The CATALYST Approach™

to

Whole Group Leadership

The Foundational Skills

Developed by
Nancy Burns & Jacki Brickman

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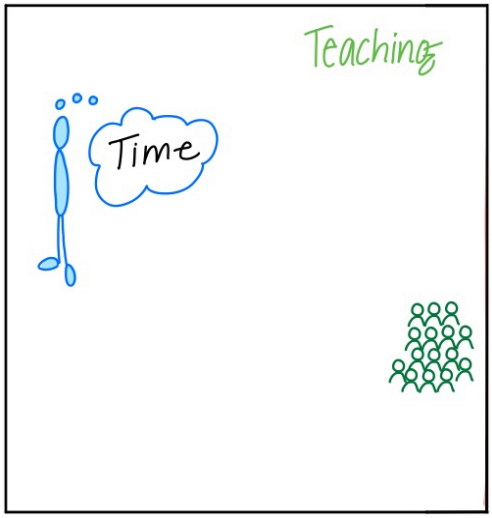
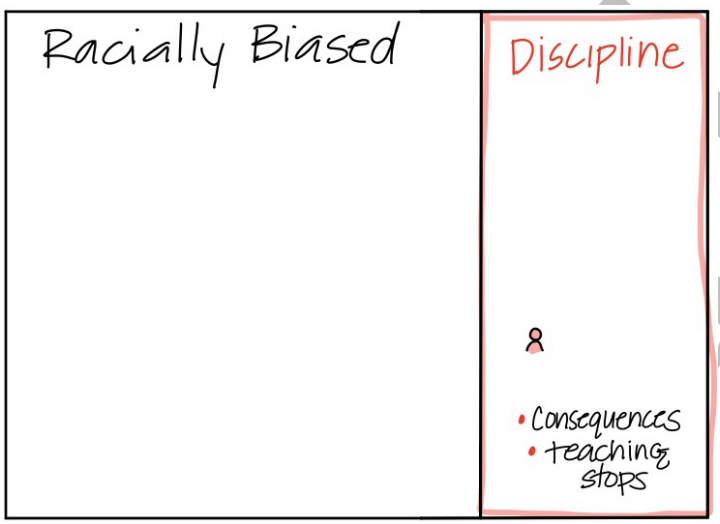
Rationale



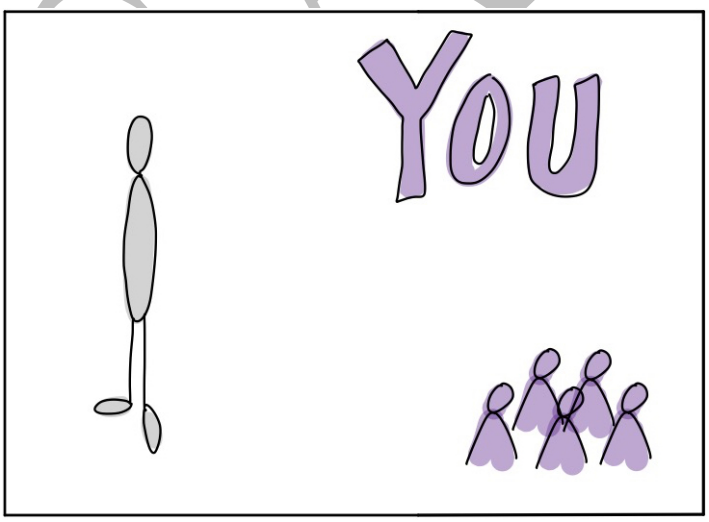
Pause & Reflect:
Micromanagement & Discipline

Students:



Pause & Reflect:
Micromanagement & Discipline

Behaviors:



Pause & Reflect:
Impact of Discipline
for Small Infractions

1.

2.

3.

