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| **Dignity and Respect in the**  **School Workplace**  **A Handbook for School Leaders**  **SESSION 1 - THE WHY** |
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| Notes to PowerPoint presentations  Staff Sessions on Developing bespoke DWaR Charter and Policy |
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| **August 2021** |

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## Slide 1 – Title Dignity at Work

This slide might be showing as the staff gather. When all are ready begin.

**Objective:**

The objective of this session is to clarify the reasons for developing a DRaW Charter and Policy.

Understanding the why is key to an emotional buy in.

Powerful real life scenarios are used to engage staff in the process.

This first section looks at why an organisation might need a DRaW policy.

**It’s not rocket science. It is more important!**

It is crucial for healthy positive relationships that we look at how we are all treated here and how we treat others here.

**Simon Sinek** advises us to always start with the why.

By doing so, he says, we are increasing the chances of getting an ‘Emotional Buy-in”. When people understand the Why they are more likely to buy in.

So, here goes…

## Slide 2 .b

What we are doing today is actually about taking responsibility for our own wellbeing, our dignity and that of our colleagues.

We all have both personal and collective responsibility for this.

We have rushed to get here and now we will take a minute to ground ourselves.

So, let’s calm down deliberately.

This quote from Brené Brown is indeed a truism.

This .b exercise is one that you can practice at any time to calm your mind and reset your day.

So when you are ready

* Settle yourself comfortably in your chair,
* Let your body be alert yet relaxed.
* Feel your feet firmly on the ground.
* Feel your back against your chair.
* Allow your shoulders to drop.
* If you are comfortable doing so, allow your eyes to close gently or simply lower your gaze.
* Now bring your attention to the flow of your breathing.
* Just allow yourself to feel each in-breath and each out-breath.
* Breathing in - and breathing out.
* Allow your body to be still.
* Let your thoughts come and go and simply keep bringing your attention back to your breathing.
* 45 seconds ….
* Take one last cleansing breath and
* when you are ready you can gently open your eyes and bring your attention back to the room.

**Side Bar**:

**4,7,8 Breathing** is a powerful tool to help get to sleep – Breathe in for 4, hold for 7 and breathe out over 8. Repeat and you will soon be asleep.

**7/11** Breathing great for calming and grounding us. Breathe in over 7 and exhale slowly over 11.

## Slide 3 – Self-care and compassion

Your mood sets the climate in your classroom, office, home and environment.

Haim Ginnott quote

*“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”*

If Mom ain’t happy …. Ain’t nobody happy. A lot depends on your mood and how you look after yourself. You cannot pour from an empty bottle, so you need to keep your bottle replenished.

We are all at our best when calm. **Think of times when you were rash and said or did things you regretted.**

Here is a short video from Pádraig Ó Moráin, speaking about self-compassion and kindfulness

[Padraig O'Morain on Self-Compassion – YouTube](https://www.youtube.com/watch?v=mpVsedh2LNs)

Follow-up with a **short discussion.**

## Slide 4 – Starting with the Why?

Simon Sinek ‘Start with the why’ and keep it on the radar.

This slide creates an opportunity to hear what staff understand a DRaW to be.

‘Start with the end in sight’ Covey.

Group or whole staff feedback on what they think the Why might be.

Staff can be guided towards the fruits that a DRaW will yield – see next side.

## Slide 5 - Why adopt a DRaW policy?

To summarise: The following are the reasons we might draft and adopt a DRaW:

**To promote** respect, equality and fair process

**Outline and clarify** acceptable and appropriate behaviour

**Ensure** everyone knows what unacceptable behaviour is

**Provide a mechanism** to deal with workplace issues.

**Q: Policy or Charter?**

A policy is something that the BoM passes and is binding on the entire school community.

A charter can also be BoM Policy, but is a succinct synopsis of the DRaW ethos and policy, is a one-page document and is suitable for putting on a staffroom, classroom or office wall as a reminder of how we behave towards one another.

## Slide 6 - Conflict

Conflict is part of the human condition. We need to learn to deal with it and handle it for a peaceful existence. It is not if it arises, it is when.

How do you respond to conflict? Fight, flight or freeze?

Do you seize up and freeze? Do you become aggressive immediately you perceive you are under attack? Does is depend on the person who is initiating the conflict? Do you initiate conflict?

How should we respond? How do we model our response to conflict? Do we have a way of dealing with conflict in our school?

We are being watched by pupils, colleagues, parents. They take their cue from us. Do you model a good way of dealing with conflict? Is conflict your go-to response?

You are always communicating, whether you know it or not. So, what messages are you sending out about dealing with conflict? Are you communicating peace or conflict?

**Kindness is the anathema of conflict**. If we model and practice a culture of nurture in our schools, will we not reduce conflict? It’s up to us to find a way of dealing with conflict in our own school.

Jenny Mosley quote, “No one is coming”. It’s up to us in schools to support and scaffold one another. Dignity and respect are at the heart of this.

**Recommended:** *Have you Filled a Bucket Today?* - Carol Mc Cloud - *(*Children’s Book)

Filling each other’s buckets with kindness will certainly help. It boosts the emotional wellbeing of both the giver and the receiver.

## Slide 7 - Moral Courage

Courage is the key.

Ask staff to read the quotation and to reflect on it for a minute or two.

Then move into the questions for further discussion and consideration.

Put up each question and ask people to reflect on that particular question.

Move through all the questions and then invite the group to discuss and share their thoughts in groups.

[Brené Brown: the Call to Courage | Official Trailer [HD] - Bing video](https://www.bing.com/videos/search?q=brene+brown+call+to+courage+video&docid=608040565140097157&mid=AFD1B33FC9D4AAB5B0B8AFD1B33FC9D4AAB5B0B8&view=detail&FORM=VIRE)

## Slide 8 – Roles, Rights and Responsibilities

Put up and ask each question, give a little time and record the agreed answer.

It will be surprising if anyone disagrees, but, if so, discuss it.

Particularly important to discuss the proposition that there is an onus on everyone to engage in the DRaW process and for all to agree.

Agreement here is key. Without full buy-in, the process is weakened.

## Slide 9 - Kaizen

All of these feed into a Dignity at Work policy or charter.

Many are vital and some are legally based and relating to employment law.

So, we are not exactly starting from scratch and there are scaffolds to guide us.

These is a mixture of advice and procedures to be followed where conflict arises and they will all feed into our final DRaW policy.

We need, as a staff, to develop a bespoke DRaW to suit our own situation and needs.

These documents are available to all of you should you like to browse through them.

Give everyone a handout listing the documents and the online addresses where they can be found.

## Slide 10 - Nothing as Great…

**New Visions of HR**

**Great Place to Work Movement.** Trust. It’s the main ingredient in building a great workplace for all. Establishing a foundation of trust in the workplace culture is the smartest investment you can make for your organization. Our Great Place to Work® Trust Model© outlines the definition of a great workplace, and trust in leadership is at the core. Aligning people and culture to a shared purpose - achieving more together.

**Eric Mosley**. Co-founder & CEO. **Eric** is an HR visionary, author, and the force behind the **Workhuman** movement. As CEO and co-founder of what began as Globoforce and is now **Workhuman**, he is leading the charge to dismantle old HR processes and challenge organizations to build new ways to connect the modern workforce. Making work more human, satisfying core human needs and instilling a sense of belonging.

**IPPN Leadership Support.** Lots of calls regarding HR issues where there is anger, resentment and hostility in staffrooms arising from lack of respect, clarity of roles and clear resolution pathways. There is serious suffering, disengagement and disaffection in many of our schools.

**Work / Life Balance**. We all need to balance our lives. Of the 168 hours in the week, most of us are awake for about 110. School and preparing for it takes up a lot of that time. We deserve and need that time to be spent in an enjoyable and unthreatening atmosphere.

**Our Values.** We deserve the chance to be ourselves in our workplace and to live out our values there (provided they are in accordance with the school values and do not interfere with others). The vast majority of school staffs would state that their values are reflected in the school values. We deserve to see these in action at work.

**Importance of Relationships.** Humans are social creatures. Relationships are vital to our wellbeing. Good relationships and friendships strengthen and support us and bring us joy and happiness. Negative relationships cause us stress, anxiety and misery. They can even make us ill.

