

Dave Whitaker

How and Why to Lead with Kindness



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Creating our cultural equation

$$V + V + V = C$$

Values + Values + Values = Culture

$$LV + LV + LV = C$$

Lived Values + Lived Values + Lived Values = Culture

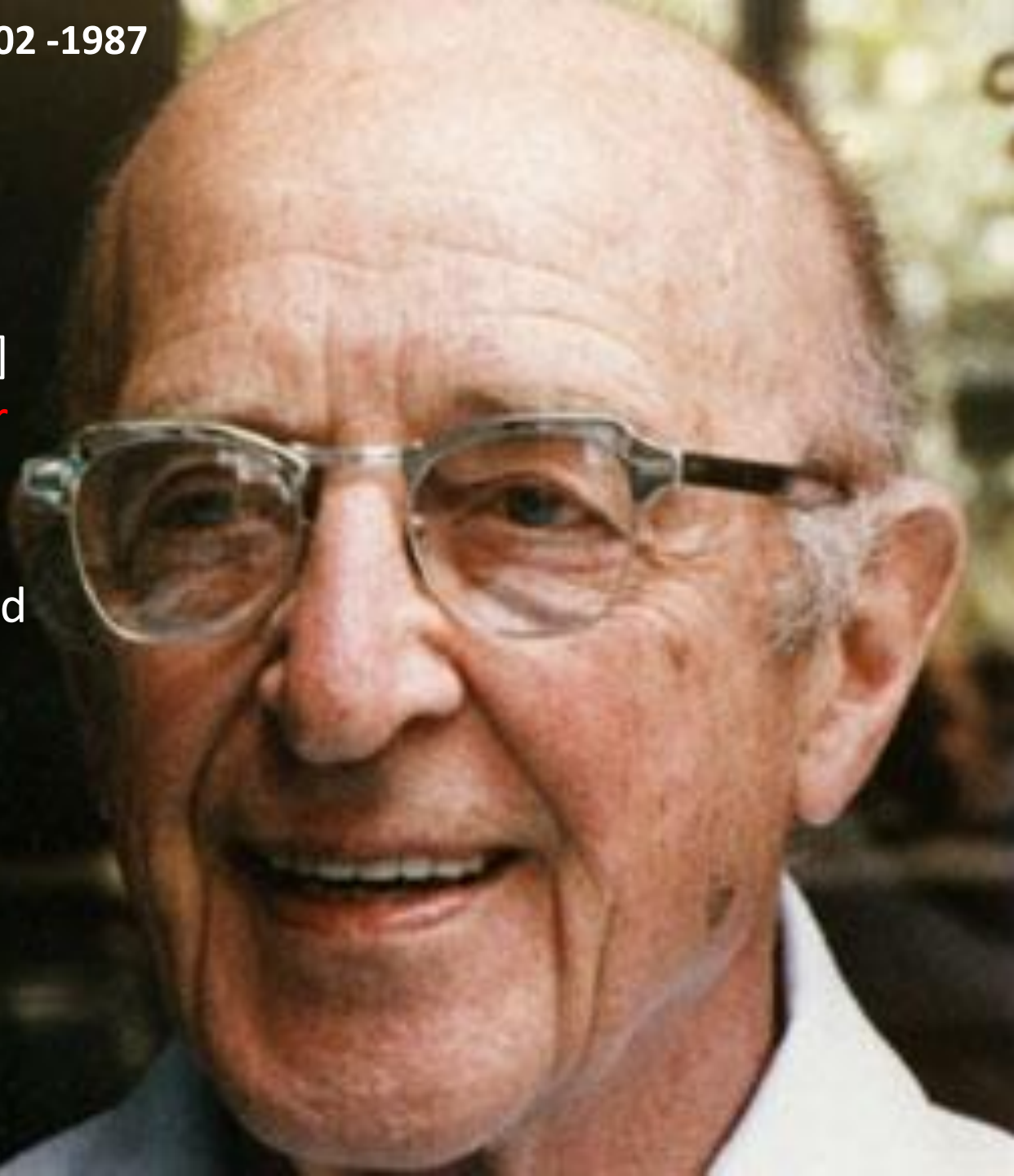


Unconditional Positive Regard

Carl Rogers 1902 -1987

“The therapist experiences a warm caring for the client – a **caring** which is not possessive, which demands **no personal gratification**. It is an atmosphere which simply demonstrates [...] It involves an acceptance '**I care**'; **not 'I care for you if you behave thus and so.'** of and a caring for the client as a *separate* person, with permission for him to have his own feelings and experiences, and to find his own meanings in them. To the degree that the therapist can provide this **safety-creating climate** of **unconditional positive regard**, significant learning is likely to take place”.

If a therapist can do this, then surely we can too?



Carl Rogers 1902 -1987

Unconditional Positive Regard:

Four things?

1. Genuineness
2. Acceptance
3. Empathy
4. Self-actualisation



Cultural positioning . . .

Long Read: Big rewards and 'really harsh' punishments – meet the man who says he has a behaviour silver bullet

By Kate Parker 04 February 2018



Punishments have to be "really harsh"



