


**Growing Great Schools Worldwide**

## THE ASPIRE PRINCIPLES FOR A SAFE AND EFFECTIVE PEDAGOGY



© Sue Roffey 2018

**Growing Great Schools Worldwide**

## WHERE ARE WE NOW?

- Increasing incidence of poor mental health in young people
- Concern about how our children and young people are ‘Learning to Be’ and ‘Learning to Live Together’
- Social and emotional learning still has low priority in many schools as there is ‘no time’ with academic based curricula
- The Character in Education UK Report recommended training for school staff both in training and in schools.
- BUT there continues to be little clarity about HOW social and emotional or character education should be taught. It is not so much an input as a process and this process needs a framework

© Sue Roffey 2018

**Growing Great Schools Worldwide**

## SO HOW DO YOU BUILD CHARACTER AND HEALTHY RELATIONSHIPS?

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

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

© Sue Roffey 2018

**Growing Great Schools Worldwide**

## THE ASPIRE PRINCIPLES HAVE DERIVED FROM...

- Analysis of the critique of SEL (eg Ecclestone, Craig) as not being a ‘safe’ place for either teachers or students to discuss issues with an personal/emotional content
- Key factors highlighted within the 17 chapters of Positive Relationships
- Practical hands-on experience with students and teachers in the UK, Australia and internationally.
- Positive Psychology research




© Sue Roffey 2018

 AGENCY IS DEMONSTRATED BY...

- Self-determination. Autonomy is a pillar of authentic wellbeing
- Empowerment. The teacher is in charge of proceedings but the aim is for every student to come to their own conclusions.
- A pedagogy that is Socratic rather than didactic – asking good questions rather than providing answers.
- Questions posed in a variety of ways including role-play, hypotheticals and activities presented as games
- Discussion, reflection, critique and analysis
- With agency comes responsibility


© Sue Roffey 2018

 MIXING EVERYONE UP


- This means people are not always in discussion with those in their social circle. It breaks down barriers, reduces prejudice and broadens the conversations.
- If you feel comfortable, stand up and change places if:
  - You feel OK about giving up a Saturday to be here!
  - You are optimistic about the future of British education
  - You are curious as to what comes next!

This is known as a silent statement and shows what we have in common


© Sue Roffey 2018

 IN GROUPS OF THREE OR FOUR ...

- You have five minutes to work together to develop a recipe for a safe and happy classroom.
- What would be your main ingredients?
- 




© Sue Roffey 2018

 SAFETY IS DEMONSTRATED BY...

- Giving students the right to stay silent
- Focusing on issues – never incidents. This avoids the private, and personal.
- Use of the third rather than the first person – eg it would make someone happy if...
- Activities that are paired and in groups – rarely individual
- No individual competition
- Acceptance of all ideas, opinions or stories. There are no put-downs - only personal positives.


© Sue Roffey 2018



## THE STRENGTHS IN CIRCLES CARDS FOR SAFETY

- We are kind in what we say and do
- We build trust with each other
- We look out for each other
- We can get help
- We forgive each other
- We are reliable and honest
- We learn from our mistakes
- How would you use this resource to encourage young people to think about their values, who they were becoming and how they interact with each other?

© Sue Roffey 2018



## POSITIVITY IS DEMONSTRATED BY...

- Being solution focused. What we want rather than what we want to get rid of.
- Actively promoting positive emotions and positive actions
  - **Feeling** valued, connected, cared for, comfortable, calm....
  - **Being** kind, generous, forgiving, thankful, hopeful....
- Having fun together – shared laughter generates oxytocin, resilience and belonging
- Identifying strengths for the self and others
- But ...accepting the important emotions of sadness and anger.

© Sue Roffey 2018




## INCLUSION IS DEMONSTRATED BY...

- Giving everyone the opportunity to participate
- Regularly mixing people up so they interact outside of their usual social circles. This breaks down barriers and prejudice
- Activities that enhance a sense of belonging
- Responding to challenges by giving choices and emphasizing that everyone matters

**Feeling you belong is one of the main pillars of resilience and psychological well-being**

**Our most vulnerable students are those who most need connection**

© Sue Roffey 2018



## RESPONSIBILITY FOR INCLUSION: HYPOTHETICAL

- My name is Lily
- I have been in this class for three weeks.
- My parents have split up and I haven't seen my dad for ages
- All the students have their own friends and groups
- 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.
- How might you feel if this was you?
- What would you want to be happening?
- What 3 things could this group do to help this student
- What else might help?

© Sue Roffey 2018




## RESPECT IS DEMONSTRATED BY...

- Listening to each other
- Not jumping to judgment
- Not making assumptions
- Not putting anyone down
- Taking people's contexts into account
- Being reliable and trustworthy
- Acknowledging difference, valuing uniqueness and exploring what is shared.

- Activity:
- Going around (perhaps following a paired discussion) everyone completes this sentence.
- **Someone would feel respected if...**


© Sue Roffey 2018



## EQUITY IS DEMONSTRATED BY...

- Not everyone being treated exactly the same but equal rights to participate and flexibility to ensure this happens
- The facilitator being a full participant – the teacher does everything the students do.
- The teacher being in charge but not controlling students
- Everyone having a turn
- Shared decision making
- Sharing time and space.
- A democratic framework

© Sue Roffey 2018



## FURTHER INFORMATION

- [www.sueroffey.com](http://www.sueroffey.com) Email [sue@sueroffey.com](mailto:sue@sueroffey.com)
- [www.growinggreatschoolsworldwide.com](http://www.growinggreatschoolsworldwide.com)
- [www.academia.com](http://www.academia.com) or [www.researchgate.com](http://www.researchgate.com) for many relevant academic articles
- [www.growinggreatschoolsworldwide.com/csn/](http://www.growinggreatschoolsworldwide.com/csn/)

Twitter @sueroffey

**Circle Solutions training on 18<sup>th</sup> June in London. (Covent Garden)**  
**A worthwhile day or your money back!**

© Sue Roffey 2018