are you going to live your values?

Living your values takes courage. It can make you unpopular.

Who is responsible for holding to account?

**Scenario2 - Trust, Professionalism, Punctuality**

A member of staff is, yet again late. He does not have a mainstream class and feels he can, even after arriving late, go to the staff room and take his time before starting work.

**What do you usually do? What can you do? What will you do? Who is responsible for holding to account?**

## Slides 13 - Scenarios for Stress Testing your Values

Do they stand up under pressure? Do they serve to give us moral courage and a rationale for our actions?

How are you going to live your values?

Living your values takes courage, can make you unpopular

Who is responsible for holding to account?

**Scenario 3: Leave, Rights, Roles & Responsibilities**

You have a routine appointment with the dentist and you want time off? It is questioned and then refused.

**How will you feel? How will you manage your feelings?**

**What can you do? Who should be held to account?**

**Expectation, Context and Role - hugely inform the opinions**

## Slides 14 - Scenarios for Stress Testing your Values

Do they stand up under pressure? Do they serve to give us moral courage -and a rationale for our actions?

How are you going to live your values?

Living your values takes courage. It can make you unpopular

Who is responsible for holding to account?

**Scenario 4: Class Preference**

You have been given the toughest, or perceived toughest class in the school. You did not get your first preference last year either. Less senior members of staff have received ‘nicer’ options.

**How are you feeling?**

**What can you do? What will you do? Who should be held to account?**

## Slide 15 - Quote – Maya Angelou

“People will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

**Momentary reflection.**

* Do we agree with this?
* How do we want to be remembered?

## Slide 16 - Vision vs Mission

This is worth differentiating.

They are easily confused.

Vision is inspirational and extends your mission to an ideal and aspirational future.

Mission is factual and defines your purpose.

## Slide 17 - Vision vs Mission (want vs will)

How do we tell the difference between vision and mission?

Both should be short and punchy.

**Vision inspires and reflects our values**

Vision says what we want and aspire to do.

Vision Statement – examples.

Google (want) “to provide access to the world’s information in one click.”

US Railroad Co. Safest, most customer focused and most successful transportation Co. in the world

**Mission is factual and says ‘we will’**. It states what we do & how we do it.

Mission statement examples.

Google (will) “organize the world’s information and make it universally accessible and useful.”

USA Tennis Association will ‘promote and develop tennis in the USA’

## Slide 18 - Powerful Vision Statements

Other examples of powerful vision statement:

* Harley Davidson: To fulfil dreams through the experiences of motorcycling.
* Disney: To make people happy.
* Instagram: Capture and share the world’s moments.
* Hotel Europa: Ladies and Gentlemen serving Ladies and Gentlemen

Now think about your school’s vision.

* Does it measure up?
* Does it have an impact?

## Slide 19 - Out School Vision

**Questions thinking of your own vision statement answer the following:**

How vibrant is our vision?

Is our vision in action?

Does it need a dusting off and a rigorous overhaul or is it spot on?

Is it visible in action and on walls?

Do parents know it and quote it?

Do the children know it?

Is your vision magnetic, compelling, inspiring and exciting?

Look at the values you prioritised. Do they inform the vision and are they reflected in it?

Is the vision theory or practice?

* Is it known?
* Are you living it?
* Can it be felt?

What needs to happen to make it come alive?

What action is needed?  **Record it.**

**Staff Discuss - 10 Minutes**

 **‘Red Bull’ our Vision - give it wings!**

## Slide 20 - Are we meeting the Needs?

This is a recap before we come to the results of the survey. It useful to revisit this as it is core to the survey analysis.

**MEETING NEEDS - WILLIAM GLASSER Vs MASLOW**

**Personal and Collective Take Away**

Why do you come to work – survival- money-food?

What else- belonging, social aspect, make a difference?

How do we meet needs in our pupils/ children, food, love, value?

Let’s take a look at what we know about needs and how crucial they are to our emotional wellbeing.

**Our own personal needs-how well they are being met-trigger our feelings and our behaviour?**

**How well are you meeting your basic needs?**

**Talk through slide**

Now transfer that to school, classroom and staff room.

Is your school a need fulfilling environment for all?

Glasser’s x 5 Basic Needs - Inventory

## Slide 21 - Survey Feedback & Matters arising

**Our Survey said…**

The results of the survey can be filled in here in the last column and scored to the nearest 10. This can be done ahead of the session or as session unfolds. But do what best suits your own unique circumstances.

Give staff time to read and reflect and if it is comfortable or safe to do so allow comment

## Slide 22 - Addressing Matters in Survey

What is the survey telling us?

What are we going to do about it?

## Slide 23 - Matters Arising in the Survey

The examples given in this slide can be substituted for your own unique issues.

This slide however, gives guidance on how the layout can be used to address perceived issues and reframed and highlighted from the point of view of others. Walk a mile in someone else’s shoes.

Give time to discussion and avoid rushing.

**EXAMPLES – AREAS FOR TEASING OUT & DISCUSSION**

**(These arose in other schools)**

* **Trust**
	+ Leave/Time off (no real discretion - head vs heart)
	+ Toilet Break - Is there someone with your class? - **SAFETY/ INSURANCE**
	+ Punctuality - Professionalism, Collegiality
	+ **Gossip - Personal dignity & reputation**
	+ Language
	+ Confidentiality – What does this look like?
* **Roles, Rights & Responsibilities**
	+ e.g. Class Preference – sole responsibility of the school leader – but always best practice to try and get preferences and over a number of years ensure staff feel they have got what they requested.
* **Fair play**
	+ Even treatment & recognition
* **Feedback and Valuing** – Is this the sole responsibility of the Principal. DO we all have a role to play in fostering a culture of encouragement and valuing

## Slide 24 - Recap on Checklist - Next steps

**Need to take stock. What can we tick off and what still needs to come in this process?**

DRaW committee - representatives across all roles in school

Conduct workplace survey

Link results to needs - Identify gaps

Identify areas for improvement - daily, weekly, monthly and yearly.

Clearly identify values - easier then to hold to account

Make values known - whole school community

Strengthen vision if appropriate and align with values

Committee look at simple mechanism for addressing conflict to bring to staff

What procedures are in place if a formal route is decided upon?

Go through Draft DRaW Policy

Look at draft Charter and what might need to go into a 1-page document

Mechanism for conflict resolution supplied

BoM ratification

Wider school community involved

Organise next whole staff session - date

**Key areas to address before Session 6 might include -**

* Sending the staff a copy of the agreed values and vision adopted or if there is more work to do on them ensuring it is completed.
* Sending a sample copy of the informal mechanism for addressing conflict to all staff.
* Sending all staff draft copy of proposed charter and policy with proposed rights and responsibilities.
* Request feedback on above by xxx.