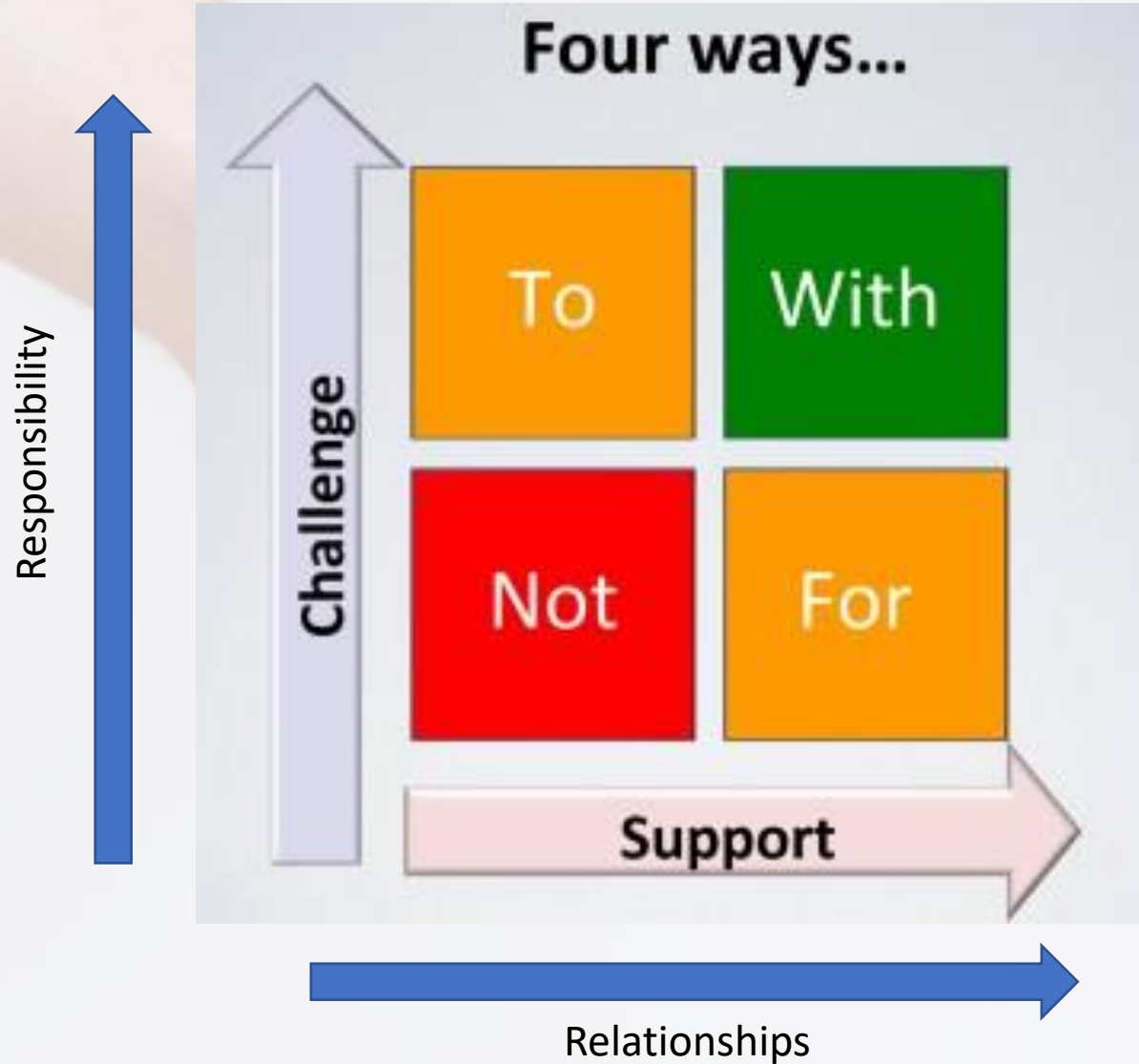
'We batter them with kindness': schools that reject super-strict values

