



to

Whole Group Leadership

Beyond The Foundations



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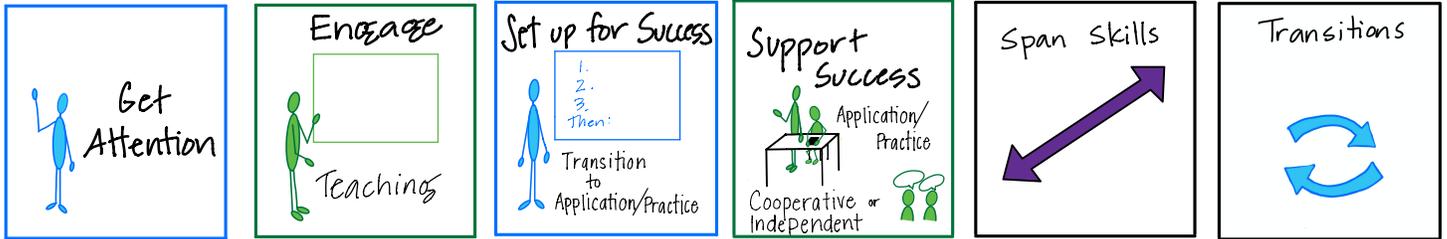
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Management Contexts

In this section we will focus on two skills that all into the contexts of Getting Attention and Supporting Success



Rationale & Outcomes

Support Success: Curriculum Flip

In order to maximize students' full potential, adults have to consider the impact of 1:1 interactions when redirecting behavior. By keeping an academic focus, teachers can reduce power struggles and empower students to refocus academically, increasing their confidence as a learner.

In this section you will learn to:

- Increase use of curriculum words while simultaneously decreasing management words
- Examine how being conscious of the ratio of management words to curriculum words directed as specific children impacts relationship between the adult and the child as well as how the child views themselves and school.

Getting Attention: Ride the Wave

Educators need to get attention many times each day and each time the variables are different. The leader must assess how easy or hard it will be to shift students' attention, from whatever they are doing, to the leader, and then adjust. This section focuses on being able to refocus attention, during the teaching time, in order to keep the focus on learning for all.

In this section You will learn to:

- Use timing to get attention in a way to resume teaching with less effort
- Interrupt conversation at a key time to shift attention
- Utilize pauses and volume change to secure attention

Support Success: Curriculum Flip

What is it?

The teacher gives prompts or questions focused on academic content.

When is it used?

Anytime the teacher redirects a student for off-track behavior. This strategy is especially effective when supporting students who may be frequently redirected for behavior.

How to do it:

- ◆ Prior to approaching a student who needs support, decide a curriculum-only prompt to use.
- ◆ Approach slowly from the side, keep eyes on the work, and whisper the curriculum prompt with no mention of the student's behavior.
- ◆ Maintain calm breathing throughout the interaction.

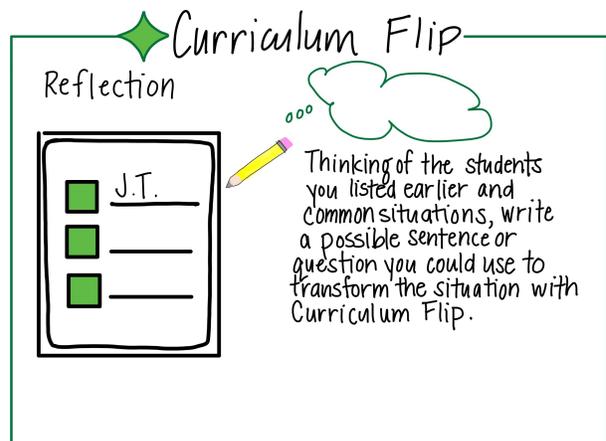
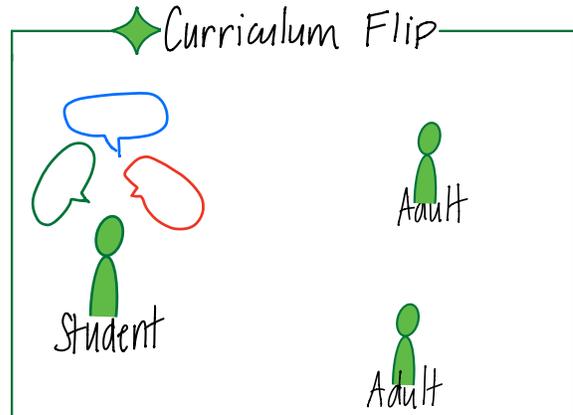
Examples:

- ◆ A student is on their phone and not working on their math.
- ◆ The teacher approaches and says, "Let's take a look at the formula for congruent triangles."

- ◆ A student is making a beeping noise instead of working on their writing.
- ◆ The teacher approaches and says, "Let's brainstorm some ideas on what you could write about next."

Why do it?

This strategy gives the teacher opportunity to Lead all interactions in a positive direction by flipping the conversation. When a student feels supported in curriculum rather than redirected for behavior, they are more likely to be subconsciously receptive to shifting behavior. It keeps the student's focus on the work itself rather than the behavior, which motivates them to get back on track even faster while also preserving the relationship between the teacher and student.



Thinking Ahead Curriculum Flip Challenge

How long in a day do you think you can avoid behavior words and instead use curriculum words?

Decide:

How many words or phrases you will allow yourself to have each day.

OR

A goal for the amount of time you can last in a day using Curriculum words to reset attention.

NEXT...

Challenge yourself even more

Select a certain student for whom you want to increase curriculum words.

NEXT...

Challenge yourself even more

Select a certain student for whom you want to increase curriculum words.

Then:

Keep track of your ratio of curriculum interactions compared to management interactions.

End of the week ~ reflect on the impact it had on your relationship.



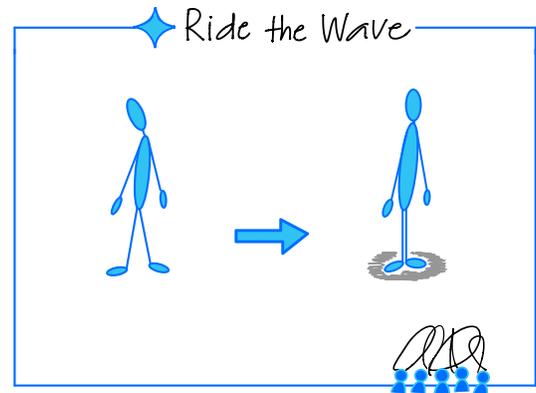
Get Attention: Ride the Wave

What is it?

The teacher regains attention using a balance of relationship and productivity along with strategic timing of the foundational sequence for getting attention (Get Ready, Get Set, Get Noticed, Wait & Whisper).

When is it used?

Anytime the group erupts in high energy conversation, which can be in response to high interest content, an unexpected situation, or any other reason. This can naturally occur several times in any lesson.



How to do it:

- ◆ Recognize a time when the students are having a high-interest, sometimes spontaneous, group conversation
- ◆ Wait and listen for the energy to dip naturally. While waiting, use a relaxed stance (off balance) and nod and bob your head to “allow” the conversation to take its course
- ◆ As soon as you hear a natural dip, quickly balance your weight, stand up straight, and Get Noticed.
- ◆ Continue to wait until all students are attentive and then whisper one or more words to anchor their attention

Why do it?

When the group’s energy increases, the teacher can save their energy by waiting for the conversation to naturally dip prior to getting the group’s attention again. It also allows students to progress through the wave of energy without being reprimanded for a natural phenomenon.

Refine it!

- ◆ There are times when content of the conversation is positive. While nodding and bobbing, the teacher can encourage the moment of humor or excitement by making eye contact and smiling. If the content of the conversation is negative, the teacher should still nod and bob to keep their breathing calm, while avoiding eye contact.
- ◆ If Ride the Wave needs to happen more than once in order to reorganize students’ attention, a teacher can repeat the steps, while listening for the dip, and be more brief in words or stair step their voice down as they Get Noticed, followed by Wait and Whisper.

