

Reviewers Training

Prioritising Positivity for Effectiveness and Wellbeing in Schools

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Positive / effective school environment

- **Definition**

- An environment that provides a consistently high quality of educational service to every student irrespective of ability, in a respectful, cooperative, caring and informal atmosphere.

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Positivity in Schools

- Is invariably determined by those who work there:
- How they communicate and get on, with each other and the students
- How they deal with problems and issues

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Relationships that contribute to positivity in a School

- ▶ Collegial relationships between staff members (interdependent community of sharers and learners)
- ▶ Democratic relationships between staff and students (the rights of both the teacher and student are mutually respected)
- ▶ Trusting relationships between school leaders, staff and parents (authentic, competent, honest and supportive leadership)

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Enhancing staff wellbeing

- ▶ Positivity encouraged and negativity addressed
- ▶ Initiative and innovation encouraged
- ▶ Effective and supportive management
- ▶ Recognition and feedback
- ▶ Conflict managed and resolved
- ▶ Laughter and fun

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Enhancing Student Wellbeing

- ▶ Greater association between education and enjoyment
- ▶ Recognising students as individuals with individual needs
- ▶ Building a positive emotional climate in the classroom
- ▶ Managing student behaviour appropriately
- ▶ Using encouragement for motivation

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Stress and interpersonal relationships

- ▶ **Toxic relationships are considered to be as major a risk factor for disease & death as smoking, physical inactivity, obesity, high blood pressure or cholesterol.**

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Criteria for appointment

- ▶ Experience and qualifications (Human Capital)
- ▶ Positive Disposition (Psychological Capital PsyCap)

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PsyCap Components

- Hope
- Optimism
- Self–efficacy (confidence)
- Resilience

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Self-Awareness

- ▶ Minimising the gap between how you view yourself and how others view you

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Reflective Practice

- ▶ “An unexamined life isn’t worth living”
(Socrates 450)BC
- ▶ Two steps of doing and one step of stopping and asking: How am I doing?
(Kitt, one night in bed)

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Emotional & Social Intelligence

- ▶ E.I the ability to down-regulate and let go of negative emotions and to up-regulate and hold on to positive ones
- ▶ S.I. the ability to get on well with others

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Social Intelligence is the ability:

- ▶ To act wisely in human relations (Thorndyke, 1920)
- ▶ To make others feel the better for an encounter with you
- ▶ To acknowledge that someone else's idea is better than yours
- ▶ To admit to being wrong
- ▶ To respond rather than react

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Schools leaders' role in promoting positivity

- Don't take yourself too seriously
- Address negativity
- Diffuse rather than escalate
- Don't interpret ...consider a range of options and ask
- Adopt a win-win attitude in conflicts with staff, students or parents
- Let go

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