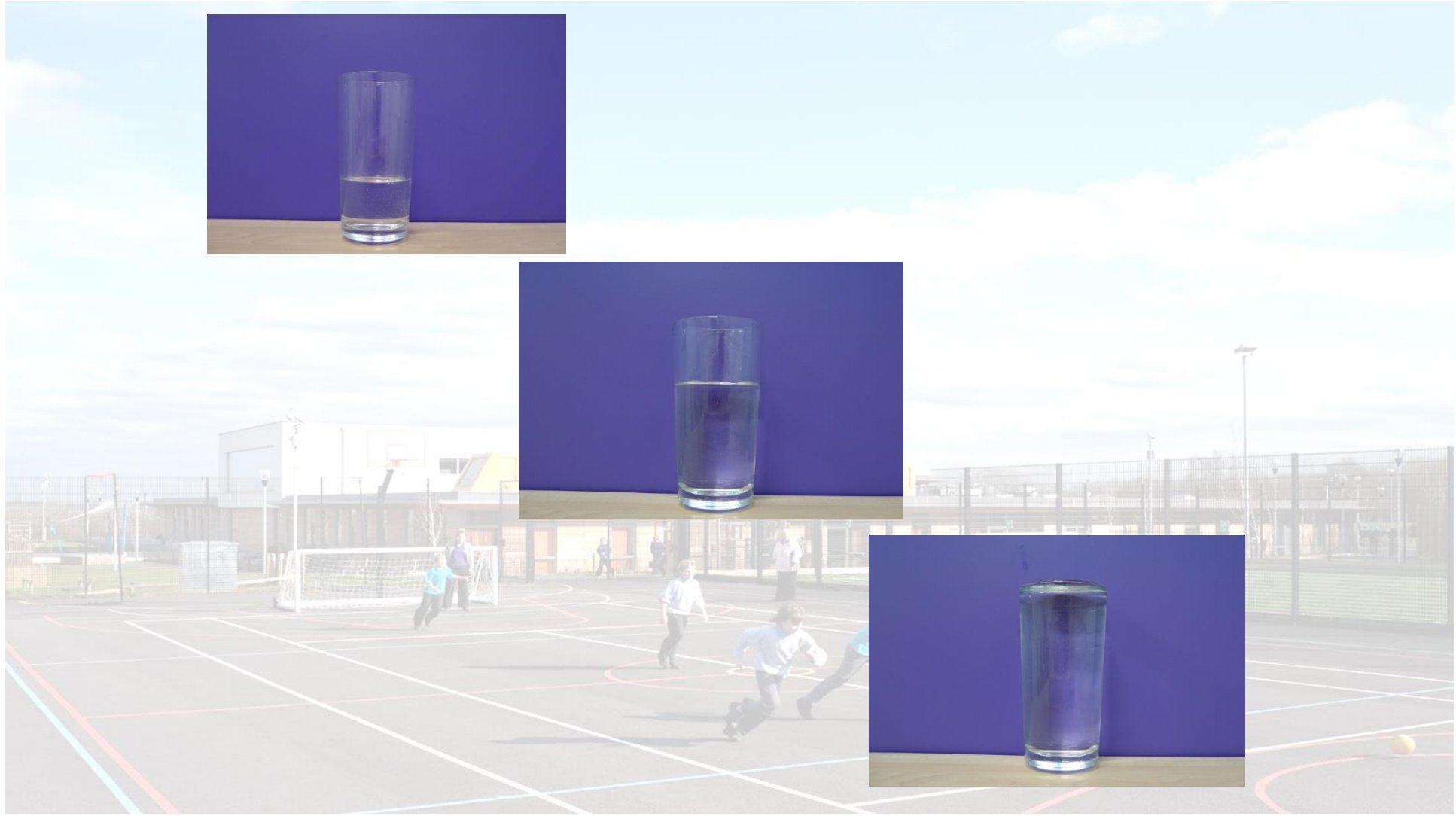
No excuses, plenty of fear

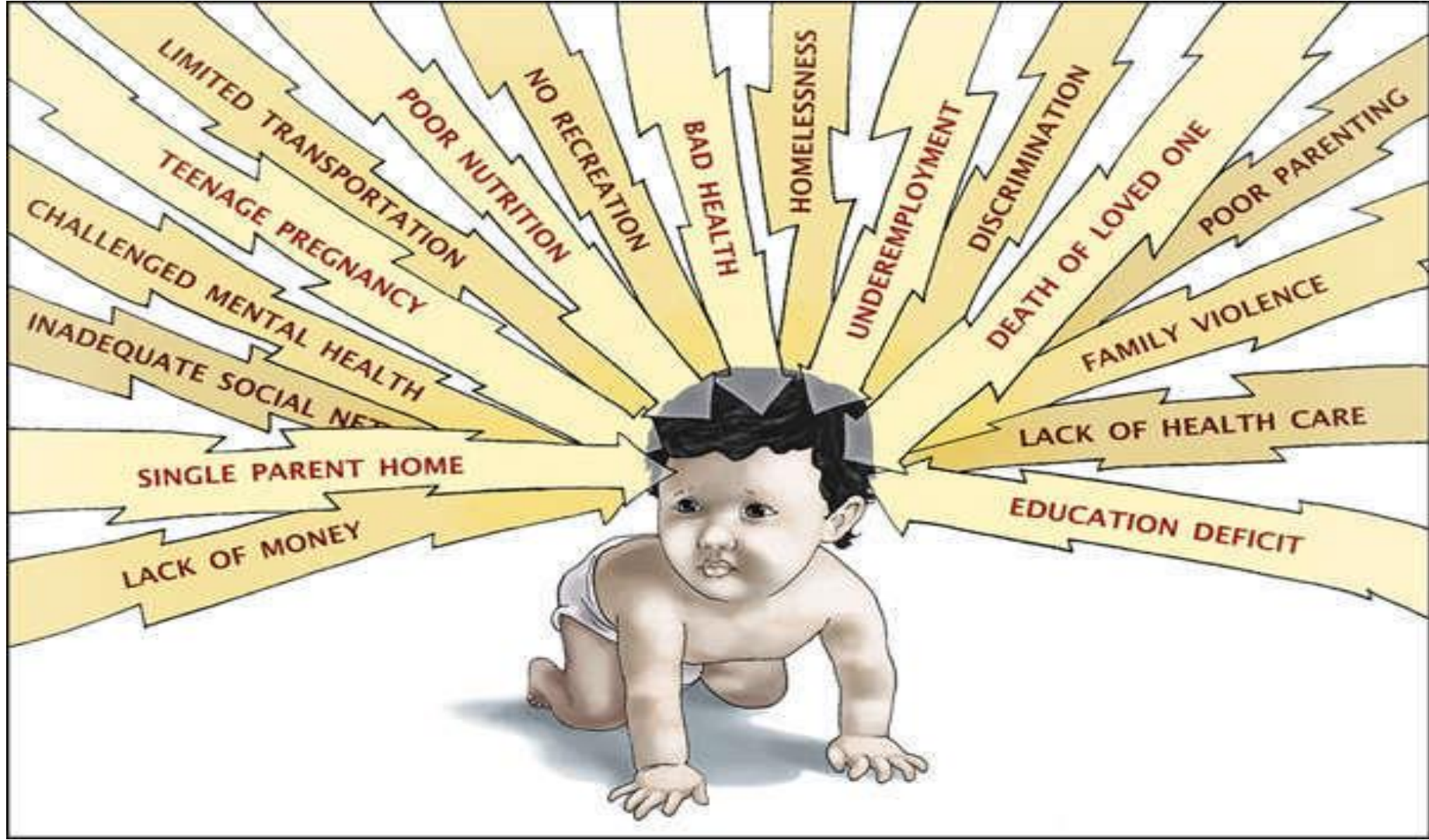
“Fear is the path to the dark side. Fear leads to anger. Anger leads to hate. Hate leads to suffering”