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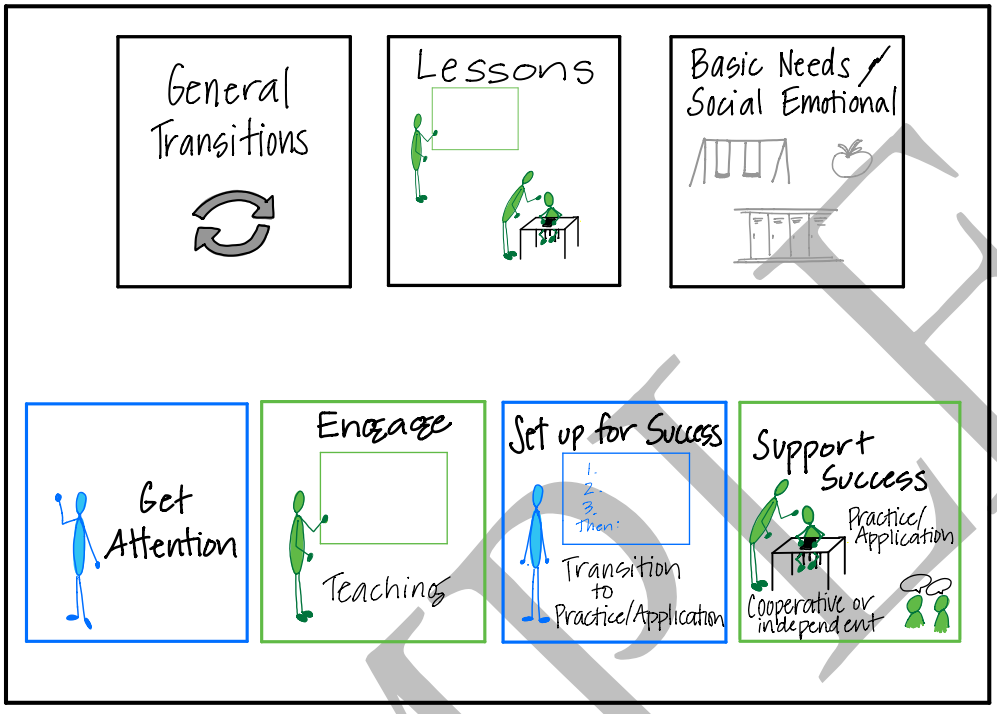
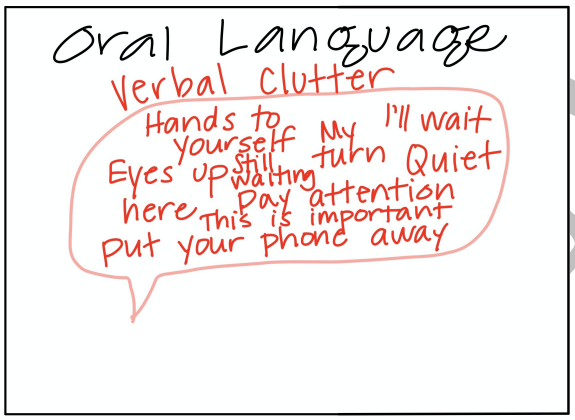
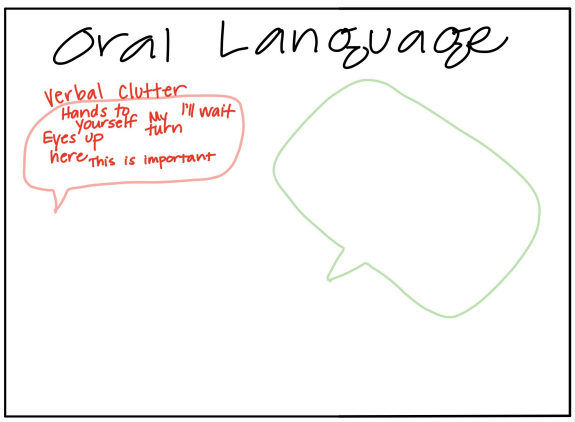
Management Contexts



Oral Language





Pause & Reflect:
Which Management Contexts…

1. frustrate:

2. think of least often:

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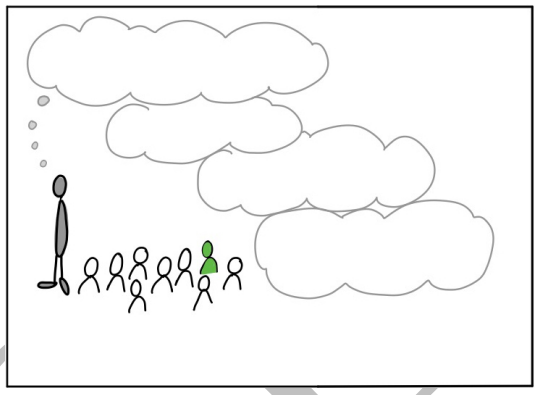
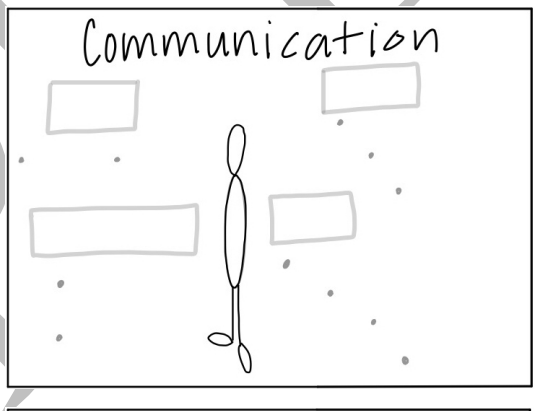
Communication & Patterns



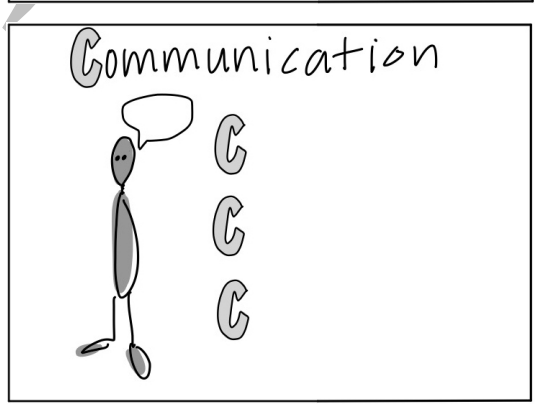
The goal of Whole Group Leadership is to help educators maximize their non-verbal communication skills in order to preserve relationships while maximizing productivity and learning in the classroom. When communication is meaningful, purposeful, and deliberate, comprehensible input and understanding increases.

When teachers preserve oral language for relationships (establishing and building) and curriculum (both the social and academic curriculum) while utilizing signals and other forms of non-verbal communication for management, relationships are preserved and productivity increases. This fosters oral language development because the learner can focus on the language of learning without thinking patterns being interrupted.



Below is an excerpt from a classroom. In the first example the teacher utilizes verbal redirections and in the second example the verbal redirections are replaced with non-verbal management.

> Verbal redirection: Writers, today we are going develop a list of words, Eyes on me, describing words, Samantha, to tell other people about this bear. We will think about, I'll wait until you all are ready… eyes on me, voices off, what it looks like; what color it is, Johnny, move over there how big/small it is. We'll touch it so we can describe how it feels. Is it, eyes on me, is it soft or hard? Do the feet feel smooth or rough….
>
> Non-verbal redirection: Writers, today we are going develop a list of words, *(teacher pauses)* describing words *(teacher pauses, winks at Samantha, points to the bear)* to tell other people about this bear. We will think about *(teacher pauses)* what it looks like; what color it is, *(gestures to Johnny and points to new place for him to sit)* how big/small it is. We'll touch it so we can describe how it feels. Is it *(teacher pauses)* Is it soft or hard? Do the feet feel smooth or rough….



This work is a vehicle for helping teachers to help students meet academic and social goals through systematic non-verbal communication. There are times where independent, quieter work helps students learn best and times when collaborative and social, peer work helps students learn best. These strategies help teachers achieve classroom environments that maximize learning while meeting a variety of goals.

There is no specific style of a Catalyst teacher, some Catalyst teachers are gregarious, dramatic and animated while other Catalyst teachers are quiet and reserved. What Catalyst teachers have in common is the specific set of Whole Group Leadership skills. These skills support getting attention, engagement, setting students up for success, and supporting success. The amount and volume of student talk is a byproduct of the activity the teacher chooses.

Pause & Reflect:
Layers of Communication

1. Most aware:

2. Least aware:

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