Positive interactions are good for our physical as well as our mental Health - Padraig Ó Moráin

## Slide 11 – Why Some Teams Thrive….

Google’s Project Aristotle was a multi-year project the company undertook starting in 2012 to examine why some teams thrived while others failed. After combing through decades of academic research about teams and then scrutinizing and surveying teams at Google over a period of years, the organizational psychologists, engineers and other researchers working on Project Aristotle came to some conclusions. The lessons learned from this project can be broken down into five qualities, with the first being the most essential:

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**Psychological Safety –** More than anything else, a sense of psychological safety, or a shared belief that the team is a safe place for interpersonal risk-taking, was critical for making the team function effectively.

Consider today’s NFL teams, which are comprised of some of the highest paid athletes, making millions upon millions of dollars a year. Many NFL players have very strong personalities and big egos. Because players have performance bonuses in their contracts for sacks, tackles, catches and yards gained, each player has a strong motivation to be individually successful. When the ball is snapped, those individual goals can get in the way of a well-executed play, successful drive and ultimately that elusive win. The teams that make it to the playoffs and ultimately to the Super Bowl have learned to value each teammate, support each other and create safety within the team. It happens on the practice field, in the locker room, in the huddle and on the field. Which brings us to our next quality that is essential for a strong team, dependability.

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**Dependability –** Strong teams get things done on time and meet high standards. Each member knows they can trust the others to do what they say they are going to do. At Institute Success, leaders are told to always be impeccable with their word. This is why: your team is counting on you. They shouldn’t have to give a second thought to what you are doing at any given moment, because you’ll always do what you said you would. They need to know that when you are running down the field together, they can depend on you, just as you can depend on them. You are in this together.

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**Structure and Clarity –** Team members must have a clear understanding of their goals. It starts at the top. Leaders must define what success means to them and understand how each member of the team defines success to create a shared vision and so, every employee knows what’s expected of them in achieving that vision. Things are going to get sloppy if you are doing the Mambo and I’m doing the Cha-Cha. We need to be in alignment and learn how to come together. Trust, or as Project Aristotle found, psychological safety is the foundation.

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**Meaning –** Work must be personally important to the team members. It is up to the leader to impart to his or her team the “why” behind what we do every day. What motivates us to get out of bed, and come into work? Remember, customers buy “you” before they ever buy what you are selling. You need to have buy-in from your entire team and define your essential mission before you can present it to the outside world. At Institute Success business owners and executives are told that a business is like a child. It is a living and breathing legal entity. We need to surround it with the appropriate caregivers, as we would a child. I can’t be incredibly successful by myself. I have a family at home and a family at work. My family at work has my back when it comes to my business.

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**Impact –**Leaders have a tremendous impact on their teams. Truly great leaders maximize their own strengths first so they can enrol others in a shared vision for success and inspire them to be at *their* best. Things are continually moving in life and we need to keep learning and growing ourselves. We believe that it is essential to always “ASK” of others — this stands for [Always Seek Knowledge](https://institutesuccess.com/2017/05/always-seek-knowledge/). When we share what we know with each other, we can create magnificence, much like the snowflakes in the opening quote. *That’s* how you get to the Superbowl.

## Slide 12/13/14/15 - Scenarios

These are real situations, taken from IPPN Leadership Support and disguised obviously.

Decide how many scenarios you need to use.

Do you want the staff to discuss each one, or divide them into groups and give them different scenarios with which to work?

There are 16 different scenarios here to read, contemplate and discuss.

The important thing is to bring out the learning in each one and that comes from discussing how the hurt in each scenario could have been avoided.

What **should** the people involved have done to avoid the crash?

What **could** the school have done to help?

Lead the discussion to the value of having a clear policy and of encouraging good behaviour – of having a DRaW.

How would a DRaW have helped in these cases?

## Slide 16 - Recap on the Why

This slide is a quick recap of Slide 5

## Slide 17 - Next Session is Outlined

**S**ession 2 is designed to prepare each staff member for the possibly bumpy road ahead.

**Health Warning** - there may be uncomfortable moments for some of us in this process but there will also be personal takeaways.

Self-Awareness and Self-Care crucial.

Basic Needs - meeting these the real driver of actions.

Basic introduction to Restorative Practice.

The Circle of Influence and the Circle of Concern.

The Blame Game.

We finish with a look at what an ideal workplace might look like and a discussion on our road ahead.