The Social Discipline Window



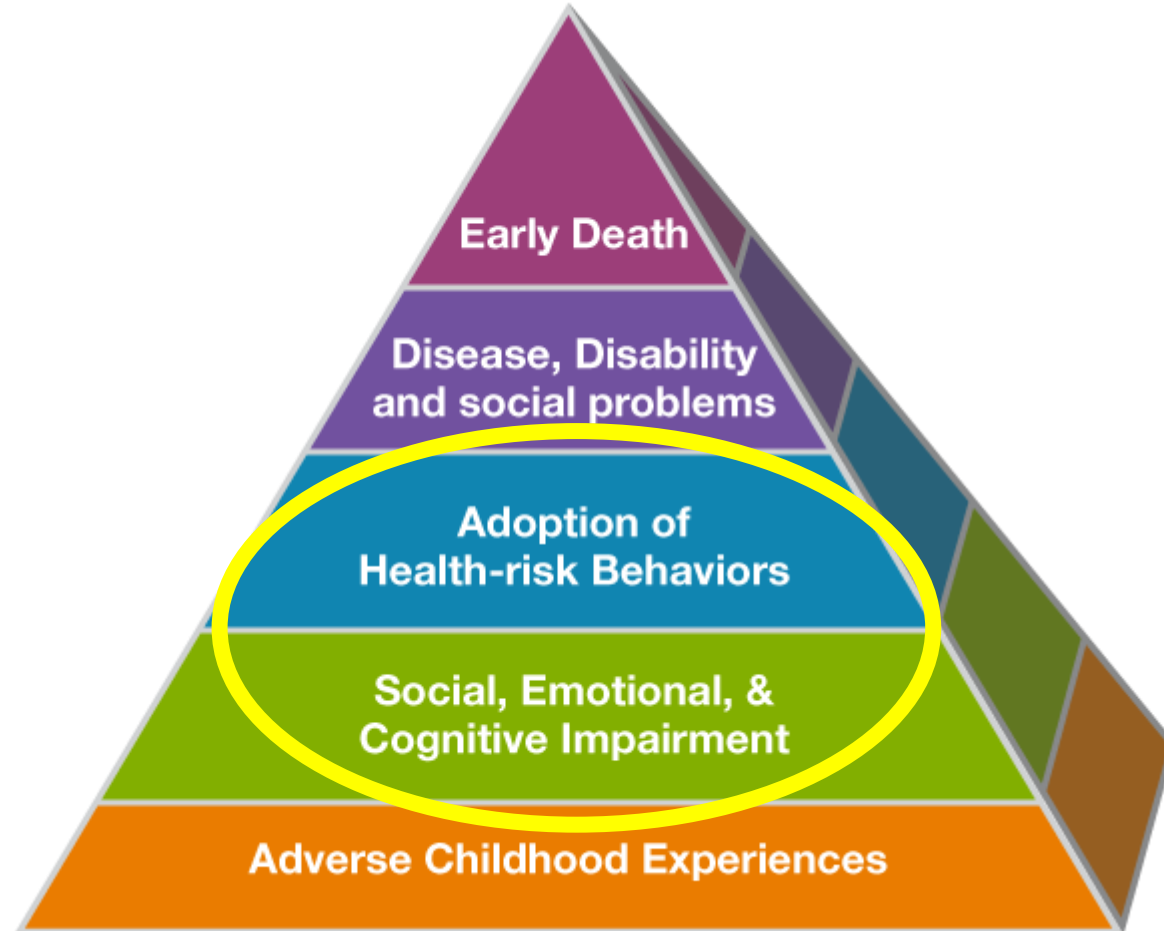


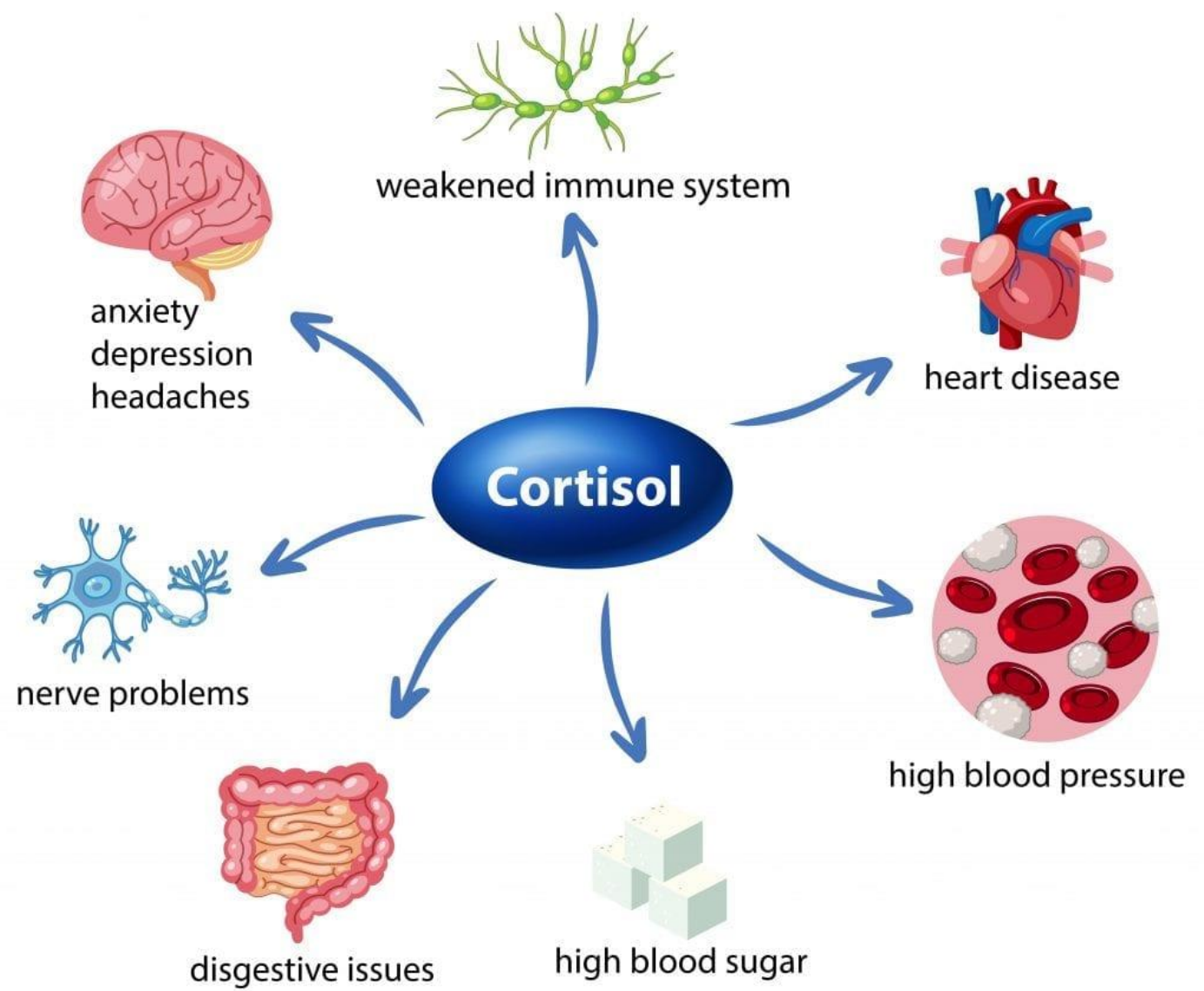


Death



Birth





POSITIVE

Brief increases in heart rate,
mild elevations in stress hormone levels.

