



to

Whole Group Leadership

Beyond The Foundations



Developed by
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Table of Contents

Rationale/Outcomes _____	6
Management Contexts, _____	7
Before We Begin _____	8

Beyond the Foundations Skills

Regulate Yourself _____	9
Adjust the Volume _____	11
Slow it Down _____	13
Survey the Land _____	15

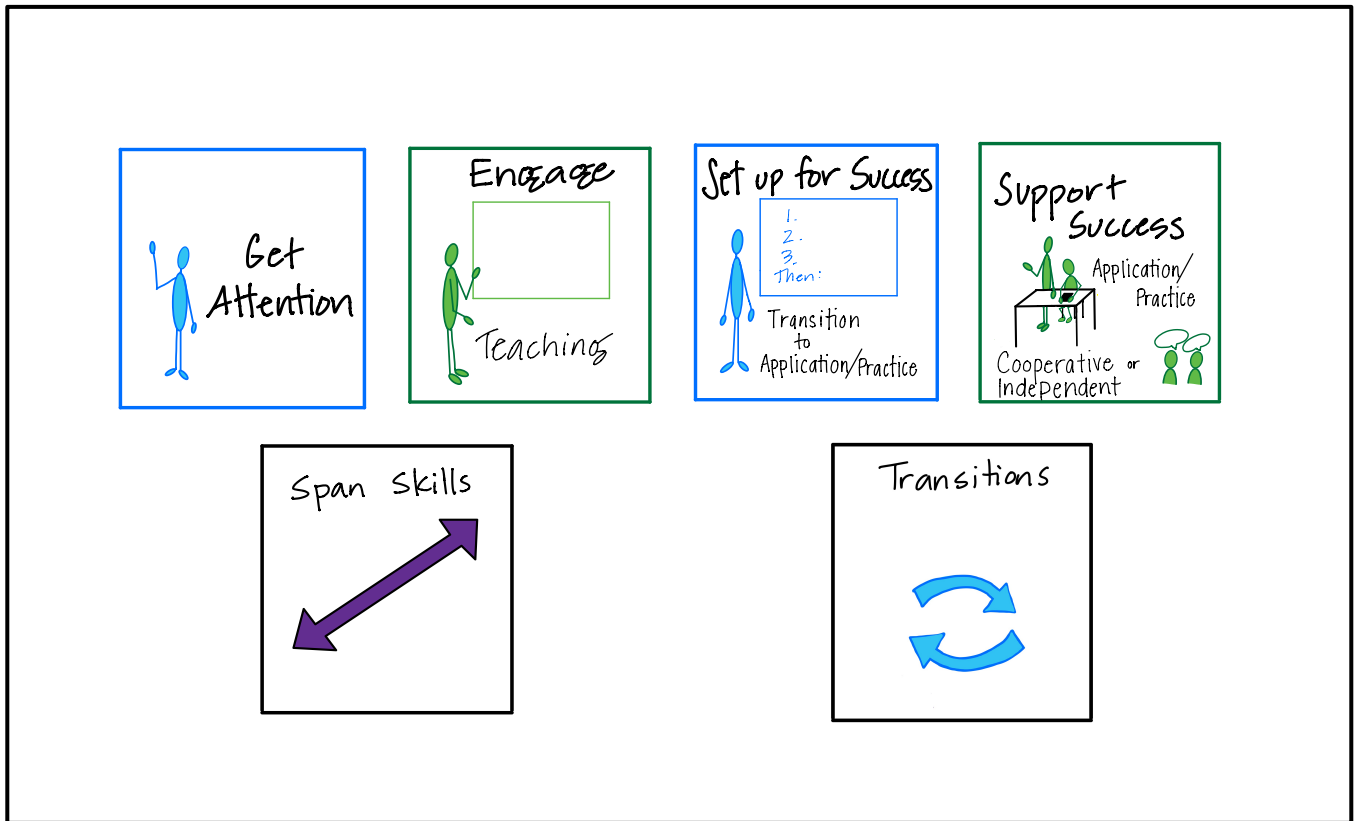
Rationale

There are many skills that can be used in a variety of situations. In other words, they can span across the whole school day. By adjusting proactively as students' needs and situations change, a teacher can increase engagement and preserve positive relationships. They are particularly useful when creating an environment that is rigorous while also being emotionally and physically supportive.

