

THE ASPIRE PRINCIPLES FOR HEALTHY
RELATIONSHIPS & SOCIAL CAPITAL

- AGENCY
- SAFETY
- POSITIVITY
- INCLUSION
- RESPECT
- EQUITY

**You aspire to
great things?
Begin with little
ones.**
- Augustine Saint

Although given separately
these are all interactive

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AGENCY


- This means having some choice and a say in what happens to you
- Not feeling that you are a victim of fate and able to blame others
- When you have agency you take responsibility for your own behaviour and its outcomes
- **This means not controlling others**
- At one end of the spectrum of control is bullying and abuse
- Using our authority to empower others can be transformative

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IN CHARGE, NOT IN CONTROL

- Teachers need to be in charge of proceedings – this does not mean controlling people
- Never try and 'make' someone – options and consequences
- Keep responsibility where it belongs – along with high expectations and support
- Empower others – trust them to get on with the job – micro-managing sets up resentment
- Give limited choices where possible
- Ask questions rather than make statements

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SAFETY


- Physical, Psychological, Emotional
- Being accepted for who you are
- Being able to take risks and make mistakes
- Being able to trust others
- Not being singled out
- Feeling someone has your back

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- Video clip from Kid President

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INCLUSION

- Feeling you belong, you are accepted and you matter is one of the strongest factors for wellbeing
- Resilience research
- Behaviour research
- Prevention of violence research


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EXCLUSIVE AND INCLUSIVE BELONGING


<ul style="list-style-type: none"> ○ Exclusive: ○ Me and my gang only ○ Only those like me ○ We are superior ○ Can de-humanise with an 'I-it' orientation ○ Can lead to a range of damaging social ills 	<ul style="list-style-type: none"> ○ Inclusive ○ Open to all ○ Welcomes diversity ○ Seeks what is shared ○ Has an "I-you" orientation ○
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 **WHOLE CLASS RESPONSIBILITY FOR THE EMOTIONAL CLIMATE**


- Role Play scenario
- Not addressing an incident but addressing an issue?
- Not asking a small group to intervene but asking the class how they would feel and what they would want to happen and then turning that into action
- My name is Lily
- I have been in this class for three weeks.
- No-one is unkind to me, but no-one speaks to me much either
- I am on my own a lot and not sure what to do.

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 **DISCUSSION AND ACTION**

- Question 1: What would you be feeling if you were Lily?
- Question 2: What would you want to happen if you were Lily?
- Question 3: What could this group do to help Lily out.
- ACTION.
- In your groups decide on one sentence that you could say to Lily and one of you comes and says this to her.

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 **RESPECT**

- Respecting voices, choices and culture
- Not imposing
- Being accepting and non-judgmental
- Listening, acknowledging, validating
- Being reliable
- Taking account of someone's situation
- Self-respect does not lie in compliance – it lies in integrity, acting in accordance with your values


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 **RESPECT IN ACTION**



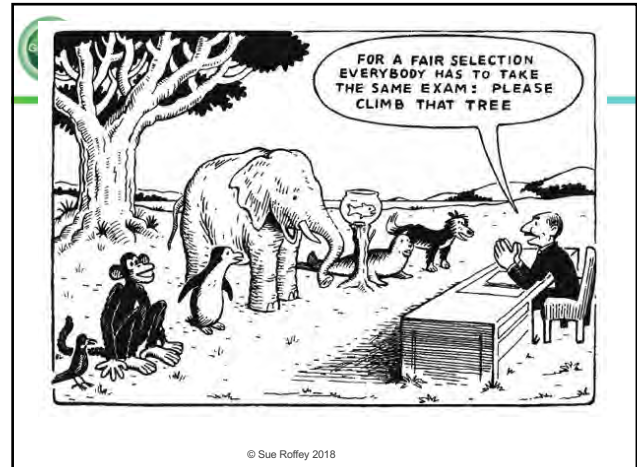
- If RESPECT walked into your school one morning...
- ...what would you notice
- ...what would everyone be feeling
- ...how would this help with learning
- ...how would this help with behaviour?

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 EQUITY

- The worldwide evidence (Wilkinson and Pickett, 2010, Huppert and So,) is that the more equality there is in a society the more wellbeing there is for everyone.
- Over four decades Denmark has been rated as one of the happiest countries in the world – and has the least difference between the haves and have-nots.
- But we do not want to treat everyone exactly the same
- Equity means thinking through how everyone can have an equal voice and an equal chance.

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 MORE INFORMATION

- www.growinggreatschoolsworldwide.com - information, research, good practice and links with others who want an education that meets the needs of the whole child
- www.circlesolutionsnetwork.com - This pedagogy for social and emotional learning is based in the ASPIRE principles
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