



Top 20 Teachers and Students Create a Culture of Safety and Trust

Category: Creating a Culture of Learning

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Creating a Culture of Learning

Duration: Full workshop – 2 hours

Desired Outcomes:

Participants will...

- Realize the importance of creating a culture of safety and trust in order to develop the potential of students and staff.
- Identify four components that create a healthy and effective school culture.
- Be able to assess the degree to which these components are present in a culture.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in this Binder:

- Attendee Handouts:
 - Workshop Agenda
 - Attendee Notes
 - Activity Packet: Top 20 Teachers Create a Culture of Safety
 - Certificate of Completion
 - 3-2-1 Evaluation Form
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Culture: Choosing the Energy We Bring
2. Job #1: Help Others Succeed
3. Communicate “You Matter”
4. Honor the Absent
5. See the Problem, Own the Problem
6. Assessing Our Culture

Subtopics:

- 1. Culture: Choosing the Energy We Bring**
 - a. Bringing Positive or Negative Energy to Positive Situations
 - b. Bringing Positive or Negative Energy to Negative Situations
- 2. Job #1: Help Others Succeed**
- 3. Communicate “You Matter”**
 - a. Help Others Succeed
 - b. Listen to Understand
 - c. Value Differences
 - d. Practice 4-at-the-Door
- 4. Honor the Absent**
 - a. Be a Problem Solver
 - b. Keep Your Lake Clean
 - c. Treat Everyone’s Name as Sacred
 - d. Say, “OK” or “I Hear You”
 - e. Say, “Ouch”
 - f. Practice the 2-out-of-3 Rule
- 5. See the Problem, Own the Problem**
- 6. Assessing Our Culture**

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in boldface show the approximate total time needed for that topic, while times not boldfaced show the approximate amount of time a video, discussion, reflection, or activity will take within that topic.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-4	10
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	4	
Topic 1: Culture: Choosing the Energy We Bring		
“Culture: Our Choice” Video Clip	5	(1:15)
Discussion Point: Positive or Negative Energy	6	(5)
Topic 2: Job #1: Help Others Succeed		
“Help Others Succeed” Video Clip	7	(3:04)
Discussion Point: Help Others Succeed	9	(4)
Reflection: How Can I Help Others Succeed?	10	(4)
Topic 3: Communicate “You Matter”		
“Communicate ‘You Matter’” Video Clip	14	(3:00)
Discussion Point: Listening Communicates “You Matter”	15	(3)
Discussion Point: Valuing Differences	16	(5)
“4-at-the-Door” Video Clip	19	(3:07)
“‘You Matter’ Makes a Difference” Video Clip	21	(1:24)
Discussion Point: How Can We Communicate “You Matter”?	23	(4)
Break		
Topic 4: Honor the Absent		
“Honoring the Absent” Video Clip	26	(0:55)
Discussion Point: The “Feel” of Honoring and Dishonoring the Absent	28	(3)
“Thin Ice” Video Clip	29	(2:20)
Discussion Point: “No Dumping” or “Dump Here” Signs	40	(3)
“2-out-of-3 Rule” Video Clip	58	(1:55)
Discussion Point: Practicing 2-out-of-3	59-62	(5)
“3-out-of-3” Video Clip	63	(1:20)
Discussion Point: Applying Honor the Absent	67	(4)

Topic 5: See the Problem, Own the Problem	69-75	7
“See the Problem, Own the Problem” Video Clip	70	(1:56)
Discussion Point: Seeing and Owning the Problem	72	(4)
Topic 6: Assessing Our Culture	76	5
Activity: Assessing Our Culture	76	(5)
Closing Thoughts	77- 83	10
Activity: Action Plan	80	(5)
Discussion Point: Session Take-Aways	81	(4)
Total of 2 hours (not including break)		

Helpful Tip! This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 16



Discussion Point: Valuing Differences

Allow 5 minutes for this discussion.

One of the most powerful ways that we can Communicate “You Matter” is to value differences. Each person comes into our school as a unique individual. When we appreciate or value that uniqueness, we communicate to that person that he or she matters.

A man once said that when he came to work each day, he left himself at the front door. He felt that when he went into the workplace, he was expected to think like everyone else, to see things the way everyone else did, and to not ask questions when something didn't make sense to him. What a loss that is to a company if everyone is to be the same.

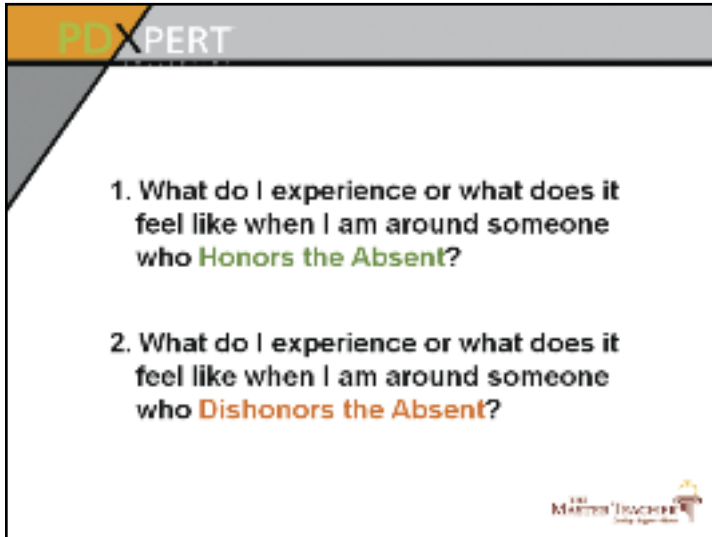
If we are going to be an effective team, we need people who are different—people who have different ideas and experiences, people who have different skills and can do different jobs, people who can see things from a different point of view.

Think of it this way: once we have a common mission, the greatest value we bring to each other is our differences. We don't need two of me. We need others who bring something different. That's the only thing that will make us a more effective team.

Discuss in your groups the degree to which differences are either valued or not valued in our school.

After three minutes, invite 2-3 participants to share their experiences with the larger group.

Slide 28



Discussion Point: The “Feel” of Honoring and Dishonoring the Absent

Allow 3 minutes for this discussion.

In your small groups, answer question #1 with one-word answers. After 30 seconds, I will yell out “switch.” Then answer question #2 with one-word answers. Begin.

After 30 seconds, yell, *Switch!*

I’ll bet almost every answer you gave to question #1 was connected to experiencing trust, feeling trust, or building trust, and every answer to question #2 had to do with violating trust. That’s why honoring the absent is so important. If we want potential in our lives or school to explode, if we are serious about creating a healthy and effective culture, then we have to be serious about building trust. Trust is the essential condition required for people to feel safe and be willing to be vulnerable. When we feel that it is safe to be vulnerable, we bring and offer our total self to each other. When that happens, our potential explodes.

Although trust is essential, it is extremely fragile. Although trust can’t be built instantly, it sure can be destroyed instantly. Paul and Willow are going to demonstrate this in a role play called “Thin Ice.”

Advance to the next slide to play the “Thin Ice” video clip.



Let's consider six ways by which we might Honor or Dishonor the Absent. They are ways by which we can thicken the ice and bring a gift to our entire culture.

The first is the difference between problem naming and problem solving. In the role play, when Paul was talking to Willow about Marcie, he was problem solving. He was trying to help Marcie feel more comfortable as she began her new job. But what if he would have addressed Willow in this fashion?: "You know, Willow, this new person Marcie is enthusiastic but just doesn't have any experience dealing with students like we have. Her classroom will be chaos in two weeks."

Does that sound like problem solving or problem naming? That's definitely problem naming. When we are problem naming, we are looking for an ally. We are looking for someone to agree with us. When we are problem solving, we are looking for a solution.

One thing schools don't need are problem namers. We bring no value to our workplace if we are problem namers. Our schools do need problem solvers. Why? Because we have all sorts of problems that need to be solved. If we are problem solvers, we bring a great deal of value to the workplace.

“Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. How can we get the essential points of this training to all employees so they can use their own power to help create a healthier and more effective school culture where safety and trust flourish?

2. Is there anything we could implement schoolwide regarding the four components of a Top 20 culture to enhance our overall effectiveness and develop our potential? Is there anything we want to communicate to the parents of our students?

3. How might we periodically assess our culture for the four Top 20 components?