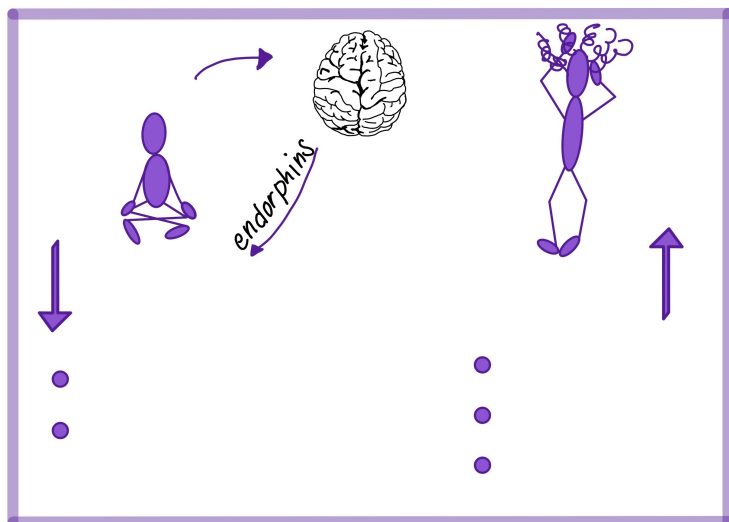
Outcomes

- Adjust your verbal and non-verbal interactions throughout the full school day to include transitions and social interactions
- Expand the use of visuals for specific situations in order to set a tone for learning
- Respond to surprises in an equitable and caring way
- Preserve relationships while fostering student engagement

Management Contexts



Before We Begin



Time to check in

record ...
three physical and emotional descriptions of how you feel when in a calm state.
★ remember and use as a tool

Pause and Reflect

What are your body's indicators of stress?

stress ↑

Pause and Reflect

record ...

Three things you noticed when you were breathing abdominally and relaxed?

↓ Calm

Notes:

Calm Indicator

vs.

Stress Indicators

Span Skill: Regulate Yourself

What is it?

A strategy to help leaders regulate their own emotions, breathing, and behavior so they can be calm and supportive to students.

When is it used?

Anytime the leader recognizes that they are in a moment of stress, (e.g. an emergency, surprise, a particular student, confusion, guilt or delivering discipline).

How to do it:

The first step is to recognize that stress is impacting the body. Upon recognition, the leader does a reset to both their body and mind by settling their feet and looking down to help them focus and feel grounded. This is followed by a few moments of stress release and reflection on what might be causing the feelings of stress. Releasing cleansing breaths help the mind return to a thinking state. Once the leader feels calm, they can resume what they were doing in a calm way.

- ◆ Recognize
- ◆ Reset
- ◆ Release & Reflect
- ◆ Resume

Examples:

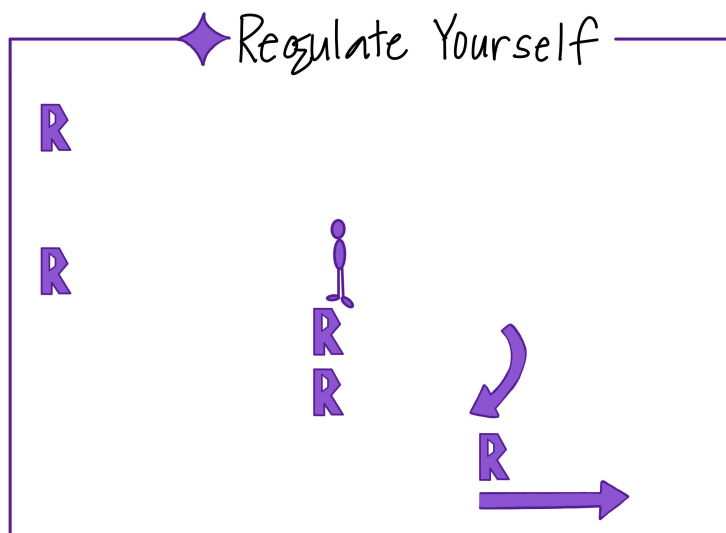
- ◆ A leader recognizes they are feeling dysregulated when supporting a student. Once they recognize the moment of stress, they pause, settle their body and look down. They then take a few deep breaths until they feel calm. Finally, they speak to the student.
- ◆ A leader recognizes that at the end of the day they start to be more verbal and talk more quickly. Before it is time for students to begin gathering their things, the leader takes a moment to settle their body and look down. They release a few cleansing breaths before slowly announcing to the class that it is time to get ready to go home.

Why do it?

When a person is stressed, they naturally go into fight, flight or freeze and it is harder to think calmly and clearly. It also makes it more likely that the teacher will attempt to manage by overpowering rather than empowering students.

Refine it:

- ◆ Over time, a leader may be able to recognize certain situations that are likely to cause stress, even before they happen. This skill can also be used proactively to keep calm even before the teacher becomes stressed.



Span Skill: Regulate Yourself

Pause video ~~and~~ Reflect

When are you triggered?



1. At least 2 minor triggers
2. 2 or 3 more dramatic triggers

Notes:

Specialty Skill

Span Skill: Adjust the Volume

What is it?