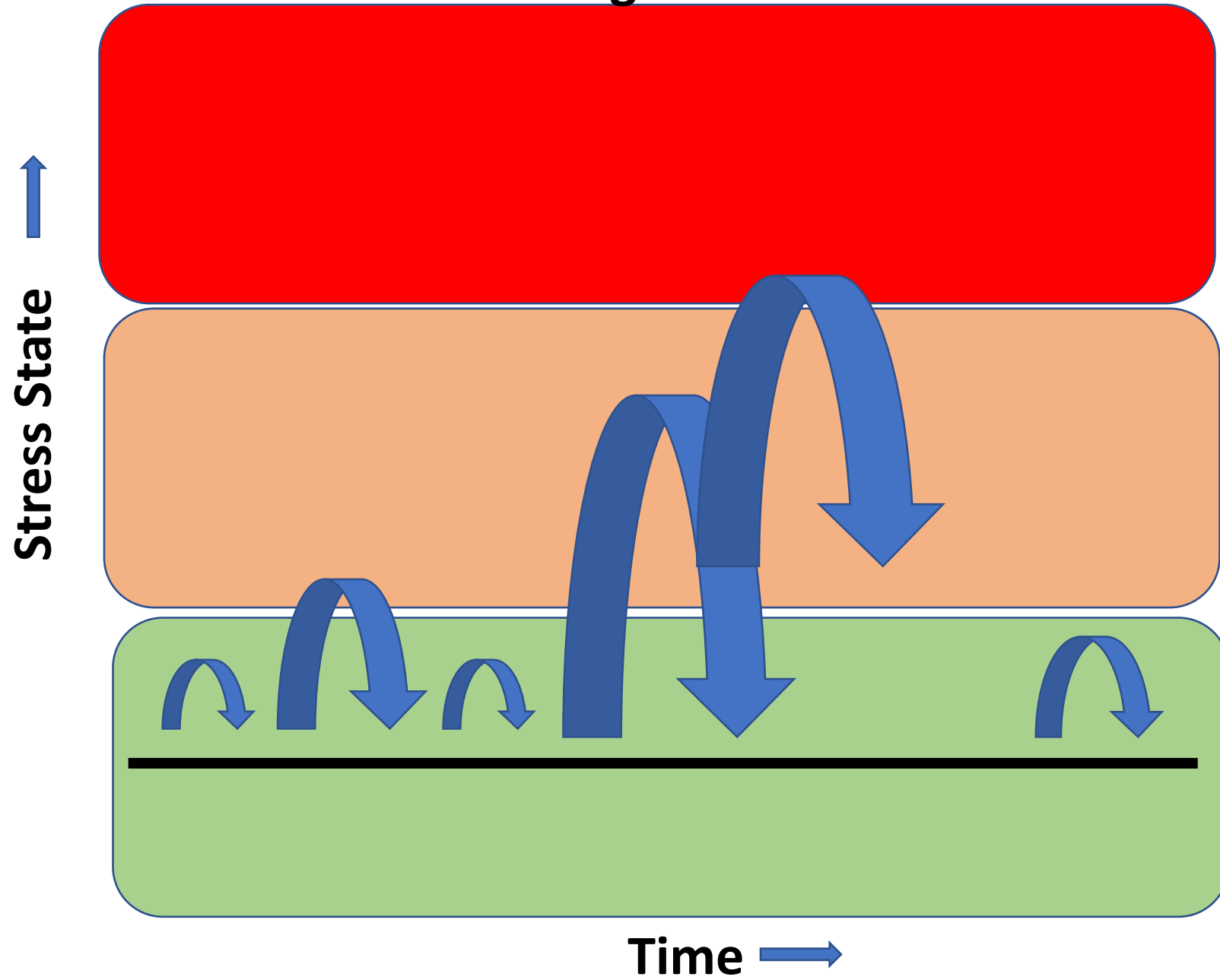
TOLERABLE

Serious, temporary stress responses,
buffered by supportive relationships.

