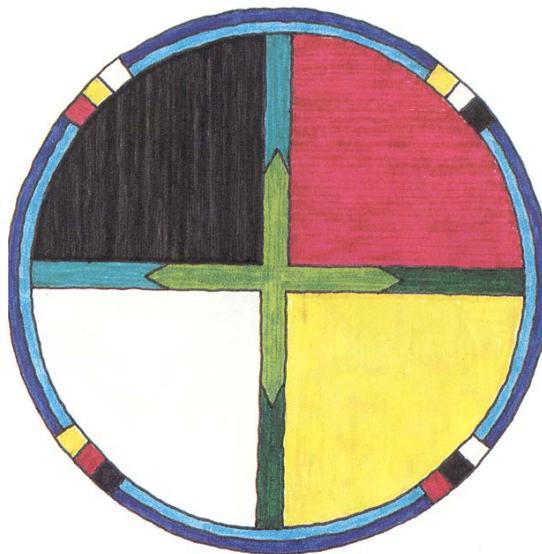


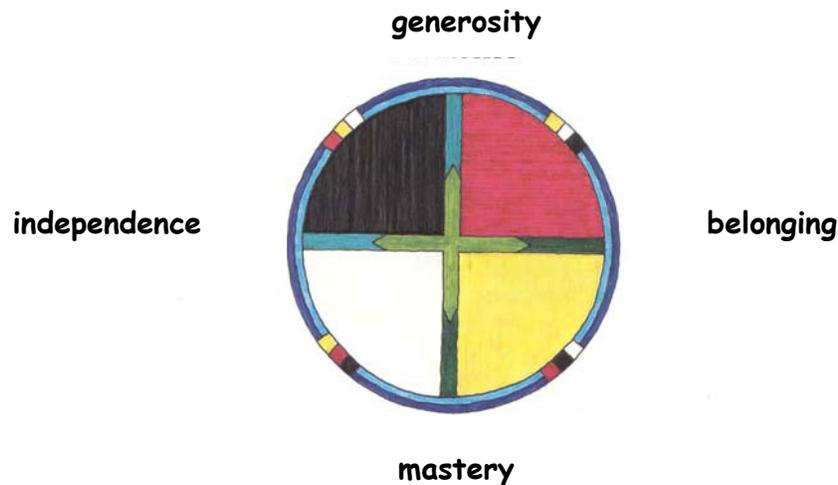
The Circle of Courage

Applications in the School or Preschool



Kym Brown and
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The Circle of Courage



Belonging

Human beings have a critical need to feel noticed, valued and protected by others. In traditional settings, young people were made to feel comfortable, welcome and important not only by their parents, but by the elders in the community. This met the need for attachment with trusted others built into the functioning of their brain.

"I fit in"

Mastery

Feeling confident and competent in solving problems, joining in with others and managing the immediate environment is crucial to every young person's survival. Having a spirit of mastery motivates the young to seek more skills and knowledge and be willing to fail or appear unskilled when trying new things.

"I can succeed"

Independence

Being independent means feeling in control of oneself and being able to exercise responsibility for self and actions. Young people with a spirit of independence are able to self-regulate their behaviour, think and behave with autonomy and make choices which enhance the wellbeing of the entire group to which they belong.

"I have the power to make decisions"

Generosity

Young people with a spirit of generosity feel empathy towards others and enjoy being of service to the groups to which they belong. They readily share their possessions and their expertise to assist others to be successful. They experience satisfaction when they know that have helped another person.

"I have a purpose in my life"

How Young People View Adults Who Meet Their Developmental Needs

Belonging

This adult accepts me, pays attention, listens, jokes with me, really likes me, treats me like they would their own kid.

Mastery

This adult understands me, knows what is going on, can talk with me, isn't easily fooled, can help figure out hard problems.

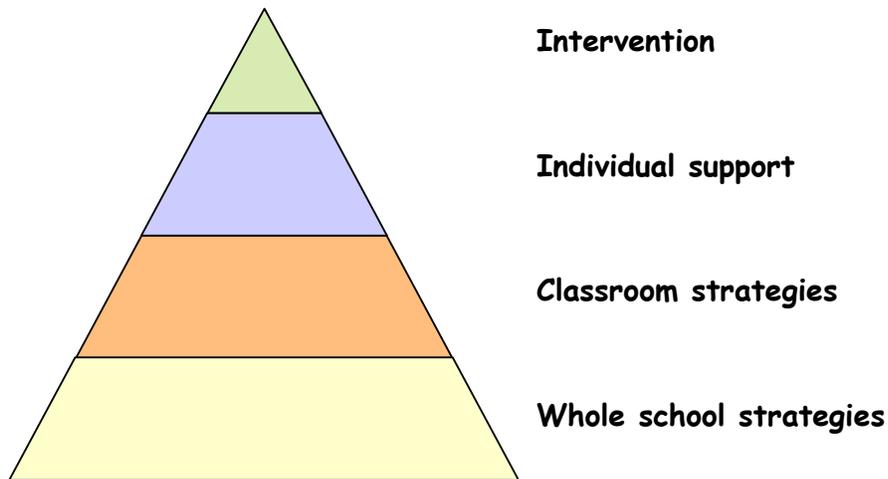
Independence

This adult respects my opinion, doesn't treat me like a little kid, is not afraid of me, has hope for me, and doesn't give up on me.

Generosity

This adult is kind and not mean, won't lie, never holds grudges, wants the best for me, would never hurt me.

The Pyramid of Success



Belonging

Building every learner's concepts about, and feelings of fitting in, feeling safe and being noticed (being a 'somebody').

Whole School

1. Have a new student shown around the school by another student who has recently been new to the school
2. Have a student voice strategy that provides all students with the chance to help determine the direction of the school
3. Encourage the wearing of uniforms as a sign of belonging to the school community - consider a staff uniform to compliment the student uniform
4. Make sure expectations are clear regarding four key principles:
 - nobody in this school is a nobody
 - problems are opportunities to learn
 - everyone is responsible for their learning and behaviour
 - no-one hurts and all try to help
5. Have a regular whole staff yard duty where staff and students interact in games and conversation
6. Have regular social events where caregivers and students have the opportunity to come in and meet staff on a less formal basis
7. Consider having class camps/activities (e.g. low ropes, Life Be In It) early in the year to foster belonging and cohesion
8. Have students involved in creating a positive peer culture across the school (through a student fairness committee or a nominal group technique approach)
9. Implement the FISH! Philosophy across the school
10. As part of the curriculum, have the whole school spend time exploring culture - indigenous cultures, cultural groups across the state and in the community, what it means to belong to the Australian culture, the school culture
11. Conduct a 'Belonging Audit' - ask parents/caregivers and visitors how welcome they feel when they come to the school, ask students how much they feel 'at home' when they are at school (e.g. do teachers other than their home group teacher ever smile and acknowledge them? Do other students treat them with respect?), ask TRTs and contract teachers whether they feel part of the staff team, etc. The audit could lead to a 'Suggestion Box' or a 'strategic planning exercise' around belonging.

In the Classroom

1. Smile and greet each student by name as they enter the classroom each day
2. Consider calling your class "Team" Or "The Team" to emphasise that all have a part to play
3. Encourage each person's ownership of the classroom by:
 - allocating personal spaces to demonstrate and display learning
 - ensuring each student has a role in the operation of the class

- using class meetings to make decisions about the class environment and the class program
4. Create a class collage to highlight one or two qualities each student brings to the group
 5. Provide feedback to each student at least once every two days about something you observed them doing that helped the 'team'
 6. Use claiming behaviour such as:
 - signs and gestures (thumbs up, high fives, winks)
 - relationship terms (mate, my good friend)
 - group greetings ('good morning, my class of champions')
 - nicknames (use only with permission and only names that are complimentary)
 7. Have a daily 'put up' circle - students pass on compliments/positive feedback about something they have appreciated from other students. Ensure all students receive at least two pieces of feedback.
 8. Use a 'star of the week' process to profile each student - have other students provide feedback and encouragement to that student
 9. Ensure that students have input to and the chance to agree to class boundaries/rules/expectations
 10. Use cooperative games to break up lessons and lesson blocks
 11. Invite the families of children in to the class as guests and to share aspects of their culture and their histories.
 12. Have children share experiences of situations outside of school where they belong to a particular group.

Individual Support

1. Spend time connecting with the child - quantity matters
2. Listen to the child with empathy - quality matters
3. Coach the child to learn appropriate social-emotional language so they can successfully connect with others (how close to stand, how to use eye-contact, when and how to touch, appropriate bids)
4. Encourage and provide opportunities for the child to mix with peers - don't single them out though.
5. Re-direct immediately when they use impulsive or aggressive behaviour to meet their needs
6. Use positive comments and recognition to shape and reinforce successful behaviour
7. Use 'reversing responsibility' whenever the child appears to accept or predict failure
8. Re-script the child using 'belonging scripts'
9. Use tasks that require two or three children to succeed - this lets the child practice using behaviour that enhances their belonging
10. Search for and identify strengths and talents and use these as the basis to rebuild the child's sense of efficacy

Mastery

Building every learner's concepts about, and feelings of being a competent learner and problem solver.

Whole School

1. Have a whole school maxim - You can only learn if you are prepared to have a go. There are no penalties for trying. Exploring is the path to learning
2. Teach and promote the TEFCAS process as a way to learn new skills and concepts
 - Try-al
 - Event
 - Feedback
 - Check
 - Adjust
 - Success
3. Have a whole school approach to the teaching of thinking skills - take up the 'Giftedness: Realising the Potential' course
4. Have a whole school focus each term (for a week, fortnight) on particular topics that the community agrees are vital to the future - e.g. waging peace in our community, making our community more sustainable, building community wellbeing
5. Have a whole school 'clinic lesson' each term or half-term - have students identify topics of need and each staff member offers a 'clinic' to support kids who choose that topic - e.g. keeping my cool, making more friends, thinking optimistically, asking better questions, improving my listening
6. Hold whole school exhibition days where parents/caregivers, community members/visitors, grandparents and the like can come in and learn with the students (students coaching others is a great way to build mastery)
7. Foster peer coaching as a strategy to build mastery across the school

Classroom

1. Explicitly teach scaffolds for new skills or concepts
2. Provide demonstrations to show students what the new skill or concept looks like
3. Use rubrics to help students track their learning progress with regard a new skill or concept
4. Ensure students get feedback - in the form of a feedback sandwich' - about their initial attempts at a new skill or concept
5. Explicitly teach students how to give each other feedback
6. Use sentence stems to help students self-reflect on their learning
7. Explicitly teach students about goal setting - have students set goals each day/week and provide time to evaluate how these goals have been reached or need to be modified
8. Hold a weekly 'have a go' session that enables students to solve problems/try new challenges in a 'no failure' environment

9. Hold a weekly review and celebration where students can identify and 'revel in' progress made during the week
10. Encourage transfer - have students use what they have learned in situations beyond the school gate (real or hypothetical). Students are more motivated by tasks that link with life beyond school.
11. Use collaborative learning at least once each week.
12. Build role play and simulation into your classroom program - it's a great way to experience multiple perspectives and situations that we take for granted.

Individual Support

1. Provide coaching to individual students who need more support. Model patience and care when you do this. Not every student picks up information at the same rate.
2. Build prior knowledge before a new skill or concept is tackled - coach a student who you feel sure will struggle without this, but be careful not to single out or give deficit messages.
3. Give students access to peer coaches during the initial phase of learning new skills or concepts.
4. Provide opportunities for all students to coach others at something they know how to do.
5. Provide information to learners in both auditory and visual form.
6. Seek to discover which of the 'multiple intelligences' suit each learner and provide opportunities to learn and to demonstrate learning using these particular 'intelligences'.
7. Seek to discover the student's preferred learning style and set tasks that are suited to their style of learning.

Independence

Building every learner's concepts about, and feelings of being in control of their learning, behaviour and future direction, as well as their exercising of responsibility.

Whole School

1. Involve students in participatory decision making - use a 'referendum' process to gain student opinion about possible school directions (e.g. changing or adding to the school uniform, developing a new policy, planning a new school facility, having a whole school program direction)
2. Have a student voice program that enables all children to participate in some way - avoid SRC structures that involve only popular or articulate students. A student directions program, using cross-age groups, could be one way through which all students could become involved in making decisions about the involvement of the school in various school improvement activities, community projects, service learning programs and the like.
3. Develop a whole school unit of work about decision making - this could cover things like how decisions are made in the community and beyond, the structures that are put in place to ensure decisions are followed, some important decisions in history, a framework for making personal decisions
4. Develop a whole school approach to the explicit teaching of learning skills - e.g. how the human brain functions, thinking skills, multiple intelligences, planning and organisational skills, habits of mind, ICT skills, collaborative learning skills, skills for successful social interaction, understanding and managing emotions
5. re-name 'student behaviour management' (which implies that control of behaviour lies outside of individual students) to something like 'our framework for working together' or 'our strategy for positive school culture' and involve all students in framing the boundaries for positive behaviour in the school and the consequences and supportive frameworks for those who find it difficult to contribute constructively.
6. Give students the opportunity to work in areas of the school where they need to exercise responsibility - e.g. answering school phones, showing visitors (including new families) around the school, running a school program
7. Let students understand the consequences* of their behaviour.

Classroom

1. Have class meetings at least weekly and provide explicit support to those students who play particular roles in these meetings (e.g. chairperson, minute taker, time keeper, observer)
2. Design units of work or learning activities that contain areas of choice for students (e.g. use Bloom's taxonomy to plan two or more tasks at all six levels of thinking so students can choose from each level or between levels; give students choice about how they can demonstrate their learning - perhaps through performance, exhibition, demonstration, multi-media and so on; teach students some

background content about a topic and have them develop their own inquiry questions to pursue; teach kids about 'transfer' - trying out things they have learned in 'real-world' situations, real or simulated).

3. Use problem situations as 'teaching moments' - when kids are involved in conflict, for example, use the situation to demonstrate frameworks for resolution.

