Tapping Primary School

BY BILL BOYLAN

Ponder

What does your teacher think is important?
(Culture)

What Messages Are You Really Sending?

❑ How would teachers answer this question about you?

❑ How would parents answer this question about your school?

❑ What would children say about their parent's attitude to school?

❑ What is your school vision?

❑ What do you stand for?

❑ Are we preparing kids for a democratic society or a dictatorship?

Play Is The Way

At Tapping we believe the "Play is the Way" philosophy is the most effective way to develop Emotional Intelligence (EQ); focusing on the skills of self-awareness, self-management, social awareness and social management.

We aim to put students in control of their thoughts, feelings and actions.

Develop self motivated learners.

Question:

If you rated the importance of academic learning compared to social/emotional learning, what percentage would you give it?
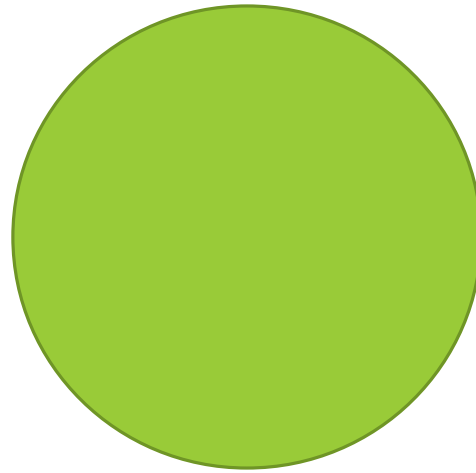
Personal and Social Capability

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

SEL & Academics

What teacher has not seen a student's ability to concentrate in class regularly undermined by emotionally upsetting situations occurring inside or outside of school?

SEL & Academics

A recently completed research synthesis of 270 SEL programs found that SEL interventions significantly improved students' attachment and attitudes towards school while decreasing rates of violence/aggression, disciplinary referrals, and substance use and anxiety.

(Weissberg et al, manuscript in progress).

SEL & Academics

❑ The influence of social and emotional factors on learning is confirmed by other studies, as well.

❑These experts concluded that directly influencing the psychological components of learning is an effective way of changing how much and how well students learn.

Letter Written By A Holocaust Survivor:

My eyes saw what no person should witness: gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot by high school and college graduates. So, I am suspicious of my education. My request is: help your children to be human.

Educated People Without A Moral Compass.

Failed by parents and the education system. If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.

—Daniel Goleman

Modelling

I told you once I told you a thousand times

When it comes to social/emotional learning, modelling is everything. We cannot equip students with the importance of manners unless we use them ourselves.

If we develop power-based relationships, expect kids to do the same.

Reflection

- Think about the best teacher in your school. One who really stands out. What separated this teacher from the others?

- How does this teacher do it? What specific strategies?

- Do you call it when you see it?

The Golden Rule

"Treat others the way you want them to treat you."

Filter

Self-motivated learners

Behaviour Education And Self-Management

"Behaviour is shaped by the sum total of regular and frequent lessons that create small but meaningful changes over a long and sustained period of time."

Think English/Mathematics

Traditional Behaviour Management:

- Relies on rules
- Imposes punishment on students
- Rewards students for appropriate behaviour
- Punishes students to make them obey rules (Obedience)
- Reactive
- Can create resentment and/or rebellion
- External motivation (Teacher controlled)

"Each time you coerce someone into doing something by using your power of authority, you deprive that person of an opportunity to become more responsible"
Dr Marvin Marshall

Behaviour Education & Self-Management:

- Teachable moments (educate)
- Raises responsibility
- Encourages reflection/self evaluation
- Help-not hurt
- Empowerment of decision/Democracy
- Self-management - Self-control
- Eliminates power struggles
- Creates a positive learning environment
- Proactive – already prepared for dealing with disruptive behaviours
- Internal motivation (self-controlled)

Games

❑Develop pro-social behaviour.

❑Create a shared body of experience that is used to build relationships.

❑Highlight the benefits of managing emotions and working together.

❑Develop optimism and the ability to bounce back.

❑Encourage self-motivation and the ability to persevere.

❑Initiate a process of self-awareness and discovery in children.

❑Create a positive tone and school culture.

Games – Left hand/Right hand

❑Games are a controlled event.

❑They can put students in situations where they feel anxious and learn to use strategies to work through the anxiety rather dealing with anxiety after the fact.

❑Teaches other students how to help/develop empathy.

Alphabet

Games give students the opportunity to put virtues in action rather than just talking about them and completing a worksheet.

Manners

❑Every teacher will focus on the acknowledgment and reinforcement of good manners in our community.

❑We believe manners are the lubricating oil of a community.

❑Manners are simple things like saying "Please", "Thank You", knowing a person's name and asking them how they are.

❑Manners create the tone and culture of a school.