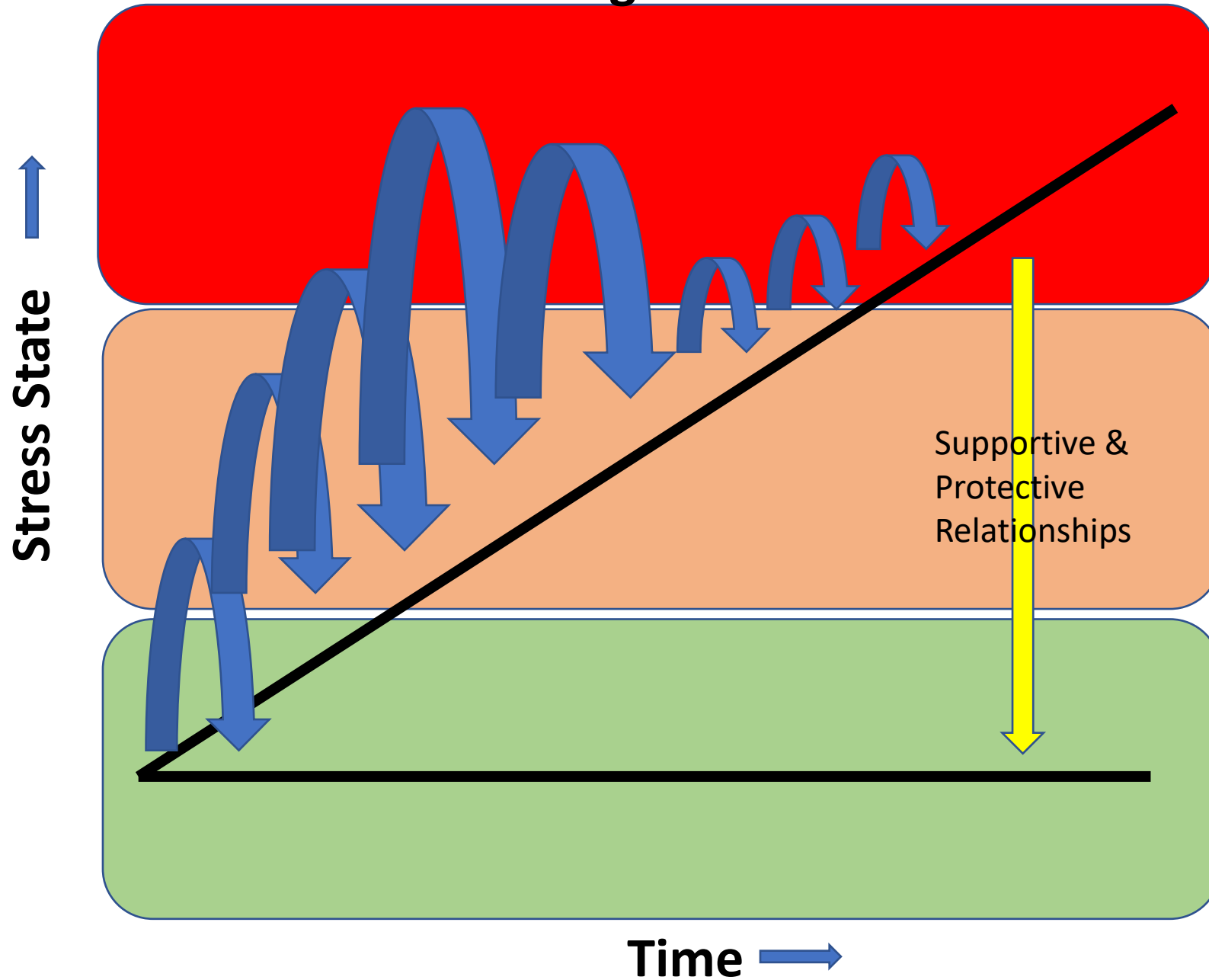
TOXIC

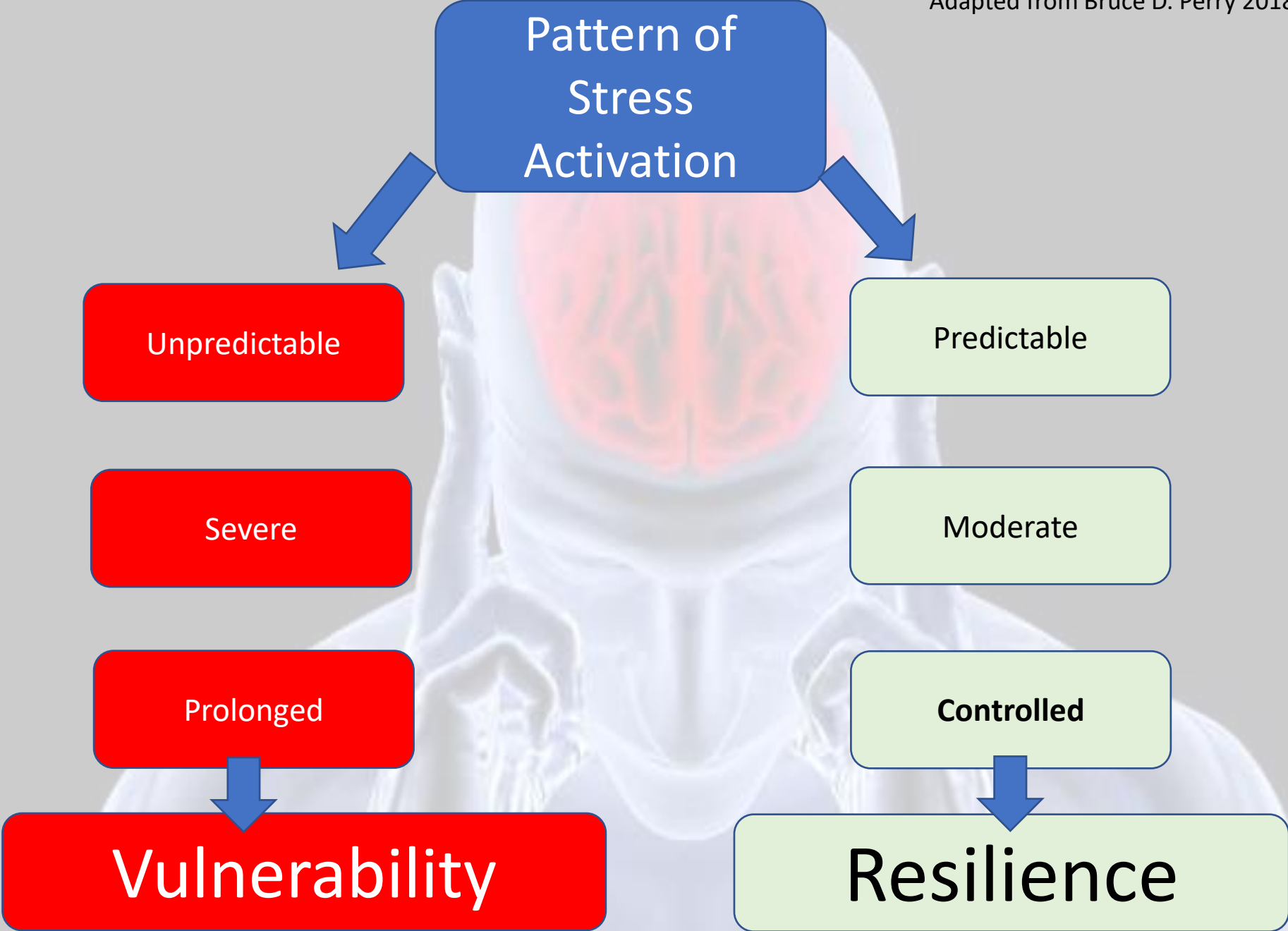
Prolonged activation of stress
response systems in the absence
of protective relationships.

Sensitising Pattern



Sensitising Pattern







Teacher

Adult Behaviour (primary caregiver)

