

Building Community: Promoting Relationships Virtually and In Person

Promoting Collegial Relationships



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Community Agreements

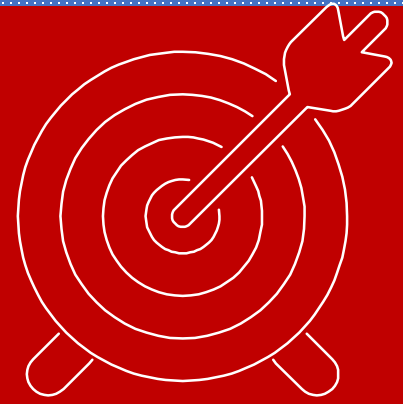
- **PD will begin and end on time**
- **Be present and engaged**
- **Be willing to share**
- **Solution-oriented discussion**
- **Assume good intentions**



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Learning Targets For Today



- **Deepen understanding of collegial relationships to promote positive school climate**
- **Discuss ways you can align and model practices and strategies with staff**
- **Become familiar with available resources**
- **Learn from one another**



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Systemic Implementation



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Relationships and School Climate

How do collegial relationships impact school climate?



Why Staff Relationships Matter

- Promotes conditions for teachers to develop their teaching practice and skills
- Models for students what strong and positive relationships look like

“If the relationships between administrators and teachers are trusting, generous, helpful, and cooperative, then the relationships between teachers and students, between students and students, and between teachers and parents are likely to be trusting, generous, helpful, and cooperative.”