Self Control Checklist

Teachers must talk in a way that allows students to reflect not react and should behave in ways that allows students to accept not defend.

Self Control Checklist

Every teacher will use a common language approach as part of our BESM policy

❑Right or wrong thing to do?

❑Strong decision or weak decision?

❑Feelings or thinking in charge?

❑Being your own boss or asking me to be the boss?

❑Are you running away from the problem or dealing with it?

❑Am I trying to hurt you or help you?

Are You Ready – Code Switching

☐ Students set a personal goal for the day.

☐ Discuss goal with the class

☐ Student: ***"I'm ready to ….(states goal)".***

☐ **Students code switch**. They know that when they enter the classroom there is an expectation that they are ready to pursue their goal, to switch onto learning.

☐ Throughout the day the teacher will ask students to restate their goals.

☐ The class respond if the student is working to achieve the goal.

Life Raft

Life Raft concepts serve as an effective moral compass provided they have been adequately explored, understood and embedded.

The aim of Life Raft is to make the expression of each concept an entrenched, lifelong habit of behaviour.

The 5 Key Concepts

Treat others as you would like them to treat you

Be brave-participate to progress

Pursue your personal best no matter who you work with

Have reasons for the things you say and do

It takes great strength to be sensible

Scenarios

Removal of Punishment And Rewards

Self-motivation, in being a virtue, must be a deeply entrenched habit of action. It cannot be an action that waxes and wanes in response to the inducements being offered.

Research also clearly states the same detrimental affects of trying to manipulate student behaviour using punishments. Behaviour should be treated in the same way as we look at the teaching of Mathematics or English.

Would You Go To A Doctor That Behaved Like That?

When it comes to the implementation of rewards and punishments, it seems unnecessary to keep up with the latest research or to act upon irrefutable evidence that has been documented over a sustain period of time.

It is an area where a teacher's opinion and how they have always done things overrides well founded research.

Turning Kids Into Liars

The strength of your relationship

Relationships

If you have strong relationships with children, they will be open to your influence. They will listen to your words without the need for threats or coercion.

Praise

Inflated language is a major contributor in the rise of narcissistic children.

Praise

- Using words like, "That was *awesome!*" "*Fantastic* work!" "*Brilliant* effort!", is damaging to students.
- When was the last time you did something that could be classified as "Awesome"? The use of praise is excessive and unwarranted.
- Give <u>feedback</u>, not praise and use "Because…

Rewards Verses Awards

Is there a difference?

Reflection Process

Reflection-Repair-Restitution

"The effect that my behaviour has on myself and others.''

Removal/Re-Entry Procedure

This involves the student identifying the weak decision, identifying the strong decision that he/she should have made, how the class will help the student, student identifies the virtue he/she need to work on and why.

Bystander Behaviour

Something or Nothing

Reflection Process

❑The intent of this process is to raise empathy, build self-awareness, encourage self-respect and maintain mutual respect.

❑The student then has the opportunity to reconnect with the community.

❑It is holistic because the process involves all stakeholders (active involvement).

❑The process is done *with* the student and not ***to*** the student.

Green slips

Time Release

1. Who did you play with?
2. What game did you play?
3. What was the name of the teacher on duty?

Feel good to do good?
OR
Do good to feel good?

Restitution

❑Restitution is a means for someone who has done wrong to accept responsibility for what they have done and make amends.

❑Restitution lets the community see that the transgressor is sorry for what they have done and that he/she is willing to do something of assistance and value to the community to earn back their trust.

Restitution Activity Must Comply With The Filter Below

1. Respect the dignity of the perpetrator.

2. Be visible to the class community.

3. Be practical and easily supervised.

4. Be of service to the target or the community.

5. Have meaning for the target.

AUTHORITY DEPENDENT – Feelings in charge	INDEPENDENT – Thinking in charge
Makes weak decisions	Makes strong decisions
Needs reminding to stay on task/complete tasks	Keeps working even when teacher not looking
Does the right thing when someone is watching	Starts work without being prompted
Does the right thing when getting something for doing it	Does the right thing because it is the right thing to do
Relies on praise/rewards/attention to be motivated	Is self-motivated and does not require praise/rewards/attention from others
Does not consider how behaviour affects others	Considers how own actions may affect others
Needs the teacher to be the boss	Is his/her own boss
Does not 'code switch' (adjust behaviour to different situations/contexts. E.g. being quiet in a library	Able to 'code switch' in a variety of situations
Needs reminding to look after belongings	Takes care of own and communal property
Needs regular educating about own behaviour	Understands and consistently engages appropriate behaviours
Unable to stop doing the wrong thing without teacher intervention	Listens attentively and respectfully to others

It is Ok to Tell (dobbing)

Is telling helping or hurting?