Positive & Loving

Rejection & Unloving

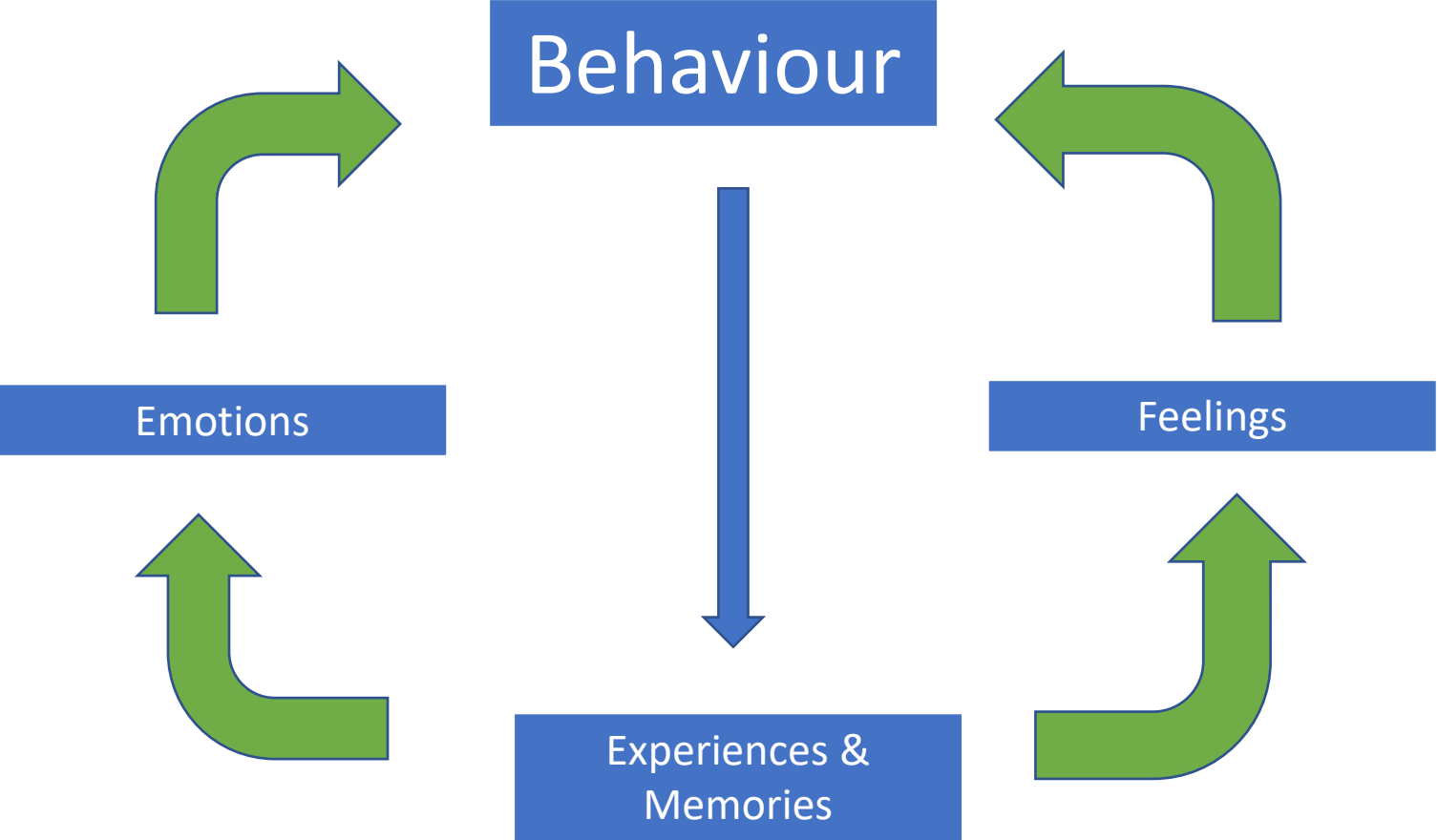
Anger & Confusion

Child is Secure

Child is Avoidant

Child is Resistant

Pupils



Connection before correction

Remain calm and regulate your own response - allow them into your calm rather than joining them in their chaos.

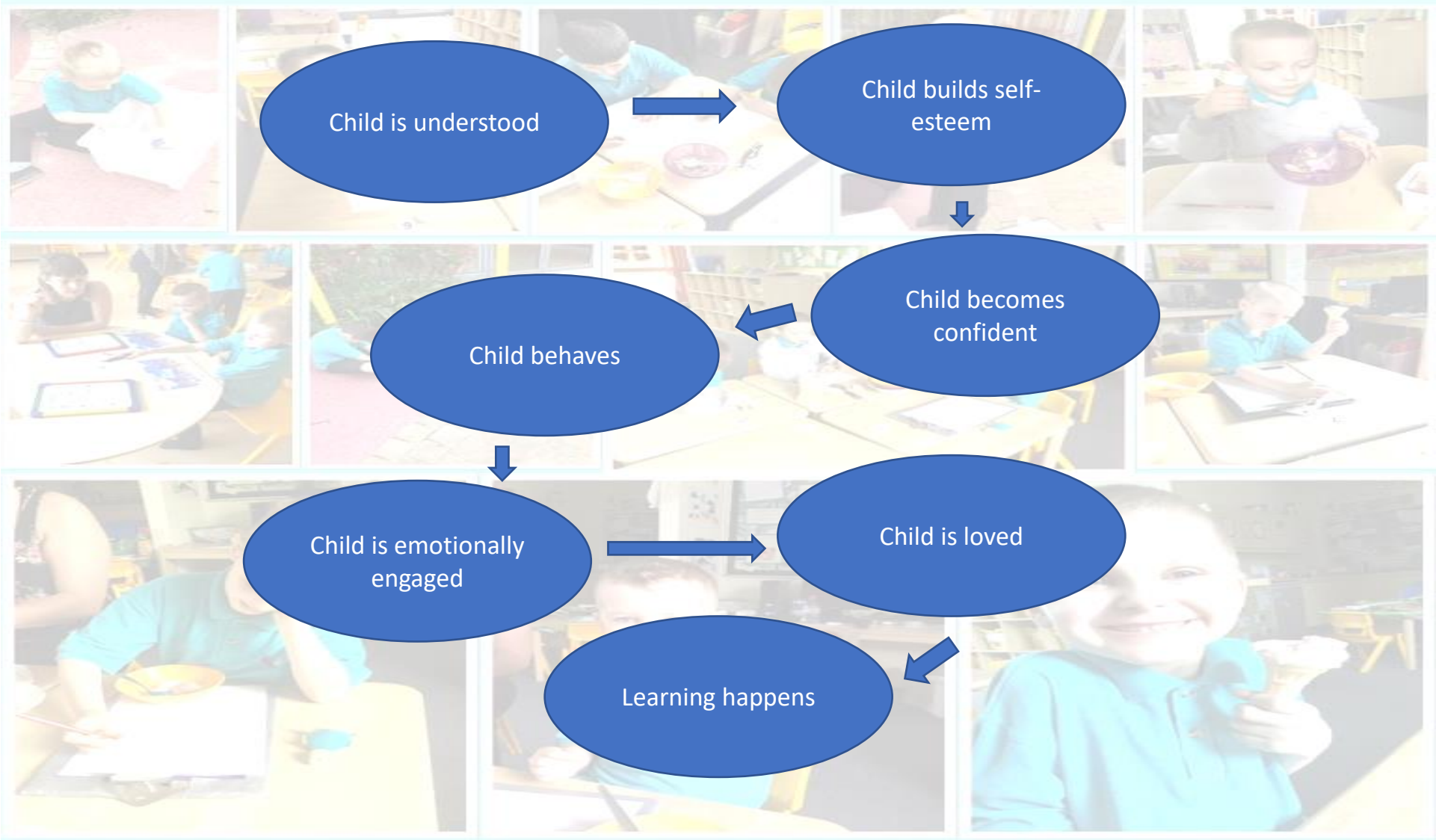
Put things right – they may need your emotional support to do this.
Don't assume they can put things right without you.