**-Roland S. Barth,
Founding Director of the Principals' Center at
Harvard University**



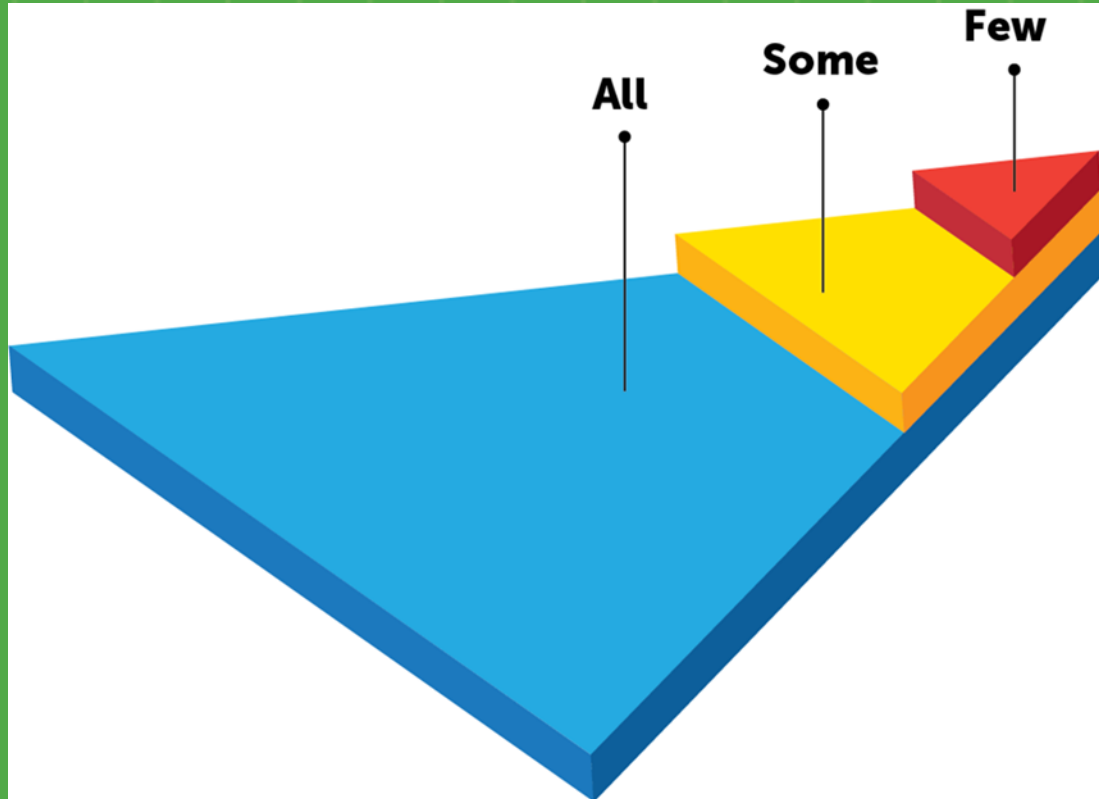
What we mean by Relationships



Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support.



Continuum of Supports



Tier 3:

Indicated interventions that are intensive and individualized or a **few** students (3-5%)

Tier 2:

Selective strategies and interventions for groups of **some** students (10-20%)

Tier 1:

Universal, preventative, proactive strategies for **all** students



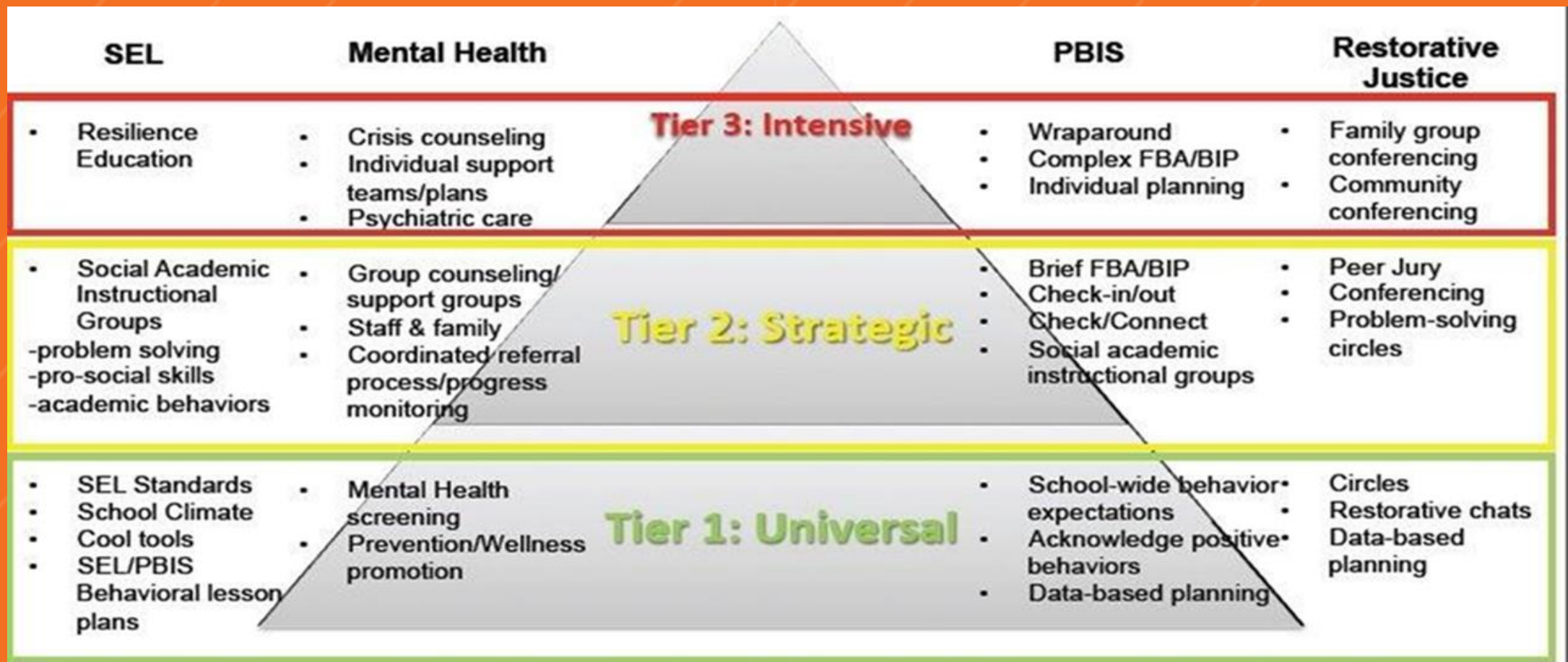
Strategies

Modeling Student Initiatives/Strategies/Practices
Fair Process
Embedded Collaboration