GPS

Code switching: Students sit in a circle and switch to appropriate behaviour.

Question: Active minds-general question- think/pair/share-optional

Issue: Reinforce hurt/help message

Individual response/s: Weak or strong decisions

Student feedback: Talk directly to student/group-feelings focus

Response from student: "I acknowledge your comment". (If student focused)

Strategies: Think/pair share, class strategies, individual strategies documented.

What makes student a valuable member of the class? (If student focused)

Virtue focus: What virtue needs to be worked on (think/pair/share)

Validation

Question: Knowing me knowing you-personal question

Ultimate Community Role model (Leadership roles)

The junior primary VIRTUES are: **Courage, Friendliness and Good manners**.

The middle/upper VIRTUES include the three identified in the junior classes and three more which are: **Persistence, Compassion and Tolerance**.

The aim of the program is to get students to demonstrate and practise these VALUES until they become a *deeply ingrained habit of action* or a VIRTUE.

Acknowledging Effort

Parents believe that it's unrealistic to expect kids to give 100% every time they complete a task so they are okay with a child giving 70%.

In fact they believe giving 100% all the time is exhausting and leaves them feeling deflated and is an unrealistic expectation.

The opposite is true.

NEWSLETTER No 16, 19 October 2017

The term "personal best" is often associated with the achievements of sports stars. In fact, if we watch sport and believe an athlete is not giving everything for the team we support, we find this frustrating and often ask, "Why be out there if you're not going to try?" No team or supporter would tolerate an athlete that does not go out and give his or her personal best. Therefore, I'm puzzled that this same principle is often not expected by parents for their children when they come to school. A survey by Dr James Middleton sent to parents across 500 schools in the United States found that most parents were happy if their child came to school and gave at least 70%. So, these parents are ok with their child leaving 30% of their effort outside the classroom every day of their school life for more than 12 years. I had to ask myself, "Why do these parents set the bar so low for their children? Why do they not want their children to always give their personal best every time they complete a task? Why is near enough good enough?" Would an employer give a person a job if they said at interview, "I promise to always give your company about 70% of my effort".

Work Sucks

How often does your child hear you talking about how work sucks?

Meaningful Conversations

You cannot have meaningful relationships without meaningful conversations.

Weak Friends or Strong Friends?

Sometimes kids need to suffer!

I Don't Care

If we try not to say "I don't care" we discover better things to say.

Faith In The System

Would you feel comfortable when going in for an operation if a friend just told you that the surgeon was hopeless and does not know what he/she is doing?

Develop Empathy

❑ Empathy is actually a learned skill – something many people don't realise.

❑Previous research has found that teaching this skill to children makes them more emotionally and socially competent.

❑Importantly, it also reduces bullying.

Quote

"In order to be truly empathetic, children need to learn more than simple perspective-taking; they need to know how to value, respect and understand another person's views, even when they don't agree with them."

Rick Weissbourd, co-director of the Harvard University, Making Caring Common Project

BESM Framework

❑ A school community must have a strong culture in order to meet challenges that threaten its fabric.

❑ A slide in culture doesn't just change overnight, it gets diluted over time.

❑ We need to rigorously pursue and consistently implement all elements of our BESM policy.

❑ Honest self-assessment against the framework will ensure that there is not a slide in our culture and commitment to BESM.

Rescue Verses Support

We need to know the difference

Off You Go, Have Fun!

Problem?

Boring

Something you can do very well with little effort.

Real meaning: I can't do it, I don't want to do it.

Yet

When our children use 'yet', with no prompting- job done!

Remember even if you are on the right track you'll get run over if you just sit there.

Junior Junky

I will tell you a true story

And I assure you I'm no liar

But I'm a hopeless addict

And the teacher is my supplier

Now when I first started school

I wouldn't say I was defiant

A better word to sum me up

Would be totally self reliant

But this was not the case for my teacher

I soon found out where he stood

He felt he had to give me a hit

To make himself feel good

But I was not distracted

And I didn't care one bit

That every time I did something I was proud of

The teacher gave me a hit

The teacher hit me up relentlessly

Sometimes I hardly had to try

But the longer the teacher persisted

The more I relied on the supply

I focussed less on what I had to do

And tried everything to score

I figured out that pleasing the teacher

Was the best way to get more

I pretended to work really hard

When the teacher was near

I complemented others in my class

But only if the teacher could hear

Then I started to put others down

If they were getting hits in front of me

I tried every trick in the book

To get to the top of the teachers' tree

It was an exhausting battle

As against others I was pit

But I struggled on relentlessly

Always looking for the next hit

Now remember at the start

I said I was self reliant

Well now if I don't get my hit

I become angry and defiant.

Now to get me to do anything

I require a standing ovation

I want written on my gravestone

Rest in peace self motivation

Bill Boylan

Principal

Tapping Primary School