Regulate
Relate
Repair

Empathise and reflect –
make a connection
Make them feel safe.



The perfect
teacher on
one
slide.....

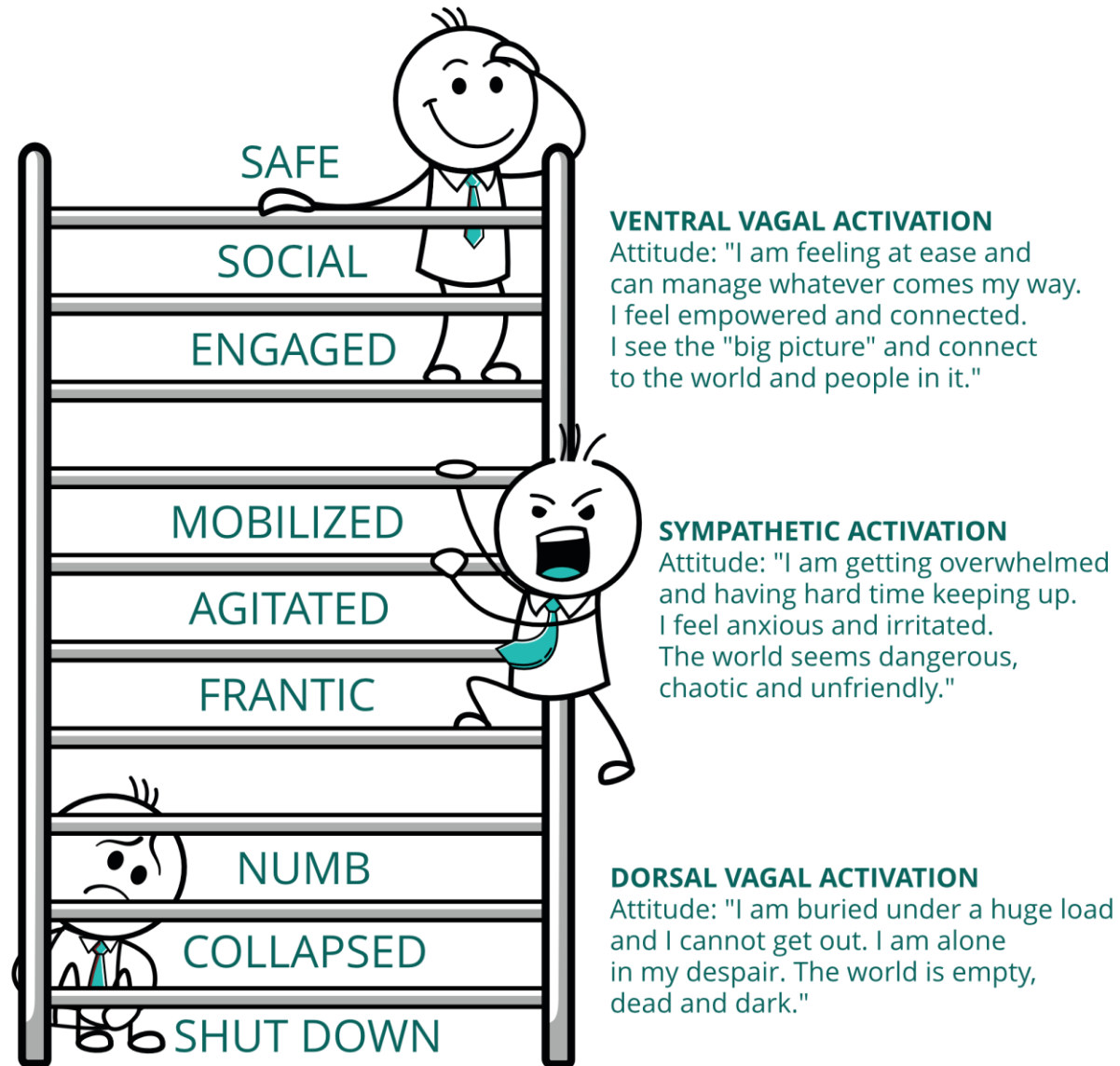


A close-up photograph of a person's hand holding a child's hand. The person's hand is larger and has a gold ring on the ring finger. The child's hand is smaller and is being held in a supportive grip. The background is a soft-focus outdoor scene with green foliage and a person's face in the distance.

The importance of feeling safe: Polyvagal Theory *Stephen Porges*

A child under stress → self protection

AUTONOMIC NERVOUS SYSTEM AS A LADDER



Child feels safe

Sympathetic nervous system -
Increased arousal & mobilisation

Parasympathetic nervous system –
reduced arousal & immobilisation

The background features a light blue gradient with four stylized, semi-transparent hands in shades of blue and grey. Each hand is pointing its index finger towards the center of the frame. In the center, there is a small, red silhouette of a person sitting on a dark grey rectangular block, looking down. The overall composition suggests a collective judgment or blame being directed at the central figure.

Reflection: Are these children choosing their behaviour?

behaviour linked to choice = allocation of blame

Allocation of blame = seeking revenge

Do we want to be revenge seekers?

P.A.C.E

Playfulness

Oxytocin to combat cortisol

Acceptance

Feeling safe and putting children at ease

Curiosity

Being non-judgemental

Empathy

Genuine understanding of how a child feels





How do you want people to remember you?



How do your values contribute to school culture?



Self-actualization

desire to become the most that one can be

Esteem

respect, self-esteem, status, recognition, strength, freedom

Love and belonging

friendship, intimacy, family, sense of connection

Safety needs

personal security, employment, resources, health, property

Physiological needs

air, water, food, shelter, sleep, clothing, reproduction

**Why does your school exist and
what are you trying to achieve?**



Reading list:



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