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Modeling Student Initiatives



Using Restorative Practices with Staff

What happened?

What happened (in the lesson)?

What were you thinking of at the time?

*What had you planned to happen in the lesson?
How did it go?*

What have you thought about since?

What reflections do you have now?



Using Restorative Practices with Staff

Who has been affected by what you have done?

Who was impacted by the lesson? Who wasn't?

In what way have they been affected?

*In what way have the students been impacted?
Or why were some students not impacted by the lesson?*

What do you think you need to do to make things right?

*What could you do to improve the lesson next time?
How can I support you in that?*



Poll

What is most important to you about a decision?


- A. Being able to share your thoughts before the decision is made**
- B. A clear description of the process used to make the decision**
- C. A clear explanation of precisely what was decided and how it will impact me**



Fair Process

Key Features of Fair Process:

- **Engagement:** involving stakeholders
- **Explanation:** transparent decision making
- **Expectation Clarity:** what was decided and how it will impact those involved

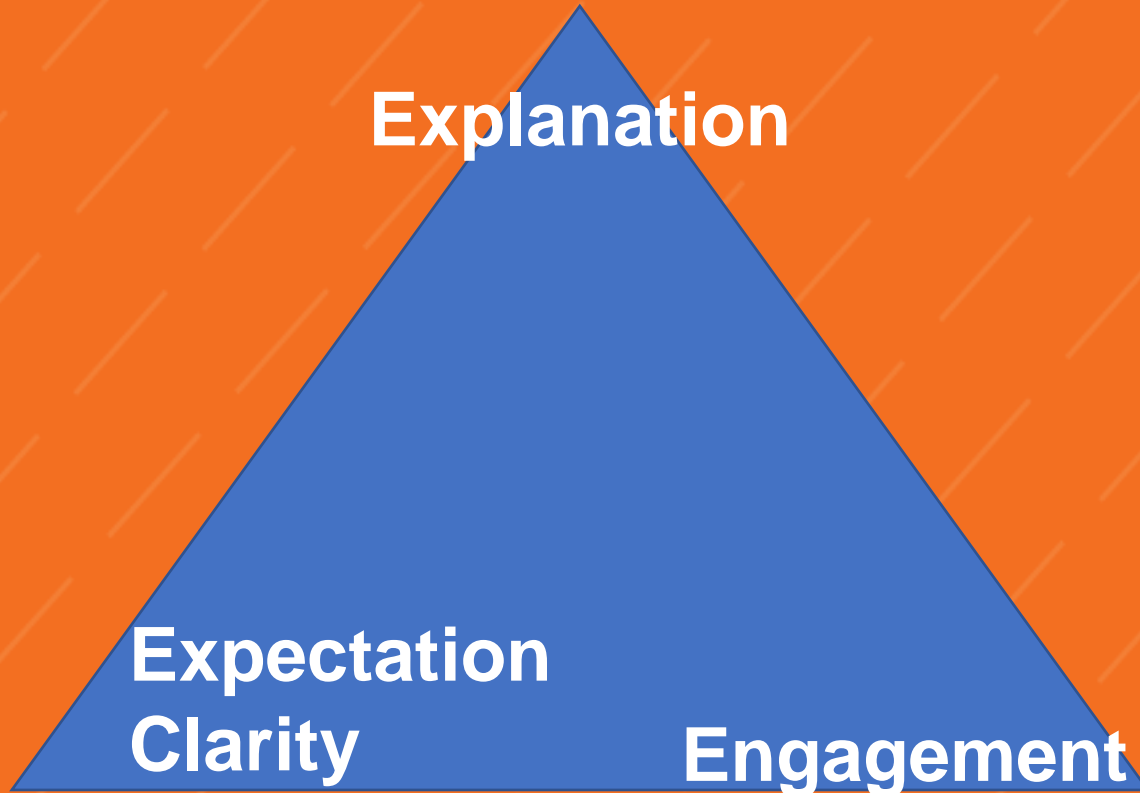


“...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when fair process is observed...”

(Kim & Mauborgne, 2003).



Fair Process in a CRISIS



Practice Example

The Board of Education recently made a decision revising the start and end time of your school buildings. Identify the ways in which the Board could have used Fair Process in the revision of the policy.

Engagement: involving stakeholders


Explanation: transparent decision making

Expectation Clarity: what was decided and how it will impact those involved



Embedding Collaboration

Traditional models, in which “departments” are maintained as separately as the students they serve, result in reduced collaboration and trust, thus the separate systems typically require more support personnel

	Practices in Place
	Multi-disciplinary teams meet regularly (grade level, special education, support services, etc.)
	Teachers have common planning periods (including time with special education colleagues and other specialized supports).
	All teachers serve students regardless of their assigned grade level or department level.



Collaboration, Alignment, and Supporting Staff



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Wrap Up

- **Collect Data**
- **Outline initiatives, practices, or strategies, you are doing with students**
- **Support collaboration and clear communication!**



PD On-Demand PLAYLIST

BUILDING COMMUNITY – PROMOTING COLLEGIAL RELATIONSHIPS

DIRECTIONS: Read an article, watch a video and try an activity of your choice from the list below. Feel free to go big and read them all if curiosity and time permit!

Read

Read one or more articles

- [Stories from the Field: Cultivating relationships through administrator actions](#) - Richard Fournier, Mariangely Solis Cervera, Katie Buckley, & Akira Gutierrez| Transforming Education
- [Improving Relationships Within the Schoolhouse](#) - Roland S. Barth| ASCD Educational Leadership
- [Building Teacher Collaboration School-wide](#) - Micki M. Caskey, Jan Carpenter| Association for Middle Level Education
- [The Power of Teacher Collaboration](#) – Lily Jones, Teaching Channel
- [Cooperate or Collaborate?](#) - Zachary Herrmann, ASCD
- [Teacher Collaboration: How to Approach It In 2020](#) – Schoology Exchange

Watch

Watch one or more videos

- [00:08:21] [The overlooked importance of teacher to teacher relationships](#) - Peter Ulrich / TedEd Educator Talks
- [00:05:38] [Collab Lab: An Experiment in Leadership and Growth](#) - Michael Podraza, Principal at East Greenwich (Rhode Island) High School / Edutopia

Extend Your Thinking

Activities to implement

- [Building Staff Rapport with Flash Lessons](#) - Brian Kulak, Edutopia
- [Strategies Used by Principals to Develop Professional Learning Communities](#) - American Institutes for Research (AIR)
- [00:01:00] [60-Second Strategy: Stand-Up Meetings](#) - Philadelphia Performing Arts Charter School / Edutopia
- [Framework for Assessing Teacher Collaboration](#) – National Center on Time & Learning

Reflect

Reflect on the following questions

- What are your strengths? What are you already doing that supports relationship building?
- What did you learn? What are opportunities to strength your practice?
- How will you transfer your new learning to your practice?



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Upcoming Opportunities

- **January 25, 2021**
 - **Building Community: Forming Connections, Community, and Authentic Relationships WITH Students**
- **February 1, 2021**
 - **Building Community: Teacher-Family Partnerships for Student Learning**



THANK YOU FOR JOINING US!

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