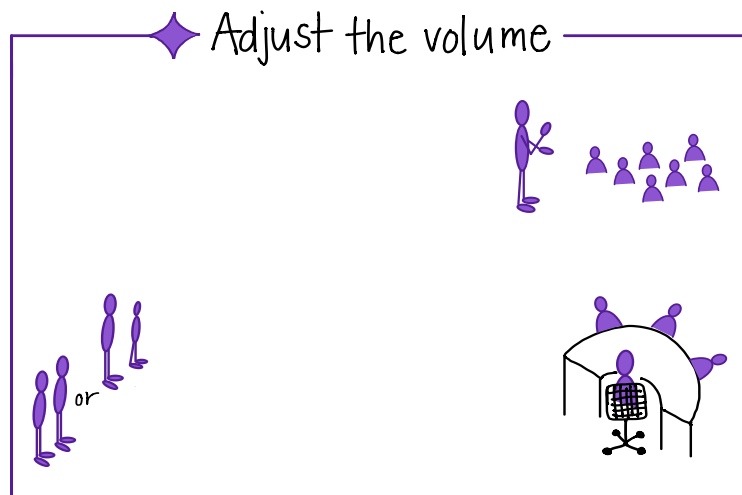
Adjust the Volume is a skill that focuses on the need to be intentional about a teacher's volume when interacting with others.

When is it used?

This skill is used any time a teacher is choosing to be verbal in their interactions with children and adults.

How to do it:

- ◆ Decide who needs to hear the information
- ◆ Adjust volume to meet that goal (e.g. whole group, small group, one- on- one, adults).



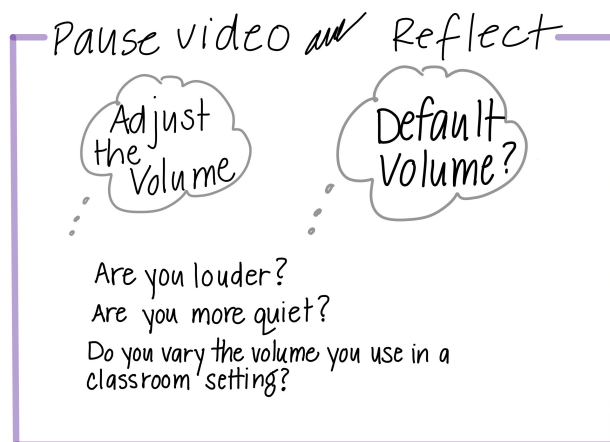
Why do it?

By being intentional and thoughtful about voice volume, teachers are more able to preserve relationships and support productivity.

Refine it!

As teachers continue to develop the art of listening to their own volume, they can look for signs of “just enough” by using the skill of Surveying the Land to notice if others are being impacted by the teacher volume, and then adjusting further.

Notes:



Span Skill: Adjust the Volume

Pause Video ~~and~~ Reflect

voice volume
and identity?

Does it feel emotional to realize that your volume could be adjusted down at times and adjusted up at other times to better serve your students?

What ideas do you have to refrain your thinking about voice volume to a more neutral stance?



record

Pause video ~~and~~ Reflect

Adjust
the
Volume

Times
of day?

 record

Effort to be louder and then vary volume to keep engagement?

1:1 or small group times to dial back volume?

Notes:

Specialty Skill

Span Skill: Slow It Down

What is it?

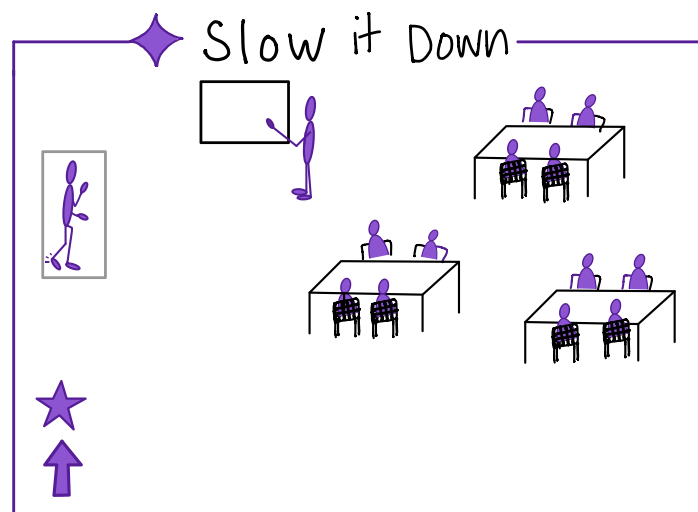
Slow it Down is a skill the teacher uses to slow down their own walking speed, writing speed, movements, and rate of speech.