Transactional Analysis is an excellent framework for teaching students about quality of interaction and how this affects relationships.

4. Be prepared for students to make mistakes - use a restorative approach that emphasises the question, "What can you do now to make things right?" Punishing to change behaviour only works with kids who are successfully connected with a trusted adult. Many students need two things: 'learner's leeway' where mistakes are either ignored if they are not hurting anybody, or respectfully corrected using 'sandwich scripts', for example; and 'hurdle help', tasks are either re-structured or broken into 'manageable bits'.

5. Use 'reversing responsibility' in situations where students are not taking responsibility for their behaviour. For example, a student says, 'Why should I care? Nobody cares about me'. A response that reverses responsibility would be, 'Then perhaps it's up to you to take charge of your own life'. This is not to become embroiled in an argument, but to help a young person change their 'script'. This is also called, 'confronting with concern'.

6. When patterns of behaviour persist, be prepared to teach alternative behaviour that lead to successful (rather than self-defeating) outcomes.

7. Support students to take responsibility for their behaviour - never ask why' questions, just establish timelines and support them to overcome the thinking errors that drive poor choices (use the CLEAR strategy from RAP).

Individual Support

1. Demonstrate, explicitly teach and support with supervised practice and feedback in situations where a student needs a successful behaviour to replace a self-defeating one. Monitor that student daily for the first week or two afterwards to see how their new behaviour is working and what needs to be adjusted (relate to TEFCAS).

2. Put the student in a situation where they have to exercise responsibility - e.g. put them in charge of an activity or program, have them coach or teach a group of younger students, etc. But, make sure they are trained, coached and given feedback along the way.

3. Use your own 'scripts' to help change their thinking (as per RAP).

4. Use a behaviour rubric to help a student track their own skill development.

5. Help the student identify possible sources of support to help them through any change processes.

6. Explicitly teach students to self-reflect - sentence stems are a great way to do this.

Generosity

Building every learner's concepts about, and feelings of making a contribution to the wellbeing of the group to which they belong, as well as fostering a spirit of unselfishness.

Whole School

1. Conduct a 'respect audit' - using the criteria from RAP, how does your school rate on the respect versus rancor scale? Would parents/caregivers agree?
2. Develop a whole school approach to service - link with the local council and school governing council to develop community service projects that students can be involved in.
3. Have the school involved in a project to support children and families living in poverty either in Australia or overseas.
4. Link with and support community service groups - invite them to the school to talk about their work in the community and what they seek to achieve.
5. Have a whole school approach to teaching about emotions - design lessons to teach kids an emotions vocabulary and to recognise situations where emotions drive behaviour (and in particular, where this leads to self-defeating behaviour). The book, 'People Skills', is an excellent resource.
6. As a school, celebrate community members who show generosity and share stories at assemblies about people who have been generous throughout history.
7. Have an annual lunchtime film festival - show films that demonstrate generosity.

Classroom

1. Role model generosity by smiling at children, accepting them unconditionally (this does not mean accepting poor behaviour, but it does mean treating all students as your 'social equals'), encouraging each of them at least once a day, using feedback sandwiches if you have a criticism, sharing with them appropriate stories about your life, your family and your job, being approachable, linking them with resources, apologising to them when appropriate
2. Develop a unit of work around what it means to be generous. Have students research people in history who have shown great generosity. Have students design community or school-wide projects that highlight and build generosity.
3. Play the 'Giving Game' - see www.givinggame.org. Simulation activities invoke emotions and are therefore excellent learning opportunities for students.
4. Promote 'random acts of kindness' in your classroom - see www.actsofkindness.org for information.
5. Link your class with a younger class in the school (including CPC) or a nearby Kindergarten so that your students can be involved in peer-teaching or peer-helping.
6. Have your class visit 'old folks' and share their learning with older citizens - how about having grandparents or senior citizens come into the class to be 'trained' in ICT by the students.

7. Have the class link with a buddy class in another district, state or country.

Individual Support

1. Model generosity and forgiveness.
2. Teach the student to recognise 'tit-for-tat' and develop alternative strategies for interacting with others.
3. Give opportunities to work with a peer on something that is an area of expertise - in this way, they can share what they know and can do.
4. Give opportunities to work with younger children in a peer-mentoring/coaching role. They will need explicit teaching and ongoing support to do this.
5. Give opportunities to link with an adult who can model generosity to them - a 'grandparently' volunteer or SSO is ideal.
6. Give opportunities to contribute to the school - e.g. by answering phones, greeting visitors and escorting them around the school, looking after the school garden or a school pet, doing volunteer work in the library or canteen
7. Discussion about putting themselves in the shoes of others (deBono's thinking tool - Other People's Views or OPV - is a great resource for this).