When is it used?

Slow it Down is used by the teacher as they move about the classroom, write or erase on the board, and read or speak.

How to do it:

- ◆ As the teacher moves about the classroom they move slowly, stopping often to stand and scan.
- ◆ The teacher uses a slow writing speed to focus the eyes of students on the content.
- ◆ To emphasize a concept and/or increase engagement the teacher slows down their rate of speaking. "So...in...a...moment...we...will..."
- ◆ When moving from one activity to another the teacher uses slower than normal gestures enabling all students to make the transition



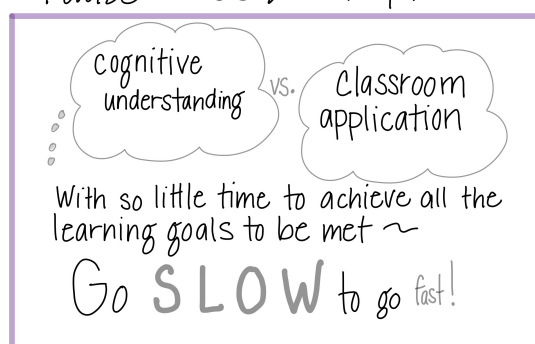
Examples:

- ◆ During independent work the teacher has just finished helping one individual. The teacher walks very slowly as they move to help the next student.
- ◆ The teacher is using a visual to discuss a challenging behavior with an individual, the teacher writes slowly to allow both of them to breathe and process..
- ◆ By slowly recording a difficult math algorithm, the students are able to track and process the problem.

Why do it?

Students are able to focus on their independent work when their attention is not drawn away by the teacher's rapid movements. The teacher can increase the visual attention of students by writing or erasing slowly, preferably without speaking as they write.

Pause video and Reflect



Span Skill: Slow It Down

Try it !

Next Steps:



Develop a prioritizing plan of practice.

Pick and practice one thing at a time:



moving



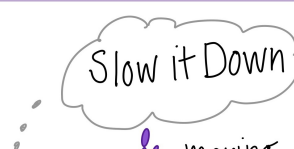
writing



speaking

walking

Try it !



walking

moving



speaking



record



writing

Which is easier and which is more challenging?

Prioritize focus 1, 2, 3, 4.

Try it !



record

specific week of the school year to focus on each context area

go for it!



Notes:

Specialty Skill

Span Skill: Survey the Land

What is it?

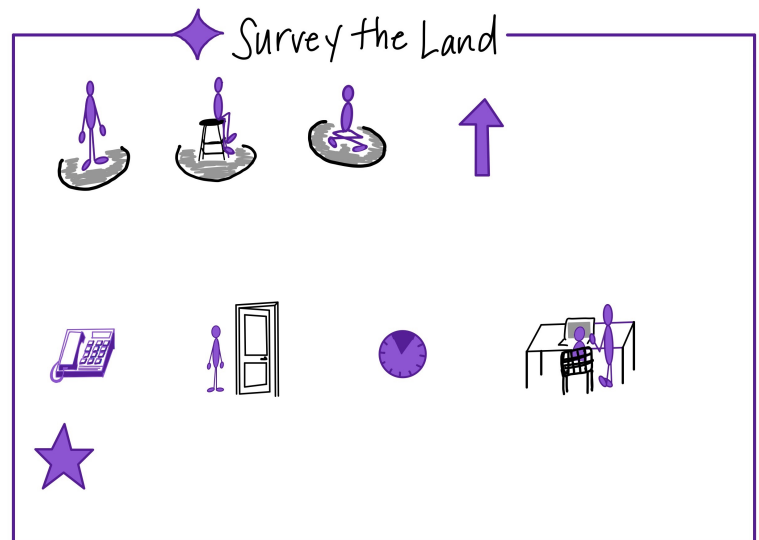
Survey the Land is a skill where the teacher gets still and silently surveys (scans or looks around) the room before moving.

When is it used?

At various times throughout the day: after greeting students at the beginning of the day, after helping individuals with work, when assessing the needs of a group.

How to do it:

- ◆ The teacher becomes still and scans the group
- ◆ The teacher remains silent, breathing calmly and smiling gently



Why do it?

With limited time within each class period, teachers often feel rushed in order to accomplish everything needed. This can increase the breathing of the teacher. Taking the opportunity to slow down, stand still and take a breath, will allow the teacher to take a moment to observe their students while prioritizing their next steps. Scanning the room can also settle the energy in the room and make it seem as if the teacher is still present and observing the group, even while working with individuals.

Refine it:

- ◆ A teacher can decide on how often to Survey the Land based on the energy, distractibility and needs of the group. As the needs increase, the teacher can increase the number of times they get still and scan in order to support focus and calm.

Notes:

